

OSMANGAZI JOURNAL OF EDUCATIONAL RESEARCH



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OJER: <http://ojer.ogu.edu.tr>

Osmangazi Journal of Educational Research is
published by Institute of Education in Eskisehir
Osmangazi University, Turkey

**OSMANGAZI JOURNAL OF
EDUCATIONAL RESEARCH
(OJER)**



JER

Volume 6, Number 1, Spring 2019

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Osmangazi Journal of Educational Research (OJER) is published by the Institute of Education of Eskisehir Osmangazi University, Turkey.

OJER is an online, open-access, international, scholarly, peer-reviewed journal offering scholarly research articles on various topics in all areas of educational sciences.

All submitted manuscripts must be original, previously unpublished and not under consideration for publication in any type of publication outlet. OJER is being published twice a year.

Dear Readers,

Osmangazi Journal of Educational Research (OJER) is focused to be international journal indexed by strong indexes in the future. Thus we would like to publish more international articles. This is the first issue of OJER is published in 2019. In this issue of 2019 there are three articles.

The first article of this issue is entitled “Pre-Service Teacher Education at Ecological Footprint Awareness: Level of Classroom Teacher Candidates” written by Eyüp Artvinli, Rafiye Aydın and İrfan Terzi. The purpose of this research is to investigate the level of ecological footprint awareness of candidate classroom teachers. It is important to know ecological footprint awareness levels of primary candidate school teachers in order to raise a generation susceptible to environmental problems. The research was designed within the context of the quantitative research as relational model. The universe of research constitutes students who study in the Basic Education Department of Faculty of Education at a state university during the fall semester of 2016-2017 academic year. Ecological Footprint Awareness Scale" developed by Coşkun and Sarıkaya (2014) was the main data collection tool of this study. According to the findings of the research, awareness level of Ecological Footprint Awareness Scale were found to be "moderate" except for the "energy" which is “high” sub-dimension of the ecological footprint scale of the candidate classroom teachers. In addition to the theoretical dimension of the courses related to environmental subjects during university education, it may be suggested to develop the practical dimension in such a way that official and state institutions will be also observed in their activities they practice in the field.

The name second paper of this issue is “The Metaphorical Perceptions of High School Students Who Receive Psychological Counselling Services on the Concept of “Psychological Counsellor” written by Fatma Altınsoy and Nilüfer Özabacı. The purpose of this paper is to clarify high school students’ conceptual metaphors about school counsellor. To collect data about the beliefs of students for counselling. In addition to find the conceptual themes about the beliefs of students among their experience. The study was carried out with 213 students attending high schools in Marmara Region of Turkey. Participants were 127 girls and 86 boys. To reveal the participating students’ perceptions regarding the school counsellor, they were asked to complete the sentence “School Counsellors.... (metaphor).... are like because...(why did you choose this metaphor).... The findings defined that 78 metaphors were collected in seven themes These are; sharer, developer, guide, helper, making comfortable and problem solver. The findings of this study suggest that psychological counsellors play an important role in the mental health field in schools.

Last paper of this issue entitled “Analysis and Treatment of Oral Errors in Language Classrooms: A case from EAL” written by Banu Çiçek Başaran. This study focuses on types and frequency of learner errors in a speaking class offered at a foreign language education department in Turkey. The types and rate of feedback provided by the teacher, the distribution of feedback for each type of learner error were observed, and the relation between types of feedback and uptake rate were also investigated within the scope of this

study. By following a case study methodology and through non-participant observation, 400 minutes of classroom audio were obtained for the data collection process. For the analysis of data, the recordings were transcribed and subjected to coding and frequency analysis. Error Treatment Sequence framework, proposed by Lyster and Ranta (1997) was followed throughout this study. The findings indicated that grammatical and phonological errors were the most frequently observed error types. Furthermore, explicit feedback was found to be the most recurring type of feedback throughout the data. Analysis showed that for the treatment of lexical errors, recasts and clarification requests were utilized while for the correction of phonological errors explicit and metalinguistic feedback were provided. Moreover, clarification requests and metalinguistic feedback were found to be the highest uptake and repair generators.

Hope to meet you in next issue.

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