ICEL 2023

ABSTRACT BOOK

ICSSIET CONGRESS

2 st International Congress of Educational Sciences and Linguists (ICEL 2023) July 20-21, 2023

Warsaw/ POLAND

ABSTRACT BOOK

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CONGRESS PROGRAM

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CONGRESS PROGRAM

With **11 papers-15 academics/researchers (Türkiye:4-Indonesia: 1-Pakistan: 2-Azarbaijan:3-Ukraine: 1)** from **10** institutions and **5** countries + (**5** countries-chair & keynote speakers & moderators)

Total Participant: 1 Chair + 5 Keynote Speakers+ 2 Moderator +15 academics/researchers: 23
Presentations will be in English. There are 2 virtual conference rooms.
The congress was organized according to Turkey time. To calculate the time for your country:
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20 July 2023 Thursday 09:50-10:00	**2ˢᵗ International Congress of Educational Sciences and Linguists (ICEL 2023)** **July 20-21, 2023 Warsaw/POLAND** **20 July 2023 10:00 a.m. Istanbul** **Zoom Meeting** **Topic**: ICEL 2023 20.07.2023 **Join Zoom Meeting** https://us06web.zoom.us/j/87662095062?pwd=MWF1TklOSTJXRkNkZkJCSmttd1dMZz09 **Meeting ID**: 876 6209 5062 **Passcode**: 251168
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20-21 July 2023 Thursday-Friday 10:00-12:00	**Keynote Speakers** Dr. Monica Mastrantonio/UK Dr. Hemant Kumar Gianey/India Dr. Muhammad Zia ur Rehman/Pakistan Dr. AhdiHassan, Amsterdam/Netherlands Lecturer Olga Ipatova/Belarus
	Coordinators of the Congress **Assist. Prof. Enkeleda Lulaj,** PhD University Haxhi Zeka Kosovo/Kosovo **Novriest Umbu Walangara-** NAU, Malaysia
12:00-13:00	Coffee Break- Lunch
13:30-16:30	Online Sessions
21 July 2023 Friday 10:00-13:30	Online Sessions **2ˢᵗ International Congress of Educational Sciences and Linguists (ICEL 2023)** **July 20-21, 2023 Warsaw/POLAND** **Time: July 21, 2023 10:00 AM Istanbul** **Topic**: ICEL 2023 21.07.2023 **Join Zoom Meeting** https://us06web.zoom.us/j/85952959654?pwd=QUtjQk5sQnNva2JTaFVjanJOQmovUT09 Meeting ID: 859 5295 9654 Passcode: 636610
21 July 2023 Friday 13:30-14:00	Closing Session

Note: (ICEL 2023) congress sessions are to be recorded in accordance to the General Data Protection Regulation (GDPR) and Kişisel Verilerin Korunması Kanunu (KVKK). By joining the congress sessions, you automatically consent to such recordings. If you do not consent to being recorded, discuss your concerns with the host or do not join the congress sessions.

Room-I	20 July 2023 Thursday	Moderator
	13:30-16:30	Riszky Amelia
Room-II	21 July 2023 Friday	Moderator
	10:00-13:30	Tunjung Wijanarka

Thursday, 20 July 2023 Room I

Room-I	Thursday, 20 July 13:30-16:30	Moderator	Riszky Amelia

1. **Emil Raul oğlu Ağayev-**Methodology of teaching Azerbaijani art in the 7th class fine arts textbook/ Azerbaijan
2. **Prof. Dr. Muhammad Yaqoob, Dr. Muhammad Zia ur Rehman, Mrs. Maria Zia-**The Impact of Education on Communication Competencies – Analysing the Paradigms/ Pakistan
3. **Prof. Dr., Hikmat Hasanov & Ph.D., Ismayil Zeynalov-**Development of a radioactive precipitation monitoring system based on wireless technology training/Azerbaijan
4. **Assoc. Prof. Sevinj Aghayeva-**Literary Language Issues in the Environment of Eastern Anatolia (Based on the Creativity of Yusif Maddah) /Azerbaijan
5. **Dr. Ijaz Yusuf, Dr. Hasan Murad-**Artificial Intelligence: A Winning Strategy in Supply Chain Education/Pakistan

Friday, 21 July 2023

Friday, 21 July 2023 Room-II

Room-II	21 July 2023	Moderator
	10:00-13:30	Tunjung Wijanarka

Friday, 21 July 2023: Room-II

Room-II	Friday, 21 July 2023 10:00-13:30	Moderator	Novriest Umbu WALANGARA

1. **Cemile Erik-** Difficulties in Emotion Regulation Scale-8: Adaptation to Turkish/Türkiye
2. **Neslihan Turan-**Independent-Interdependent Problem-Solving Style Scale: Adaptation to Turkish/Türkiye
3. **Assist. Prof. Neslihan Günaydın Albay-**A Poststructuralist Analysis of David Henry Hwang's "M. Butterfly"/Türkiye
4. **Smetanska M., PhD., Makovii M., PhD., Zhovnir O., PhD. -** Mechanisms of management of self-educational process of foreign students at technical university: from the experience of the Kyiv National University of Construction and Architecture-Kyiv National University of Construction and Architecture/ Ukraine
5. **PhD., Imron Wakhid, Harits-**Constructivism on Madura's Children Tales/Trunojoyo University, Indonesia
6. **Dr. Özlem Karaağaç Tuna-** EFL Learners' Translanguaging Processes While Getting Prepared for Their Speaking Tasks in Language Classes/Türkiye

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2. Marmara University, TÜRKİYE

3. Doğuş University, TÜRKİYE

4. Azerbaijan National Academy of Sciences, Literary Institute named Nizami Gencevi, Hazar University, AZERBAIJAN

5. Azerbaijan State Pedagogical University, AZERBAIJAN

6. Ministry of Science and Education of Azerbaijan Republic Institute of Geography named after academician H. Aliyev, AZERBAIJAN

7. University Malaya/NDU, PAKISTAN

8. Kyiv National University of Construction and Architecture, UKRAINE

9. University of Management and Technology, Lahore, PAKISTAN

10. Pamukkale University, TÜRKİYE

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Methodology of Teaching Azerbaijani Art in the 7th Class Fine Arts Textbook

Emil Raul oğlu Ağayev

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Özet

Orta məktəblərdə təsviri incəsənət fənninin tədrisində Azərbaycan incəsənətinin öyrədilməsi metodikası şagirdlərdə ölkəmizin tanınmış sənətkarlarının, memarlıq məktəblərinin fərdi xüsusiyyətləri haqqında mühüm biliklər öyrədilir. Bu məqalədə VII sinif təsviri incəsənət dərsliyində mühüm yer tutan nəzəri məlumatlar, illüstrasiyalar, mövzunun şagirdlərə təqdim edilməsi əsas tədqiqat obyekti kimi araşdırılmışdır.

Açar sözlər: Təsviri incəsənət, dərslik, orta məktəb, Azərbaycan, rəssamlar

Abstract

In the teaching of fine arts in high school, the methodology of teaching Azerbaijani art teaches students important knowledge about the individual characteristics of well-known artists and architectural schools of our country. In this article, the theoretical information, illustrations, and presentation of the topic to the students, which occupy an important place in the VII class fine arts textbook, were examined as the main research object.

Keywords: Fine arts, textbook, high school, Azerbaijan, painters

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The Impact of Education on Communication Competencies – Analysing the Paradighms

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Dr. Muhammad Zia ur Rehman,
Mrs. Maria Zia
My University, Pakistan
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Abstract

The study aims at the the basic parental education on early childhood communication skills, which later on become part and parcel of human personality ,lifetime. The study is qualitative in nature and we carried out interviews of 17 parents and gauged the children' communication effectiveness. After transcription of the interviews, we analysed major themes based on parental education system (pre-school and during school age when the children stay with parents). The impact of the daily routine through which parents directly or indirectly infoence the children communication were interviewed about. We assessed the communication based on: 1) usage of ethical words and sentences, 2) tone of voice, 3) loudness and softness, 4) long and short sentences, 5) pitch and intonation, 6) effectively conveying the message and much more. The results were surprising, as the findings show that the quality of parental education not only determins the quality of children' communications but the basic early childhood education if provided with caution, the children communication can be extremely effective and humane or vice versa. When to stop, when to speak, where to pause, where to get connected, how to address the elders and how to talk to the youngesters, how to behave during conflicts and alike aspects are addressed in the study.

Additionally, 1) interapersonal communication and 2) interpersonal communication were also deleibrated upon. Study shows that the keys to effectiveness in the world of work is the ability to communicate effectively and even if the job is related to technical fields like computer programming or engineering, people spend as much as 75% of the time

communicating and interacting with other people so effectiveness as a person is determined by effectiveness in getting the message across and then getting the message clearly that the other person is sending, which all is based on the parental education system, made available in the early childhood. Furthermore the study also provides insight about the development of verbal and non verbal communication, through parental early childhood education.

Keywords: Early childhood education, communication, effectiveness, personality, parental education, intrapersonal communication, interpersonal communication.

Development of a Radioactive Precipitation Monitoring System Based on Wireless Technology Training

H.G. Hasanov[1], I. M. Zeynalov [2]

[2] Ministry of Science and Education of Azerbaijan Republic Institute of Geography named after Academician H. Aliyev/ Azerbaijan

Abstract

Disadvantages of existing monitoring system are critically analyzed. It is discussed, when monitoring systems can bring failures to radiological measuring process. It is considered how to get the best performance for working monitoring system by using wireless technologies. Two types of wireless technologies are suggested to use for developing new generation of monitoring system, namely internet of things (IoT) and wireless electric power transfer (WPT) through satellites.

Keywords: monitoring system, radioactive precipitation, measuring sensor, wireless technologies.

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Literary Language Issues in the Environment of Eastern Anatolia (Based on the Creativity of Yusif Maddah)

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Abstract

In order to explain and highlight any language issue, it is very important to refer to classical literature examples along with historical facts. The modern Azerbaijan literary language was formed as a result of a long historical process, it was able to protect itself from language attacks (foreign language elements) due to its strong lexical fund. Our scientific article will be about the processing characteristics of a group of words (which are archaic for the modern Azerbaijani literary language) in the poetic examples of the classical Azerbaijani poet Yusif Maddah, who wrote and created in the literary language of the 14th century, formed in the environment of Eastern Anatolia. The creativity and poetic language of Yusif Maddah, who lived in Eastern Anatolia in the 14th century and knew the language laws of the time perfectly, created works with interesting content in the Azerbaijani-turkic language (in a complete form), were almost not involved in separate research, and extensive information was not given about the linguistic features of his works. In our article, the lexical elements - archaisms used in the language of the classical poet will be compared with other examples of literature existing in different eras, and as a result, information will be given about the state use of those words in the modern literary language of Azerbaijan. Also, some comparisons will be made with the dialects of the Azerbaijani language.

One of the main aspects is the fact that the first classical written examples that appeared in the Eastern Anatolian environment are in the Azerbaijani-turkic language. In fact, it is possible to see this more precisely by referring to the poetic language of Suli Faqih, Mustafa Zarir, Durbek,

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Gazi Burhaneddin, who lived in this geographical area, as well as Yusif Maddah, whom we involved in the study. This research paper also examines the issue of the place of words in the vocabulary according to the laws of language development.

Keywords: literary language, Eastern Anatolia, archaism, relative.

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DUYGU DÜZENLEME GÜÇLÜĞÜ ÖLÇEĞİ-8: TÜRKÇE UYARLANMASI[1]

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Özet

Bu çalışmanın amacı Penner, Steinberg ve Sharp (2022) tarafından geliştirilen Duygu Düzenleme Güçlüğü Ölçeği-8'i Türkçe' ye uyarlamaktır. Duygu düzenleme güçlüğünü daha az madde ile açıklayan ölçek toplam 8 madde ve dört alt boyuttan oluşurken alt boyutlar; amaç, dürtü, kabullenmeme ve stratejidir. Çalışma 18-57 yaş aralığında- *($\bar{x}$ = 25.68)* 282'si (%76.8) kadın ve 85'i (%23.2) erkek olmak üzere toplam 367 yetişkine uygun örnekleme yöntemi kullanılarak uygulanmıştır. Ölçek için gereken izinler alındıktan sonra ölçeğin Türkçeye çevrilmesi için çeviri-tekrar çeviri yöntemi kullanılmıştır. Ölçeğin pilot çalışmasından sonra ölçüt geçerliliği sağlanmıştır. Ölçüt geçerliliği için Duygu Düzenleme Güçlüğü Ölçeği-8 ve Duygu Düzenlemede Güçlükler Ölçeği (Rugancı ve Gençöz, 2011), 61 katılımcıya Google form aracılığıyla uygulanmıştır. Duygu Düzenleme Güçlüğü Ölçeği-8 ile Duygu Düzenlemede Güçlükler Ölçeği (Rugancı ve Gençöz, 2011), arasında pozitif yönde manidar bir ilişki bulunarak ölçüt geçerliliği sağlanmıştır (r=.804, p<.01). Ölçeğin tamamı için iç tutarlılık değeri α =0.87 olarak bulunurken alt boyutların iç tutarlılık değeri 0.68 ve 0.77 arasında değişmektedir. Yapı geçerliliği için yapılan doğrulayıcı faktör analizi sonucunda uyum iyiliği indeksi değerlerinin kabul edilebilir düzeyde olduğu bulunmuştur. Araştırma bulguları doğrultusunda Duygu Düzenleme Güçlüğü Ölçeği-8'in ülkemizde yetişkin bireylerin duygu düzenlemede yaşadıkları güçlükleri daha kısa sürede belirlemede güvenilir ve geçerli bir yapıya sahip olduğu görülmektedir.

---

[1] Bu makale ile ilgili iletişim için Cemile ERİK, Eğitim Bilimleri Enstitüsü, Marmara Üniversitesine başvurunuz.

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Anahtar Kelimeler: duygu düzenleme güçlükleri, geçerlik, güvenirlik, ölçek, uyarlama

DIFFICULTIES IN EMOTION REGULATION SCALE-8
Abstract

The purpose of this study is to adapt the Difficulties in Emotion Regulation Scale-8 (DERS-8), developed by Penner, Steinberg, and Sharp (2022), into Turkish. The scale, which describes difficulties in emotion regulation with fewer items, consists of a total of 8 items and four structures; the structures included in the scale are goals, impulses, non-acceptance, and strategies. A total of 367 adults, aged between 18- 57 (M = 25.68), out of which 282 (76.8%) were female and 85 (23.2%) were male, using a convenient sampling method. After obtaining the necessary permissions for the scale, the translation-back-translation method was used for its translation into Turkish. After the pilot study of the scale, criterion validity was ensured. For criterion validity, the Difficulties in Emotion Regulation Scale-8 and the Difficulties in Emotion Regulation Scale were administered to 61 participants via Google Forms. Criterion validity was established by finding a positive and significant relationship between the Difficulties in Emotion Regulation Scale (Rugancı and Gençöz, 2011) and the Difficulties in Emotion Regulation Scale-8 (r = 0.804, p < 0.01). The overall internal consistency value for the scale was found to be α = 0.87, while the internal consistency values for the subscales ranged from 0.68 to 0.77. The results of the confirmatory factor analysis indicated that the goodness-of-fit index values for structural validity were at an acceptable level. In line with the research findings, it is seen that the Difficulties in Emotion Regulation Scale-8 has a reliable and valid structure in determining the difficulties of adult individuals in our country in emotion regulation in a shorter time.

Keywords: difficulties in emotion regulation, validity, reliability, scale, adaptation

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KİŞİLERE BAĞIMLI-BAĞIMSIZ PROBLEM ÇÖZME ÖLÇEĞİ: TÜRKÇEYE UYARLAMA ÇALIŞMASI

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Özet

Bu çalışmanın amacı Sanatkar ve Rubin (2022) tarafından ikinci versiyonu yapılan Kişilere Bağımlı-Bağımsız Problem Çözme Ölçeğinin Türkçe diline uyarlanmasıdır. Ölçek kişilerin problemlerini çözmelerinde başkalarına danışmayı mı yoksa kendi başlarına mı çözmeyi tercih ettiklerini ölçmek amacı ile geliştirilmiştir. Ölçek 2 faktörden oluşmakta olup birinci faktör kişilere bağımlı problem çözme ikinci faktör bağımsız problem çözme tarzıdır. Ölçek, 5 maddesi bağımsız problem çözmeyi ve 5 maddesi bağımlı problem çözmeyi ölçen toplam 10 maddeden oluşmaktadır. Ölçek iki dile de hâkim 5 uzman tarafından Türkçe diline uyarlaması yapılıp 3 uzmandan oluşan bir panelde Türkçe formu oluşturulmuştur. Türkçe formun 10 kişiye uygulanan pilot çalışması yapıldıktan sonra geçerlilik ve güvenirlilik çalışmaları için uygun örnekleme yöntemi ile ölçek 274 kişiye (231 kadın ve 43 erkek) uygulanmıştır. Ölçeğin faktör analizinde madde yükleri .47 ve .86 arasında değişmektedir. Güvenirlik analizi sonucu Cronbach Alpha iç tutarlık katsayısı bağımsız ve bağımlı problem çözme için sırasıyla .705 ve .693 olarak bulunmuştur. Ölçeğin ölçüt geçerliği çalışmasında Sosyal Provizyon Ölçeği 58 (44 kadın ve 14 erkek) kişiye uygulanmış olup korelasyon değeri .658 olarak bulunmuştur. Araştırma sonucunda Kişilere Bağımlı-Bağımsız Problem Çözme Ölçeğinin geçerli ve güvenilir bir ölçek olduğu tespit edilmiştir.

Anahtar Kelimeler: problem çözme, bağımlı, bağımsız, ölçek, uyarlama, yardım arama

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INDEPENDENT-INTERDEPENDENT PROBLEM-SOLVING STYLE SCALE:ADAPTATION TO TURKISH

Abstract

The purpose of this study is to adapt the Independent-Interdependent Problem-Solving Style Scale, developed second version by Sanatkar and Rubin (2022), into the Turkish language. The scale was developed to measure individuals' preference for seeking help from others or solving problems on their own. The scale consists of 2 factors, the first factor is interdependent problem solving, the second factor is independent problem-solving style. It consists of a total of 10 items, with 5 items measuring independent problem solving and 5 items measuring interdependent problem solving. The scale was adapted into Turkish by five experts proficient in both languages and a Turkish version was formed through a panel consisting of three experts. After conducting a pilot study with the Turkish version administered to 10 individuals, the scale was applied to 274 participants (231 females and 43 males) for validity and reliability analyses. Convenient sampling method was used as the sampling technique. As a result of the reliability analysis, the Cronbach Alpha internal consistency coefficient was found to be .705 and .693 for independent and interdependent problem solving, respectively. For the criterion validity of the scale, the Social Provisions Scale was administered to 58 participants, and correlation value were found .658. The research findings indicate that the Dependent-Independent Problem-Solving Scale is a valid and reliable measure.

Keywords: problem solving, independent, interdependent, scale, adaptation, help seeking

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A POSTSTRUCTURALIST ANALYSIS OF DAVID HENRY HWANG'S "M. BUTTERFLY"

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Abstract

Premiered in 1988, American playwright David Henry Hwang's "*M. Butterfly*" is focused on the relationship between Bernard Boursicot, who was a French diplomat and Shi Pei Pu, who was a Peking opera singer. The play deconstructs gender and ethnic stereotypes by reversing the binary opposition of the male versus female, and western versus oriental. In Puccini's famous romantic tragedy, the oriental is depicted as weak, submissive and loyal under the dominance of patriarchy and western power. However, Hwang deconstructs binary oppositions by reversing the original plot. Hwang transforms the romantic tragedy into tragic romance with its deep implications on gender, identity and race over a problematic love affair. While a faithful Japanese girl falls in love with an American sailor and waits for him to return hopelessly for years in the original plot, a French diplomat named Gallimard starts a queer relationship with Song, who works as an opera singer, but in fact, is a Chinese spy in disguise of a woman in Hwang's *M. Butterfly*. Hwang's play breaks up the preconceived myths and opinions on Asian identity, prejudiced concepts of male and female and biased views of Orient and Occident. The aim of this paper is to present an orientalist view on Hwang's "M. Butterfly", which was a reinterpretation of the Butterfly myth of Giacomo Puccini's opera. David Henry Hwang illustrated a love affair between Asian and American cultures to highlight the western bias towards the Asian culture and unmask the stereotypical visions through profound dramatic scene effects. The paper also aims to analyse how gender, culture and race politics work out in Hwang's "M. Butterfly", based on the poststructuralist and postcolonial theories, following the works of Said, Bhabha, and Derrida.

Keywords: David Henry Hwang, *M. Butterfly*, orientalism, oriental, western, deconstruction, poststructuralist.

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Methodology for optimization self-education of foreign students of technical universities: from the experience of Kyiv National University of Construction and Architecture

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Abstract

Self-educational process is one of the most effective forms of language learning for foreign student. During this process they acquire necessary knowledge and skills, learn how to work systematically, and consequently to develop their own style of thinking. The selection of didactic material and extracurricular activities help to broaden the horizons of foreign students and provide multicultural education.

Since Ukraine's independence, academic subjects in higher education institutions, including technical ones, have been taught in the state language. The new challenges facing higher education are dictated by the globalization of informational, cultural and educational processes. Teaching Ukrainian as a foreign language plays a key role in achieving these goals. And since Ukrainian language is not only an academic subject for foreign students, but also the language of the socio-cultural environment, its effective learning contributes to the formation of highly educated personality. Therefore, the aim of our research pilot project was to improve teaching and learning process and to develop new methods and organizational forms of teacher-student interaction.

We have developed a methodology based on functional materials that help students to apply language skills on the daily basis as well as for their future professional activities. In this process, the teacher plays a significant role and his or her role is to teach students how to work independently; to select individually educational texts; to advise on the choice of a rational way to complete tasks and to provide individual consultations to students. At each

stage of learning, it is important to maintain an optimal ratio between students' guided activities and their independent work, when the role of classical teaching should decrease and the role of self-education increase. However, it should be noted that at the initial stage, foreign students do not yet possess an enough established self-strategy and tactics for learning new subjects, because their language level is quite low: on this stage the role of the teacher as mentor should prevail.

Our research team has differentiated the types of independent learning activities performed by foreign students at KNUBA. Based on the results of the scientific analysis of the problem, we have determined the certain sequence of the educational process.

The first stage of this process includes laboratory team work. At this stage the simple topics for discussion as household, visiting library, nature, weather, etc. should be offered.

The next stage includes independent work elements, however, the presence of teacher as mentor is still very present. On this stage we involve foreign students in preparation of excursions to construction sites, introduce them to the technologies of building churches, theaters, hotels, historical buildings. This effectively enriches the vocabulary of foreign students with terminology, especially in the field of building construction and architecture.

In addition to the above-mentioned facilities related to the in-depth study of engineering and architectural disciplines, our university actively involves international students in the preparation of the annual celebration of the Day of Ukrainian Writing and Language. The aim of this activities is to motivate students to read Ukrainian poetry in original version and to compare it with translated one into their native languages. This type of independent work results into improvement of their self-organization. At the traditional folklore evenings held at the National Museum of Ukrainian Literature, foreign students listen to folk songs. This is effectively complemented by attending of exhibition of applied arts, including national clothing, woven carpets, pottery, wicker and reed weaving, baked loaves, etc. All this makes it possible to increase the level of communicative competence and to introduce foreign students to the values of our culture. Meetings with writers, singers and painters is also

important for establishment of feeling of our national values. For example, we organize regularly literature evenings with the winners of the highest Taras Shevchenko Art Prize.

The next stage of our methodology is to motivate foreign students to extracurricular independent learning activities. This is the logical conclusion of the educational cycle, when the students may independently implement all previously acquired knowledge, skills and abilities in various types of intellectual and practical activities, thereby testing their strength and compliance with his/her communication needs. An example is participation in thematic conferences.

According to the experience of the research group from the Department of Linguistic and Communication at the Kyiv National University of Construction and Architecture, the essential key to teach foreigners national language is to establish sustainable and individual-oriented multi-step methodology based on mentored organization and supervision of independent work of students. This methodology is an effective tool to establish high professional qualities of further specialists for social and professional communication. The very essential issue is to establish cooperation between student and teacher who supervises independent work.

Keywords: language level, student's personality, foreign students, motivation, independent work, methodology of education, extracurricular educational activities.

CONSTRUCTIVISM ON MADURA'S CHILDREN TALES

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Abstract

Trend in the learning process today tends to explore the learner's competencies with several things, like   Engage, elicit, explore, explain, Elaborate and Extend. In the principles of the constructivism, this is a salient connection between the learners and the teacher to engage the social experiences of the student. The prior knowledge and experiences of the learners will take a substantial role in the constructivism. At least when discussing about the constructivism, it cannot separate with Albert Bandura and Jean Piaget's theory. If Bandura focuses on the social's views in Piaget focuses on psychology's views. While the theory of Constructivism applies to the Madura's children tales, such as Madura stories, the K-W-L method from Donna Ogle is appropriate to examine the stories. K is to know, W is What do you want to know and L is what do you learn. These three aspects are a synergy to analyze the story and to explore the learner's competency based on Piaget and Bandura.

Keywords: Constructivism, K-W- L, Madura's children tales

ARTIFICIAL INTELLIGENCE: A WINNING STRATEGY IN SUSTAINABLE SUPPLY CHAIN EDUCATION

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Abstract

The use of artificial intelligence (AI) in sustainable supply chain strategies is thoroughly examined in this research paper. This research intends to clarify the effectiveness, opportunities, difficulties, and suggestions for integrating AI technology in sustainable supply chain management by a systematic assessment of the literature, analysis of case studies, and synthesis of significant findings. The results show that AI is essential for boosting social responsibility, cutting waste, lowering environmental impact, and improving supply chain efficiency. Organizations are able to make wise decisions, optimize processes, and handle sustainability issues thanks to AI-driven decision-making and optimization methodologies. By utilizing AI algorithms, businesses may improve demand forecasting, inventory management, transportation logistics, and production scheduling. AI also makes real-time visibility and transparency possible, enabling improved product tracking, adherence to sustainability requirements, and satisfaction of consumer needs for transparency. Artificial intelligence (AI)-powered predictive analytics and risk management assist businesses in identifying risks and opportunities, promoting responsible supplier selection. It is necessary to address moral issues including bias, justice, and possible detrimental effects on the job market. Because so much data is needed to apply AI, there are also issues with data security and privacy. A successful deployment of AI may also be hampered by organizational and cultural issues, as well as technical difficulties and system integration. Organizations are advised to develop clear strategies that are in line with sustainability goals, invest in data quality and governance,

promote collaboration and partnerships, develop talent and skills, and set up systems for tracking and evaluating AI performance in order to ensure successful AI integration.

Keywords: Artificial Intelligence, Supply Chain Education, Application in companies, Supply Chain Initiatives.

EFL LEARNERS' TRANSLANGUAGING PROCESSES WHILE GETTING PREPARED FOR THEIR SPEAKING TASKS IN LANGUAGE CLASSES

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Abstract

The traditional monolingual practices in language teaching are being challenged and the use of the previously known languages as a precious resource while learning a foreign language has come forward lately. In the light of this, the present study aimed to look into the translanguaging processes of Turkish learners of English as they get prepared for their group speaking tasks in the speaking lessons. The instances learners rely on translanguaging and the reasons for using it were analyzed within this study. For this purpose, the learners were assigned in groups to get ready for speaking activities in the classroom and they were audio-recorded as they were planning the speaking tasks they were asked to carry out. These recordings were listened to by the learners as part of a stimulated recall process so that they could remember the instances they had made use of translanguaging and tell the reasons for doing so. While listening to the recordings, the learners were told that they were free to stop the recordings or re-play them whenever they needed to as they filled in the forms they had been given. The forms the learners filled in included questions asking about their reasons for using translanguaging during their study. The learners were also interviewed in order to learn more about the instances of translanguaging applied in speaking lessons and the causes underlying these instances.

Keywords: Translanguaging, Translanguaging in Speaking Classes, Translanguaging Processes