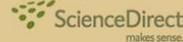


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ABSTRACTS BOOK

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ABSTRACTS

A Gender-Based Study of Compliments and Compliment Responses in Persian Movies

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Abstract

This study aimed at investigating frequency distribution patterns of complimenting among characters in Persian movies. It also elaborated on the contrasts between males and females in their use of compliment and compliment responses. Hence, in order to gather most authentic data, 15 Persian movies with family or social themes were analyzed. The results indicated that while *Appearance* was the most frequent topic in male-female compliments, it was *ability* which was used mostly in female-male interactions. Moreover, men tended to praise other men's *ability* but women preferred to compliment each other's *appearance*. The findings also suggested that, "No acknowledgement", "Appreciation token" and "Formulaic expression" were three major response types of both males and females respectively. Finally, it was observed that their responses to compliments were mainly influenced by their cultural norms.

Keywords: compliments, compliment responses, gender, persian

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The Relationship Between Meta-Cognitive Abilities and Critical Thinking Skills of Undergraduate Learners of English

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Abstract

The study reported here examined the relationship between metacognitive abilities and critical thinking skills of undergraduate (English as a Foreign Language) EFL learners. The study used a descriptive survey method. Based on current sampling methods, 370 EFL learners from a learner population in Iran were selected. Data were gathered on the two main variables of the study through standardized questionnaires (the meta-cognitive awareness questionnaire with Cronbach's Alpha reliability of 0.96 and the California Critical Thinking Skills Form B questionnaire with Cronbach's Alpha reliability of 0.67). Expert opinion was also sought on the validity of the translated versions of the two instruments used in the study. Results, mainly based on quantitative analyses including t-test, analyses of variance, and correlation, pointed to significant relationships between meta-cognitive skills and critical thinking skills. Problem-solving, monitoring, and planning skills explained a significant portion of the variation in critical

thinking scores. Between mean scores on the California Critical Thinking Skills Test and the meta-cognitive skills questionnaire received by male and female learners, no significant differences were seen. Implications for EFL classes are discussed in this paper.

Keywords: Meta-cognitive skills, monitoring, planning, critical thinking, deductive reasoning, and inductive reasoning.

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Iranian EFL students' Divergence from L1 Norms, and Convergence on L2 Norms in terms of their Multicultural Personality Traits

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Abstract

The present study explored the impact of EFL learning on Iranian MA EFL students' Multicultural Personality Traits (MPTs) development. Iranian MA EFL students' divergence from their L1 norms, and convergence on L2 norms were investigated. Multicultural Personality Questionnaire (MPQ) was utilized to measure MPTs (cultural empathy, open-mindedness, social initiative, emotional stability, and flexibility) of 30 native speakers of English, 92 Iranian MA EFL, and 80 MA Persian language students. MPTs of monolingual Persian language students and English language native students were used as reference for L1 and L2 norms. It was found that Iranian MA EFL students, compared with their monolingual Persian language counterparts, had developed significantly greater MPTs' i.e. their rate of divergence was significant. They were also found to have drawn closer to their L2 norms than Persian language students. Therefore, the conclusion was drawn that L2 learning is also simultaneous with some cultural acquisitions and the bilinguality achieved in L2 learning is always concomitant with biculturality that results in nurturing multicultural individuals. Findings were also confirmatory of the fact that the commonality of means of communications nurtures similarity in personality features and bilinguality can reduce the difference between speech communities.

Keywords: Bilinguality, Biculturality, Convergence, Divergence, Personality Traits.

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Motivation Level: A study on the Effect of an Authentic Context in an EAP Setting

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Abstract

While authenticity is discussed as having positive effects on language learning motivation, the question remains how it will affect motivation level in an EAP context. The present paper presents the results of a quasi-experimental mixed-method study on the effect of an authentic context thorough the integration of authentic texts and tasks on the motivation level of EAP students. Having triangulated the quantitative data with the qualitative data, the findings of the study suggest that a higher motivation level was achieved by the students in the authentic context as compared to the students in the traditional context. Moreover, the students' diary entries revealed some in-depth information about the most appealing tasks and also the positive experiences of the students in the authentic context

Key words: EAP, Authentic Context, Authentic Task, Authentic Text, Motivation Level

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Comparing Translations of Shakespeare's "Othello" based on

Julian House, MA holder in translation studies

Abstract

Translation has come to be considered as "a complex linguistic process carried out by a professional practitioner who has to maintain a delicate balance when bridging languages and cultures."(Gonzalez Davies, 2004, p.11). According to Merriam Webster Dictionary (1992), translation is defined as changing from one state of form to another. To turn into one's own or another's language. The evaluation of a translation as good or poor is the main concern of Translation Quality Assessment (TQA) approaches. The main issue is how to measure and express this quality. There have been many attempts to find the way(s) in order to tackle these issues and evaluate the quality of a translated work. However, it seems that from among these many approaches, a few of them sound promising. One of the promising approaches is the Translation Quality Assessment Model provided by the German scholar Julian House.

Keywords: own another, dictionary, translation

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Students' Independent Language Learning By Means of Internet Resources in Multilingual Education

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Abstract

This article makes an emphasis on developing student's independent language learning by means of using Internet resources in multilingual society to improve student learning experience (autonomous work). Special attention is paid to developing critical thinking, analytical skills of students, their ability to work individually and in group. The model developed for organization of students' independent language learning multilingual education requires students to participate individually and collaboratively on authentic tasks using Internet resources. The course was introduced in 2012. The participants of the study are first-year students of Karaganda State University named after E.A. Buketov, Kazakhstan. The study combined quantitative and qualitative methodologies to examine students' learning experiences in the new learning environment. The findings yielded positive results on students' experience. Results of the study would provide valuable lessons for teachers who wish to implement Internet resources in higher multilingual education.

Key words: independent language learning, autonomous learning, Internet resources, multilingual education.

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The Comparison of Strategy Preferences of Monolingual and Bilingual students in EFL Learning

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Farhad Mazlum, Faculty member of English Department

Ahmadali Alibabae, Maragheh University

Abstract

This study focuses on the differences between strategy use of SLA and TLA. The study was conducted among 42 monolingual Persian and 42 Bilingual Persian- Turkish students of the University of Maragheh who are studying English as a foreign language. Oxford (1990) SILL inventory was used to determine Strategy use of students. The data were analyzed by using the t-test. The results showed that metacognitive, affective and social strategies were most favored by monolingual Persian students. While Turkish students, used compensation strategies more. Surprisingly, unlike findings of the other researchers regarding high strategy use of bilinguals, this study showed that Bilingual Persian- Turkish students used fewer strategies in EFL learning. Despite the limited number of participants, these findings might not only contribute to the effect of Turkish in EFL learning, but also have implication for teachers and curriculum developers who wish to contextualize and localize EFL learning.

Key words: Language learning strategies, monolingual, bilingual, SILL inventory

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The Comparative Effect of Practicing Self-Assessment and Critical Thinking Skills on EFL Learners' Writing Ability

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Abstract

The purpose of the present study was to discover which of the two writing activities, a self-assessment questioner or a critical thinking skills handout, is more effective on Iranian EFL learners' writing ability. To fulfill the purpose of the study, a sample of 120 undergraduate students of English sat for a standardized sample of PET. Eighty-two students whose scores fell one standard deviation above and below the sample mean were selected and randomly divided into two equal groups. One group practiced self-assessment and the other group critical thinking skills while they were learning process writing. A writing posttest was finally administered to the students in both groups and the mean rank scores were compared by t-test. The result led to the rejection of the null hypothesis, indicating that practicing critical thinking skills had a significantly higher effect on the writing ability. The implications of the study for students and teachers as well as course book designers are discussed.

Key words: Writing ability, Process writing, Critical thinking skills, Self-assessment

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Global Conference on Linguistics and Foreign Language Teaching

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Abstract

Philosophers of language as well as cognitive linguists take language factor into account to a greater extent, treating language as an essential component of the world of life horizon, as a means of the cognition and interpretation of the surrounding reality. Herewith, as if a totally new objectness is created - the universal, confirming the thesis that thinking process takes place in generalizations passing by numerous means through the specific to the general and from the general through the specific to the singular.

Keywords: lexical invariant, cognitive linguists, lexical eidos, phenomenology, polysemantic word, semantic core.

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The Comparative Effect of Preemptive and Reactive Focus on Form on EFL Learners' Essay Writing

Mona Khabiri, Parisa Arabloo, Islamic Azad University Central Tehran Branch, Iran

Abstract

This study was an attempt to investigate the comparative effects of preemptive and reactive focus on form on EFL learners' essay writing. For this purpose, 60 learners of a total number of 90 intermediate learners studying at Pishgamane Academic Language School in Tehran were chosen based on their performance on a piloted PET. The 60 learners thus were divided into two groups and each of the groups were taught writing through one of the two forms of focus on form, namely, preemptive and reactive. At the end of the study, the participants in both groups were given a writing posttest. The design of this study was quasi-experimental and posttest only and ANCOVA was used to test the null hypothesis. The results of the study showed significant difference between the effect of the two methods with reactive group outperforming the preemptive group in writing. The finding of this study has implications for EFL teachers, teacher educators, and material developers.

Keywords: focus on form- preemptive- reactive- writing-intermediate EFL learners

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The Impact of Project-Based Language Learning on Iranian Efl Learners' Comparison and Contrast Paragraph Writing Skills

Hassan Soleimani, Qom Payame Noor University, Iran

Abstract

The purpose of this study was to investigate the possible impact of Project-Based Learning on comparison and contrast paragraph writing skills of Iranian EFL Learners. The participants were 36 Iranian male EFL learners who were chosen among intermediate level students at language institutes. They were divided into two groups, namely the Experimental group (EG) and the Comparison group (CG), with 18students in each group. After 10 weeks of PBL and instruction, the results were submitted to *t-test* revealing that the EG outperformed the CG. The findings lend credence to the positive effects of the PBL in enhancing students writing performance.

Key words: PBL, Writing Skill, EFL Learners, Comparison Paragraph, Contrast Paragraph

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Studying The Pre-Intermediate Iranian ELL earners` Inter language and the Contribution of Their Innate System to the Development of Their Oral Communicative Proficiency

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Abstract

With a look at the oral communicative proficiency, the present study seeks to probe Iranian EFL learners` ingress to innate system, and intends to come to an understanding of the state of their interlanguage development. While another goal is to construct an intermingled view of linguistic development in line with interlanguage development, the depiction of the fact that they are not always parallel is also intended. Probing for a demonstration of how oral outputs of students can affect interlanguage investment, features such as halts in speaking, thought processes, consciousness usage of language and etc., which should be focused in oral investigation for understanding innate system, have been explored. For the intended goals, a case study on a group of pre-intermediate B.A. students in one of the southern universities of Iran have been designed to elucidate data. Through successive observations, interviews and a unique questionnaire for determination of student`s abstract knowledge about their development, the study provided a demographic representation of the interlanguage state of these learners, and a thick description of their innate system in action. Different linguistic features which were present in participants` speech have been allocated to their state of interlanguage development. Furthermore, the data lend a perfect demonstration of how the tendency to unconscious use of language will result in superior access to the innate system. The work has provided some interlanguage hypotheses as a track for further researches.

Keywords: interlanguage development, oral communicative proficiency, innate system, learners` abstract knowledge of development

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Oral Proficiency Rating Scales: A Brief Historical Overview

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Abstract

The guiding aim of the research is to examine the evolution of oral proficiency rating scales in the USA. Rating scales constitute one of the most widely employed techniques in oral language proficiency testing. The historical background of rating scales is therefore a matter of considerable interest. A brief chronological account will help to judge the most recently marketed approaches in the light of what has gone before and place them within the larger conceptual and operational context. Rating scales first appeared in the United States of America along with many other testing devices. Though the Foreign Services Institute (FSI) and Interagency Language Roundtable (ILR) rating scales have generally been given credit for originating rating scale methodology in language testing, several applications of rating scales prior to them can be identified, and the seminal idea of rating scales can be traced back to some testing efforts undertaken earlier in the 1940-s by Kaulfers, Agard and Dunkel.

Keywords: examine the evolution, considerable interest.

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A Revisit to Vocabulary Acquisition in Involvement Load Hypothesis

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Abstract

Involvement load hypothesis as a cognitive construct states that tasks with higher involvements yield better results in vocabulary retention. This study examined the immediate and delayed effects of tasks with different involvements in involvement load hypothesis (Laufer & Hulstijn, 2001). Applying a version of Nelson Proficiency Test 33 low proficiency Iranian EFL learners completed three tasks, randomly: blank-filling, sentence making, and reading comprehension. The results of *ANOVA* and *Kruskal-Wallis* tests supported task-induced involvement, and sentence making task revealed better results than the other two tasks. Nevertheless, sentence making and blank-filling tasks with nearer involvements were not significantly superior to each other. It is inferred that tasks with nearer involvements yield somehow similar results in vocabulary acquisition

Keywords: task-induced involvement; immediate effect; delayed effect; vocabulary retention; evaluation

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Communicative Approach and Grammar Translation Method in Teaching Reading

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Abstract

The purpose of this research paper was to answer the question of how reading should be taught and learned in a communicative way. Illustrating a comparison table between the traditional and communicative reading teaching from the theory of two methods (traditional grammar translation method and communicative language teaching to practice), this paper showed that reading skill should be taught communicatively.

Keywords: Reading comprehension, communicative reading teaching, traditional reading teaching

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Acquisition of the Article "The" by Persian Speakers

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Abstract

Persian language has no functional equivalents of the English article system and it has been observed that many Persian ESL learners have difficulty in using English articles accurately particularly the definite article "the". This study examined whether the accuracy of article use by the students varied with respect to the proficiency level and also investigated whether L1 plays a role in correcting the use of article "the". The data were collected through two questionnaires, English items and Persian items that consist of 35 sentences containing 35 deleted obligatory uses of "the", as control items, "zero" and "a" articles where the is not allowed. Statistical analyses of the participants' performance are: (a) Analyzing English item by categorizing into three parts and comparing by proficiency level. (b) Analyzing Persian item by categorizing into three parts and comparing by proficiency level. (c) Analyzing both English and Persian item by comparing with each other and comparing proficiency level. The result shows there is a significant difference among the proficiency levels in the term of using correct article in the English items. The more advanced student more accurate rather than intermediate in using "the". The advanced student tried to avoid substitution "the" with "a". Partly due to interference of their L1, the students committed both omission and substitution errors in English and very rare in Persian items.

Keywords: Article, definite article acquisition, omission, substitution.

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European Portuguese Phonetics: Difficulties for Chinese Speakers - Considerations

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Abstract

The present paper is a pilot study focusing the common difficulties that either Mandarin or Cantonese speakers present on writing Portuguese. The observed problems are an obstacle on the accurate learning of European Portuguese and are related with the Portuguese minimal pairs [p]/[b]; [t]/[d]; [k]/[g] that are often misunderstood. Those specific examples the use of [p] instead of [b] may create a new word but also a different meaning, as example: [bɔʔə] (small boat) instead of [pɔʔə] (big vase), or [ɾəʃepə] (not existing) instead of [ɾəʃebə] (receive). Works of 25 students were selected and 43 occurrences analyzed. Recognizing the limitations of the present research the results show that the prevalent confusion is with the pair [t]/[d] when in CCV context. The study (although recognizing its limitation) should be seen as approaches and reflections that must be deeply studied and data being important to Second Language Teachers and researchers.

Keywords: European Portuguese; Chinese; Cantonese; Second Language Acquisition; Writing

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The Effect of Reflective Thinking on Iranian EFL Learners' Language Learning Strategy Use, L2 Proficiency, and Beliefs about Language Learning and Teaching

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Abstract

The present study aimed at investigating whether reflective thinking differentiates Iranian EFL learners regarding language learning strategy use, beliefs about language learning and teaching, and L2 proficiency. To this end, the researchers adopted a mixed-method approach. First, 94 EFL learners were asked to complete Reflective Thinking Questionnaire (Kember et al., 2000), Beliefs about Language Learning and Teaching Inventory (Horwitz, 1985), Strategy Inventory for Language Learning (Oxford, 1990), and Oxford Quick Placement Test. The results of three separate one-way ANOVAs indicated that reflective thinking significantly differentiates Iranian EFL learners concerning: (a) language learning strategy use, (b) beliefs about language learning and teaching, and (c) general language proficiency. Furthermore, to see where the differences lay, three separate post-hoc Tukey tests were run the results of which showed that learners with different levels of reflectivity (high, mid, and low) were significantly different from each other in all three dependent variables. Finally, to increase the validity of the findings thirty of the participants were interviewed and the results were analyzed through template organizing style method (Crabtree & Miller, 1999). The results of the interview analysis supported the results of quantitative data analysis.

Keywords: quantitative data analysis., results were analyzed

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A Model to Develop the English Proficiency of Engineering Students at Rajamangala University of Technology Krungthep, Bangkok, Thailand

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Abstract

This cooperative research study was conducted by an English language instructor and several Engineering instructors. The purpose of the study was to survey the needs of entrepreneurs using English for communication, develop a model of English instruction to meet their demands, and assess the levels of English proficiency, achievement and satisfaction among engineering students regarding this model of English instruction. The population of this study was 25 MOU entrepreneurs and 70 third year Engineering students from the Electronics and Telecommunications Department. The purposive sampling technique was employed to select the participants, 20 entrepreneurs and 36 Engineering students from Rajamangala University of Technology, Krungthep. The entrepreneurs were interviewed and their responses analyzed to identify the English communication needs in their workplaces. The students took the Test of English for International Competency (TOEIC) to assess their general English proficiency. All of the data were analyzed through descriptive statistics. The results revealed that the skill in highest demand for entrepreneurs was listening, followed by writing and reading skills. The students had a total average score of 237.22, based on TOEIC scores. This demonstrates that their level of English proficiency was low. A model of English instruction for engineering students was developed through a combination of the communicative approach and content-based teaching methodologies, implemented in the second semester of the 2013 academic year. The students were given an achievement test, a satisfaction questionnaire, and a TOEIC test.

Keywords A Model; English Proficiency; Engineering students

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Learners' Attitudes Towards Corrective Feedback

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Abstract

An investigation on the extent learners' attitudes towards CF may mediate learning was carried out in an ESL experimental classroom. Two types of corrective feedback (CF), recast and metalinguistic information, were used during oral production tasks. The experimental groups were compared to a control group with no CF. Pre-intermediate Saudi adult participants (n 36) were randomly assigned to complete three hours of communicative oral tasks over four successive weeks and to fill in an attitudinal questionnaire, at the post period of testing time. Correlation between participants' attitudes and the effectiveness of the selected corrective feedback was measured by an attitudinal questionnaire, and learners' knowledge was measured by oral and written different assessments. Statistical results of learners' preference and performance on the attitudinal questionnaire and the different measures suggested a positive correlation between learners preference and types of CF which mediate language learning.

Keywords: *ESL classroom*; attitudes; corrective feedback; oral interactional tasks

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Critical Evaluation Of Esp Courses at Graduate Levels In Iran: Are We on The Right Track?

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Abstract

This study aimed to critically review and evaluate ESP/EAP courses at graduate levels in Iranian universities. Through a qualitative-quantitative design, courses were investigated mainly to develop a profile of the most critical challenges of EAP courses offered for graduate students in Iran from the perspective of the main stakeholders as well as insights from EAP literature. As a secondary objective, respondents' attitude towards a course in English for General Academic Purposes was investigated. Participants of the study involved graduate students studying in a wide range of fields (28 disciplines) at both master's and PhD levels, as well as instructors of ESP/EAP courses from 29 universities in Iran. Qualitative and quantitative data were collected in a triangulated approach to shed light on shortcomings of such courses in Iran as well as insights for modification in policies based on students' needs.

Keywords: ESP/EAP courses, objective, respondents' attitude towards objective.

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Phonological Deletion in Text Messages: A Cognitive View

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Abstract

The aim of the present study is to represent the evidence of various correspondences between phonology and cognitive linguistics and to show the advantages of cognitive grammar than generative grammar. The article evaluates the hypothesis holding that connectionist theories (e.g. cognitive grammar) don't have any directionality in their formulations due to their cross-dimensional correspondences and this can be their exclusive feature. This research can be considered as a theoretical and descriptive study. The samples were chosen from among English abbreviations, specifically short messages. In prominence view, arranging data is determinant in ordering things and events in the mind. This point of view is based on "figure and ground" that can be used in phonology as well. The rich- get richer and the poor- get poorer' is catchphrases frequently used in economy and I use them in my paper. We can use the proverbs as principles in phonological deletion. The results also refer to the principle, according to which vowels are expected to undergo reduction in unstressed positions. Corroborating the "bathtub effect" (a principle in psychology) in consonants deletions was another emerged result. After assessing the samples, the hypothesis was approved and it was shown that having a cognitive approach to various linguistic modules causes some exclusive and attractive features which the generative grammar theories don't have them. Also, it was revealed that a cognitive principle affects the pattern of deletions in text messages.

Keywords: generative grammar theories, s in text messages

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Incorporating Quran Translations into Teaching English to Muslim Learners

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Abstract

This paper looks at how the Quran can be used as part of the teaching and learning process for English Language Learners particularly for Muslim learners. The main aim of the study is to highlight the usefulness of using the translations of the Quran to teach students English Language; and how it can widen their knowledge in Islamic vocabulary; as well as how it can help in developing the four core skills in English. It can also be used as a means to introduce English literature to students. Conclusively, the paper will cover various ways in which the Quran can be used within the curriculum of teaching English to Muslim learners. A survey was conducted on students who are undertaking English for Islamic Studies course at UNISSA to determine the usefulness of this knowledge in the English translations of the Quran and how it will help them further academically as well as professionally within any field under the umbrella of Islamic Studies.

Keywords: Islamic Studies, English Language, survey

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Pre-writing Techniques in the Writing Process for the L2 Classroom

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Abstract

This study investigated pre-writing techniques in the learning process to improve written communication skills of learners using qualitative research methods. This study was performed in a public school, Suphi Öner Primary School in Turkey, in Mersin. Students were seventh grade class that their level was preintermediate. This class was made up of twenty students. It took three weeks, the students' samples, drawings and blogs were documented by the students. In order to examine the results, 6+1 Trait Analytical Model for assessing and teaching writing was used. The study found that the pre-writing techniques improved students study skills of free writing in terms of organization, but the same strategy had no effect on the students' conventions/mechanics. Additionally, their writing seems to be honest, appealing, and written from heart that showed us motivation and enthusiastic of them. The students improved topics in an enlightening way that makes a point and tells a story. The pre- and post-study writing samples showed an increase in my students' motivation for writing. In the pre-study survey, 75% of the students were motivated about it, while the post-study survey showed 96% of the students motivated. It was apparent that they were thoroughly enjoying and developing their writing while they created their own blogs

Keywords: pre-writing, skills of learners, samples, drawings

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The Effect of Song and Movie on High School Students Language Achievement in Dehdasht

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Abstract

The purpose of this research was to examine the effect of song and movie on the language achievement of high school students. To conduct the study, 60 high school male and female students were randomly divided into two groups, experimental and control, at Saeed learning English institute in Dehdasht. The data were collected using two instruments: a pre/post achievement test and a questionnaire, which were both researcher-made. The data obtained from the administration of the test and the questionnaire were analyzed using independent samples t-tests and paired samples t-tests and the findings were compared to examine the effect of song and movie on student's learning. The result of this study showed that the implementation of song and movie used in the study had a significant effect on student's language achievement in their listening, reading, vocabulary and grammar.

Keywords: Song, Movie, Language Achievement.

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On The Relationship Among Iranian Esp Learners' Learning Style, Learning Strategy Use and Their English Language Achievement

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Abstract

Modern approaches to English teaching exert more emphasis upon the role of the learners themselves as the directors of their own learning processes. ESP learners, as the members of the English learners' community, are more positively responsive to such new approaches, which might be due to their learning conditions and specific needs. The present study, as a mixed-method research, aimed at investigating the relationship among the ESP learners' learning style, learning strategy use and their English language achievement. The sample of the study incorporated 355 ESP students of Humanities and Social Sciences at various universities in Iran. The quantitative data were collected utilizing two questionnaires, including Oxford's Strategy Inventory for Language Learning (SILL) (1990), and Kolb's (1985) Learning Style Inventory (LSI). In addition, the ESP learners' course grade was used as a measure of their language achievement. For multiple-level analyses and triangulation purposes, a semi-structured interview was also conducted with 29 participants selected randomly from among the participants of the study. The results of Pearson product moment correlations showed significant relationships among the learners' memory and cognitive strategy use and their English achievement, while the learners' learning styles were not significantly correlated with their English achievement. Moreover, based on the ESP learners' responses to Kolb's (1985) LSI, the learners' dominant learning modes were found to be reflective observation (RO) and abstract conceptualization (AC). Furthermore, the findings of the semi-structured interview revealed that Iranian ESP learners were mostly aware of various kinds of strategies,

and that they actually preferred active experimentation (AE) as a favorable learning mode. The results of regression analyses revealed that strategy use was a significantly stronger predictor of Iranian ESP learners' English achievement. Additionally, they reported that the way they were taught in ESP classes and the materials used were not consistent with their preferences and needs. The findings imply that an alteration might be needed in the ESP course syllabi, materials, and teaching in Iran to make it more in line with the learners' predominant learning styles and language learning strategy use in the present learner-centered era of EFL/ESP teaching.

Key Words: Learning style, Strategy use, Iranian ESP learners, English achievement

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Teaching Alphabet, Reading and Writing for Kids between 3-6 Years Old As a Second Language

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Abstract

The present study focused on teaching alphabet, reading and writing for kids as a second language. Although teaching for kids has been taken into account with different methods, there has been little research about phonics method.

Another point of interest in the study was experience of training of the kids with a new method called phonics method. Typically, teachers need to learn how to facilitate the process of teaching alphabet, reading and writing for young children. Thus, it is felt that the method of teaching may influence the degree of second and foreign language learning. This study was an endeavor to investigate the effectiveness of either one of the phonics Vs. traditional approaches in teaching of alphabet, reading and writing for kids between 3-6 years old who were learning English as a second language. To embark on this study, a group of 60 kids were entered as the subjects. Based on the results of the Sue Lloyd's interview, 40 kids who were in the same knowledge level were selected. Then, the subjects were randomly divided into two experimental and control groups. The experimental group was taught via Phonics method and the control group was taught based on traditional method. The kids were taught for eight terms. The course comprised skills of teaching alphabet, reading and writing. The analysis of the results following administration of a standardized test and the obtained scores showed a significant difference between the achievements of the students in two groups. The results implied that the phonics method can be more effective in teaching English for kids.

KeyWords: Phonics, Reading, Vocabulary, Alphabet, Writing, Second language

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Development and Validation of a Wordlist Translated From English To Filipino Of Academic-Administrative Terms: An Attempt at Formulating Guidelines for Policy Making

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Abstract

Purposely, this study collates a Word List translated from English to Filipino as a basis for policy formation to help further standardize and intellectualize the use of Filipino at the Philippine Normal University. The Word List of commonly used words encountered in official ceremonies and programs of the university adheres to salient principles and techniques of translation for lexicographic purposes. To ensure the translation's conformity and appropriateness, the produced equivalences were validated and evaluated by key persons in offices and faculties.

Keywords: translation, evaluation, validation, policy, guidelines

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The Effect of Comprehension-Based Versus Production-Based Instructions on Vocabulary Learning Through Reading

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Abstract

The present study aimed to investigate the effects of two types of instruction namely production-based and comprehension-based instructions on vocabulary learning. Sixty Iranian learners aged 18-25 were divided to three groups (comprehension-based, production-based and control.). They participated in three different sets of instructional sessions and took 2 types of vocabulary test as pre- and post tests. In the production group, learners were provided with three English texts along with target vocabulary items. The learners were first asked to read the texts. Then the texts were removed and they were asked to paraphrase the text and make sentences using the target vocabulary. In the comprehension-based instruction, the learners were provided with a text containing target words during three sessions which were the same as the production group. After each target vocabulary item one synonym, one antonym, and one definition of target word were provided within parentheses. The learners were asked to read the text and tried to comprehend it fully and answer some comprehension questions. After the treatments sessions post test were given to all groups. The finding provided evidence that both comprehension-based and production-based instructions led to both receptive and productive knowledge of L2 vocabulary. In other words, the results indicated that both comprehension-based and production-based instructions were effective. Our findings also indicated that production-based instruction had more positive effects on L2 vocabulary development than comprehension-based instruction.

Key words: Comprehension-based instruction, production-based instruction, vocabulary production, comprehension vocabulary

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Wh-Constraints in Inter language Grammar of Persian Efl Learners and its Implication For Teaching English As a Foreign Language

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Abstract

In second language (L2) studies, one direction of research is to investigate whether adult L2 learners still have access to Universal Grammar (UG). In the related vein, this study is an indirect assessment of availability of Wh-constraints in interlanguage grammar of Persian EFL learners through an on-line sentence-matching task. To do so, 60 university students, both male and female, majoring in EFL at Khorasgan university in Iran were chosen through an Oxford Placement Test (OPT) and divided into three proficiency groups (i.e. 20 Low Intermediate, 20 High Intermediate, and 20 Advanced groups). Moreover, 10 native English speakers were chosen as the control group in this study. Both English native speakers and Persian EFL learners performed an on-line sentence-matching task. The on-line test contained 40 pairs of English sentences, 20 matching grammatical pairs which observed the UG Wh-constraint and 20 matching ungrammatical pairs which violated this Principle. In sentence-matching task students responded to two sentences on a computer screen indicating whether the two sentences were identical or not. The reaction time of EFL learners to both grammatical and ungrammatical pairs was measured and compared to that of English native speakers. The results revealed that native speakers of English can do the task faster than non-natives. Thus, Wh-constraint is not accessible to second language learners to the same extent that it is to first language learners. This study furthers our understanding of the Persian EFL learners' performance in the area of L2 language acquisition. Moreover, the more proficient groups were faster than the less ones in sentence-matching task. As the proficiency increased, the results got much closer to the results of native speakers. Therefore, proficiency can be considered as a strong factor for UG activation.

Key words: Wh-constraint, Universal grammar, Sentence-matching task, EFL learners, Linguistic Knowledge.

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The Effects of Contextual Factors on Teachers' Beliefs and Practices

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Abstract

Although teachers' beliefs and teaching context are important factors in recent language teaching research, there is very little studies on the effects of contextual factors. To fill this gap, this study used explanatory sequential design to investigate the effects of contextual factors on teachers' beliefs and practices. It measured the teachers' beliefs about language teaching context, teaching and learning of 30 teachers by administrating a self-developed questionnaire and comparing the questionnaires to their teaching collected through class observations . The yielded results revealed that the contextual factors of teaching do not highly affect teachers' beliefs on language teaching. Additionally, the analysis shows that teacher performance is different regarding applying syllabus and methodology in adult and young adult departments. Moreover, no significant difference was found between teachers' beliefs in two departments.

Keywords: explanatory, sequential, design

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Authentic Materials – Enhancing Language Acquisition and Cultural Awareness

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Abstract

Using a quantitative approach, the submitted paper explores research based on the contrastive analysis of three sources of authentic materials: academic, literary and journalistic texts. The hypothesis - based on the assumption that authentic materials enhance language acquisition and cultural awareness more significantly than pedagogically modified materials - is discussed in the paper. Literary and journalistic materials as effective teaching materials for providing cultural and linguistic input will be analyzed and academic authentic texts will be compared with pedagogically modified materials. The findings indicate that authentic materials are more appropriate for advanced L2 readers than pedagogically modified texts. Practical recommendations for language teachers will be provided in the conclusion.

Keywords: authenticity; language acquisition; cultural awareness; communicative competence; action research

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The Effects of Teacher-Written Direct vs. Indirect Feedback on Students' Writing

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Abstract

This study investigated the effectiveness and efficacy of teacher's direct vs. indirect feedback on students' composition writings in an EFL context. Two classes (each class 10 students) of female intermediate students in a private English language learning institute were given writing assignments for ten class sessions. The students in every class provided with either direct or indirect feedback. The results were recorded and later analyzed. The data revealed that the class with indirect feedback improved better compared to the class with direct feedback. Moreover, the study has insights and implications for teachers.

Keywords: Direct Feedback, Indirect Feedback, Writing in EFL Context.

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Mathematics Programming Based on Genetic Algorithms Education

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Abstract:

Genetic algorithms are optimizing algorithms, inspired by natural evolution. Investigations on genetic algorithms reveal that these algorithms are different from other search-based optimizing methods. In most optimizing techniques based on a point, the analysis is done according to only some of the decision-making regulations. These techniques could yield an incorrect answer in the searching spaces having several maximum points. In other words, it is possible that the local maximum point be obtained as the answer. Hence, genetic algorithms could also be used in mathematical programming. The common techniques utilized in this field are not effective since they need a series of limitations such as functions continuity and differentiation to be optimized. Moreover, there is no originality in these techniques and this is why the genetic algorithm method could be used in these cases, especially for non-linear programming to reach desirable outcomes.

Keywords: Genetic Algorithm, Linear, Non-Linear, Programming, Optimization.

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Speech Acts in Written Advertisements: Identification, Classification and Analysis

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Abstract

The Speech Act Theory was first introduced by philosophers and then approached by pragmatists and discourse analysts. While philosophers and pragmatists deal with speech acts in fabricated texts, discourse analysts focus on their occurring in real discourses. Another important distinction between these two lines of research is that philosophy and pragmatics study speech acts in isolation, while discourse analysis points to their linear and hierarchical organisation, trying to identify recurring patterns in various genres. The present paper approaches speech acts from an interdisciplinary perspective. Using a series of illocutionary force indicating devices, the paper identifies, classifies and analyses the types of speech acts used in written advertisements. The findings point out the advertisers' preference of using some speech acts over others with the aim of obtaining the intended effect on the target audience. This quantitative analysis is performed on a corpus of eighty-four written advertisements selected from various newspapers and magazines, and the results can be viewed as genre-defining.

Keywords: advertisements, discourse analysis, distinction

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The Impact of Teaching Experience on Iranian EFL Learners' Sense of Efficacy and their Perception of Distinctive Teacher Characteristics

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Abstract

The current study investigated the effect of Iranian EFL teachers' years of teaching experience on their sense of efficacy and their perception of distinctive teacher characteristics. To this end, 135 Iranian EFL teachers participated in the study by completing a validated teacher belief questionnaire (developed by Borg, 2006). This quantitative phase of data collection was followed by an open-ended interview with 20 teachers randomly selected from among the participants of the study with the aim of exploring distinctive context-specific characteristics of Iranian EFL teachers not specified in Borg's (2006) study. The results of MANOVA revealed that Iranian EFL teachers' years of teaching experience significantly affected such subcomponents of teachers' sense of efficacy as "Student Engagement", "Instructional Strategies", and "Classroom Management"; however, it had no significant impact on EFL teachers'

perception of their distinctive characteristics compared to those associated with teachers of other subjects. Content analysis of interviews resulted in the discovery of new aspects of EFL teachers' beliefs which differentiated them from teachers of other subjects. Some of these beliefs such as "teaching culture and communication skills in addition to conveying English knowledge" and "relevance to real life" were commonly shared with those of Borg. Some other characteristics which included items such as "higher status awarded by students to EFL teachers" and "longer training time" were pointed out by participants of both studies but in different ways. However, such unique and context-specific characteristics as "not relying on teaching English as a first or permanent job" and "being a model of thinking, behavior, and dressing for learners apart from being a teacher" were specified only by Iranian EFL teachers of the present study which show the culture-specific and situationally-oriented nature of beliefs. The results of the study are discussed in more detail and the implications are presented in the paper.

Keywords: Years of teaching experience, sense of efficacy, distinctive characteristics, Iranian EFL teachers

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Athletes Profile, Satisfaction, Coaches' Leadership Behavior As Determinants of Athletes Performance In State Universities and Colleges Of Region Iv

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Abstract

The main objective of the study is to assess the athletes profile, satisfaction, coaches' leadership behavior as determinants of athletes performance in state universities and colleges of region IV. The study utilized the descriptive method of research. The respondents of this study include 97 coaches and 514 athletes for Individual Events (men and women) of the state Universities and colleges of Region IV- A & B. Two instruments basically, a revised version of Leadership Scale for Sport (LSS) by Chelladurai & Saleh (1978) and Athlete Satisfaction Questionnaire (ASQ) by Chelladurai and Riemer (1997) were used. which were then statistically treated, analyzed and interpreted. Most of the athletes are 17 years of age, male and first year students. The athletes satisfaction Questionnaire (ASQ) results of the study showed that the level as regards to the fifteen factors of athletes satisfaction are all extremely satisfied. Statistical data on the five factors of coaches' sports leadership showed that coaches in Region IV A and B have a verbal interpretation of "often" responses in leading their athletes and. Training behavior is commonly practice as coaches' leadership behavior. Majority of the athletes got the top 3 places, and proved that most of them are competitive in their own respective sports. The performance of the athletes and the athletes' satisfaction had a significant effect. While the performance of the athletes had no significant effect between their profile. In the light of the findings of this study, the following conclusions are presented: Most of the athletes are in the age bracket of 17-19, first year level have the highest probability. Most of the athletes are at the lowermost level of sports competition. more athletes are just playing for one (1) year. Most of the coaches that responded are in the age bracket of 23-29, male, have been coaching from 1-5 year, permanent employment status and reached Regional level of competition as the highest sports competition level. The athletes are extremely satisfied with all the factors that contribute to the athletes satisfaction. Training behavior is commonly practice as coaches' leadership behavior out of the five factors which coach is directed towards training process in improving

athlete's performance. There was a significant effect between the athlete's performance in terms of athlete's satisfaction and coaches' leadership behavior. In terms of the profile of the Athletes, there is no significant effect between athlete's performance. Based on the results of this study, the following recommendations are proposed: It is recommended that SCUAA Region IV schools to re-examine their development programs for coaches and athletes. Create a standard salary for coaches. Determine training needs that will provide significant leads on which the coaches need upgrading on knowledge, skills, and attitude towards work. Improve athletes and coaches technical skills, SCUAA REGION IV schools should formulate a wide but a diverse plans ranging from perspective plans to intermediate plans for the whole institution. Continue providing financial supports to the athletes and medical assistance. Continue on improving the sports facilities and equipment. Coaches should strive to motivate athletes and to provide an environment for success. Allow coaches to continue the search for an optimum interpersonal relationship with each player in the hopes of promoting an environment conducive to success. Replicate the study in other parts of the country.

Keywords: success, environment, Replicate

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A Contrastive Study of Relational attributive Clauses in Narrative Texts in English and Persian Based on Halliday (2004)

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Abstract

The present study aimed at comparing English and Persian narrative texts in terms of manner of expressing of relational attributive clauses based on Halliday (2004). Accordingly, it incorporated a corpus of 400 clauses: 200 from English and 200 in Persian in order to find out the possible similarities and differences regarding three components of Halliday's "transitivity process", namely: the process, participants and circumstances. Relational clauses in English system are classified into three main types: 'intensive', 'possessive', and 'circumstantial'; each one has its own sub-categories: 'attributive' and 'identifying'. Frequencies and percentages of linguistic data were calculated for attributive relational clauses by using descriptive and inferential analysis. The analysis showed overall similarities across both English and Persian regarding relational attributive clauses. However, some differences were found in terms of manner of expressing, the position and number of participants, and the kind of processes. Although the employed statistical operations showed that these differences are not statistically significant.

Keywords: Systemic Functional Grammar, Transitivity system, Relational clause.

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Inflection of Prepositions In Italian Language and Its Effects Iranian Language Learners

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Sepde Mehmandust, MA student, Iran, Islamic Republic Of iran

Abstract

This paper investigates inflection and inflectional features in the category of preposition in Italian and how Iranian language learners, learning Italian as a foreign language, deal with it. The analysis of different forms of inflected prepositions, the types of errors and their classification leads to the findings that: the prepositions in Italian language agree with their noun complement in number, person and gender, a feature not available in Persian, which causes some difficulties for Iranian language learners. The analysis of students' errors indicates two types of errors occurred mostly: addition and deletion. The research emphasizes the pedagogical implications for teaching prepositions in Italian language to help teachers and motivate them to take into consideration this typological difference between Persian and Italian in the use of prepositions.

Keywords: inflection and inflectional features in the category

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Investigating The Effect of Anxiety of Male and Female Iranian EFL Learners on Their Writing Performance

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Abstract

In an attempt to delve into the issue of affective variables related to language learning, the present study focuses on the relationship between anxiety and writing performance across Iranian EFL learners with the effect of gender. To do so, Second Language Writing Anxiety Inventory (SLWAI) developed by Cheng (2004) and writing performance test were applied to collect the data. 45 EFL learners were invited to participate in this study. T-test analysis revealed that significant difference was found in level of anxiety between male and female participants so that the male participants might experience relatively greater amount of anxiety. Additionally, the level of cognitive anxiety was higher in males. However, the level of somatic anxiety and avoidance behavior were not significantly different. Furthermore, significant differences were found in grammar and punctuation sub-scales of writing performance between male and female participants so that male was higher in two sub-scales than that of females. Various educational implications and recommendations for further works were proposed.

Keywords: Anxiety, Writing Performance, EFL Learners, Gender.

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Effects Of Mediation on an EFL Learner's Grammar Development: A Case Study of An EFL Beginner Student

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Abstract

The focus of this study was on the design, administration and scoring of dynamic assessment of English tag questions. Dynamic assessment involves offering mediation to help learners develop and perform beyond their level of independent functioning. It is based on learner modifiability for improved performance. This study included a single case analysis of one beginner L2 English learner. Student's first answers were recorded as the student's grammar static score. If her answers were wrong, mediations from most implicit to most explicit were given, and the results were used as mediated scores and also a learning potential score, which may be used as a predictor of readiness to benefit from further instruction, was recorded. Analysis of the results showed that there was a significant difference in her knowledge of tag questions. The findings can help EFL practitioners design more effective grammar tests and make more accurate decisions about learners' achievement.

Keywords: Dynamic assessment; zone of proximal development; mediation; learner L2

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An Analysis of Gap Fill Items in Achievement Test

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Abstract

This article revives the discussion over measurements of validity in criterion referenced (CR) tests. It presents how the principles of Classical Testing Theory (CTT), normally associated with norm-referenced tests, were applied to the Business English achievement tests at the University of Economics, Prague, Czech Republic. Firstly, measures of validity in criterion-referenced tests, test purpose, and test specifications are discussed. Next, a 10-item vocabulary gap fill subtest is subjected to a detailed analysis through the use of facility and discrimination indices. Key and distractor analyses of each item are then performed. The insights gained from such analyses are examined in relation to the cyclical test design process of constant review of items so that a high level of standardization is achieved. This paper thus provides teachers with simple tools to build valid language gap fill tests which reflect the criteria of accurate and equitable testing.

Keywords: reviews, measurements, criterion, referenced

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Computer-Aided Training for Quranic Recitation

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Abstract

Computer Aided Language Learning (CALL) systems have gained popularity due to the flexibility they provide in empowering students to practice their language skills at their own pace. Detection/Correction of specific pronunciation error is an important component of an effective language learning system. Learning the correct rules of the Holy Quran recitation is important to every Muslim. In this work, we developed a Computer Aided Quranic Recitation Training system to detect errors in continuous recitation of Holy Quran and increase the accuracy of the error detection. We have integrated Automatic Speech Recognition (ASR) and classifier-based approach to detect recitation errors. Error detection is done in two successive stages: first, an HMM-based ASR recognizes the recitation, detects the insertion, deletion and substitution of phones and provides phonetic time alignments, and then classifier based approach is used to distinguish between confusing phones to achieve improved detection rate. In this implementation we implemented only 2 classifiers, one to discriminate between emphasized and non-emphasized utterances of the letter "R" in Arabic, and the other to distinguish between closely related, often confused letter pronunciations. The results show, that the system has achieved a 91.2% word-level accuracy.

Keywords: Computer, phones, based approach to detect recitation

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Learning Strategies in Second Language Acquisition

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Abstract

Learning strategies play essential roles on students' understanding information and solving problems. Not being aware of learning strategies and how to use them may lead to students' failure. Since conducting research on learning strategies is difficult as they are not observable directly and selecting a reliable method is an issue, this paper aims to investigate the significant contribution to the development of learning strategies within Second Language Acquisition studies through reviewing four research-based articles to adapt the findings to new research. The articles' framework, designs and methods are investigated in order to choose the appropriate ones for a new study and ensure the reliability and validity of it. "The Learning Styles and Strategies of Effective Language Learners" by Wong and Nunan (2011), "Strategies used by four Iranian EFL learners in reading ESP and GPE texts: A think-aloud case study" by Tabataba'ian and Zabihi (2011), "Language learning strategy preferences of Iranian EFL students" by Nikoopour, Farsani and Neishabouri (2011) and "An investigation into the factors affecting the use of language learning strategies by Persian EFL learners" by Rahimi, Riazi and Saif (2008) are the reviewed articles. Regarding different sections of this paper, it explains the learning strategies related to the new study and describes its pedagogical context. Moreover, it compares and contrasts the articles' research strategies, research designs, methods of data collection, methods of data analysis,

validity, reliability and ethics. It also considers their shortcomings. Furthermore, general implications for the new research project are discussed. Finally, it decides to conduct a case study design, employ mixed method research to collect more reliable data, apply think-aloud protocol and administer Strategy Inventory of Language Learning (SILL) questionnaire, use descriptive and content analysis and cross-check the findings in order to recognize students' learning strategies usage.

Keywords: Learning strategies; Second Language Acquisition; investigating articles; significant contribution.

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Investigating The Effect of Video Captioning on Iranian EFL Learners' Listening Comprehension

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Abstract

The purpose of the study was to examine the effect of the video captioning on Iranian EFL learners' listening comprehension. A total of homogenized students in a private English language institute in Ilam, Iran (Safir English language institute) participated in the study. The students were randomly assigned to two groups to receive treatments. Both groups watched 10 short episodes (20 minutes) of an English instructional videotape. The difference between these groups was in presence of the caption of the film; that is, the experimental group watched the film with English caption and the control group watched the film without caption. The results of the post-test multiple-choice exam revealed that using captions had a significant effect on students' listening comprehension and those who received the English captions outperformed the other groups. Based on the obtained results, it was concluded that providing captions for Iranian EFL learners could be helpful in overcoming some of their listening comprehension difficulties.

Keywords: Listening comprehension, caption, authentic material, EFL learners

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Ultra-Low Cost, High Quality, Computer-Based Educational Model For Primary Schools: A Personal Undertaking

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Abstract

Today information technology provides an unprecedented opportunity for quality education from primary to higher levels. Majority of these digital resources are available in English, and therefore, requires a good foundation in comprehension and communication in the language. Despite various attempts from government and non-government organizations to improve primary education in developing nations, the results are not as expected, particularly for the English, where it is not the first language. This further reduces the chances of these children from lower social strata to utilize the freely available knowledge from web resources. Here, I present outcomes of a year-long undertaking in a government-recognized Urdu-medium primary school in Bhadohi, India. An after-school programme was implemented with the help of a graduation student to provide children of the local community an access to quality digital resources. The edutainment programme, which comprised mainly of freely available computer games and educational videos, was made available to interested students, who were occasionally provided with incentives in form of educational toys and stationaries. The students were of age 3 to 13 years and were grouped into 4 categories and resources were delivered according to that. The students of higher grades (4 and 5) were interviewed and their response to a test was recorded. After a year of intervention, the students who attended the programme showed very encouraging outcomes in their spoken English. Because of the ultra-low cost, this kind of model can be fine-tuned and can be easily implemented at many places. It can also take advantage of various government initiatives of providing computers to schools. Since this was not a scientific experiment or a study to begin with, the results should be used with caution. However, the outcomes are very promising and we are developing tools for the scientific evaluation of such intervention.

Keywords: students of higher grades, developing tools for the scientific

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A Critical Discourse Analysis of the Electoral Talks of Iranian Presidential Candidates In 2013

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Abstract

On Friday, 14 June 2013 one of the most significant events of Iran and the Middle East happened: the presidential election of Iran. The 11th president of Iran started his term on 3rd August 2013. The election was in fact a competition between two main parties: Principlist and Reformist. This paper studied the speeches of the nominees of these two parties: Mohammad Bagher Ghalibaf and Hassan Ruhani. We selected one of their speeches on their election campaigns and incorporated their statements and stances in the framework of CDA introduced by Norman Fairclough. The results showed that the two nominees took two opposite strands on the same events. They used language as a means of promoting their own social, political, personal interests and as an effective means for power struggle.

Keywords: nominees, framework, effective

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Investigating Ilami EFL Performance in Observing Within-Word Rules Based on Their Gender

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Abstract

Since in EFL contexts both teachers and students are less exposed to authentic language with a native pronunciation, presenting rules for standard American pronunciation appears to be overarching. Accordingly, providing both learners and teachers with an effective phonological profile is inevitable to achieve a standard American pronunciation. From among the hindrances to achieve a standard pronunciation lack of such a profile seems to be of critical importance. Considering lack of research on the foregoing obstacle in Iranian context, the present study aimed at presenting within-word rules of standard American pronunciation for Ilami EFL teachers in segmental phonology. The current study extracted, first, the within-word rules of standard American pronunciation from authentic sources. The profile developed in the study included 23 within-word rules. Additionally, the present study investigated the roles that might be played by Ilami EFL teachers' gender, in their observing of within-word rules developed in the study. Finally, the study determined if the phonological rules of within-word features of

speech were affected by the gender of Ilami EFL teachers. To this end, among the accessible population in the study (all male and female EFL teachers in Ilam province), 40 teachers (20 males and 20 females) were randomly surveyed on interviews for their observing of 23 rules by reading a topically unrelated corpus. Chi-Square tests were conducted to analyze the data. Statistical analysis was run using Statistical Package for Social Sciences (SPSS). The results showed no significant relationship between the gender of Ilami EFL teachers and their observing of within-word rules.

Keywords: hindrances, accessible population, Statistical Package

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The Effects of Different Task Types on Learners' Performance in Collaborative Virtual Learning Environment

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Abstract:

This study was conducted to examine how various task types affect the extent to which learners engage in form-related changes(FRC) and meaning-related changes(MRC).To this end,15 Iranian language learners (9 female and 6 male) participated in instruction sessions in which they learned how to self-correct and peer-correct three writing tasks, namely; argumentative, informative, and analytical. Etherpad package was used to facilitate the communication among the learners as they shared their responses and feedback on each other's writings. Data analysis indicated more instances of peer-correction (54%) compared to those of self-correction (46%) in the three task types. The results of a Chi-square analysis illustrated that the difference in the instances of corrections produced was statistically significant ($\chi^2=10.890$, $p=0.00$).In this regard, the results indicated that the number of corrections produced in the analytical task was higher than that of other tasks. Another Chi-square test (Chi-Sq = 6.754, DF = 2, P-Value = 0.034) proved that the participants in all task types made statistically significant changes in meaning-related aspects compared to the changes they made to the formal ones in their written products. A t-test analysis revealed that learners' focus between form and structure was not significantly different whether they work individually or collaboratively. (P-value = 0.3 for argumentative task, P-value = 0.26 for analytical task). However the analysis showed that the emphasis of accuracy and meanings (p-value =0.031 for argumentative task, P-value = 0.033) increased when they worked in groups. The findings of an interview revealed that most of the interviewees agreed that the writing and editing in collaboration with peers were a positive and useful experience.

Keywords: E-learning, Social Constructivism, Etherpad, Collaboration, Editing, Feedback, Writing.

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The Relationship Between Novice and Experienced Teachers' Self-Efficacy for Personal Teaching and External Influences

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Abstract

This study investigates the effect of teachers' self-efficacy on personal teaching and external influences. The study involves 18 novice and 18 experienced English teachers teaching at Ilam high schools from March to September of 2014. Data were collected through a questionnaire. Teacher's questionnaire consisted of 36 Likert scale items. To analyze the data, t-tests were applied. When the two groups were compared, novice and experienced teachers were found to differ in their self-efficacy for classroom management, but not in their efficacy for personal teaching and external influences. In order to improve teachers' efficacy for personal teaching and external influences in-service training programs and regular meetings where teachers share their experiences can be held.

Keywords: Self-Efficacy, Personal Teaching, External Influence, Misbehavior, Novice Teacher, Experienced Teacher.

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Evaluation of Automatic Text Summarizations Based on Human Summaries

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Abstract

The goal of this paper is to compare summaries generated by different automatic text summarization methods and those generated by human beings. To achieve this end, we did two series of experiments: in the first one, we employed automatically produced extractive summaries; in the second one, manually-produced summaries obtained by several English teachers were used. Our automatic summaries were obtained using Fuzzy method and Vector approach. Using Rouge evaluation system, we compared the manually-produced summaries and the automatically-produced ones. Rouge evaluation of generated summaries indicated the superiority of summaries produced by humans over the automatically produced summaries. On the other hand, the comparison between the generated summaries showed that summaries produced by Fuzzy method were much more acceptable and understandable compared to summaries produced by Vector approach. This can provide support for the replacement of manually generated summaries by summaries produced using Fuzzy method in certain cases where real time summaries are needed.

Keywords: support, summaries, Fuzzy

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Aljamiado RESC/101 – D2 and its Aragonese Dialectal Features

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Abstract

The 16th century manuscript RESC/101 – fragment D2 is one of the twenty-eight Morisco translations of the Koran that survived to the present day. Like most of the codices produced within the cryptic Islamic community of the Moriscos, the manuscript at hand is an Aljamiado one i.e. Spanish written in Arabic alphabet. Alongside an archaic stamp and a strong Semitic ‘flavour’, one of the defining traits of the Aljamiado-Morisco literature is its marked Aragonese influence (Galmés de Fuentes, 2009: 112), with Koranic translations ranging from manuscripts deemed purely Aragonese until those where the dialectal features are found in as little as 20% of the entire text (López-Morillas, 2006, Appendix C: 1-3). Hence, the present paper offers, first of all, an inventory of the phonological, morphological, syntactical and lexical dialectal influences on the Koranic translation contained in the Aljamiado RESC/101. Also, in line with the approach proposed by López-Morillas (2006: 15), the current paper aims to assess the proportion of the Aragonese influence. Given the similar wording found in codex RESC/39 and codex RESC/58, the article also contrasts fragments from manuscript RESC/101 with their counterparts from the two above-mentioned codices, as a preliminary analysis to a future filiation study.

Keywords: lexical dialectal influences on the Koranic translation contained in

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The Effect Of Grammatical Consciousness Raising Task on Iranian EFL Learners’ Reading Comprehension

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Abstract

Since the beginning of language studies, Second Language Acquisition (SLA) researchers have been searching for effective ways of improving learners’ language skills. This study aimed at investigating the effects of Grammatical Consciousness Raising task on English as a foreign language (EFL) learners’ reading comprehension ability. So, two groups of experimental (N=30) and control (N=30) were randomly chosen out of 120 girl learners (chosen by taking part in a proficiency test) in BINT AI HODA High school (first period) EFL learners, Ilam, Iran. A grammar test was the determined instrument for gathering the scores of pre-test. The control group followed its routine procedure in English classes. However, the task of using Consciousness Raising grammar was applied for the experimental group members during their English classes as assignment. This experiment occurred in six weeks, twelve forty

minute sessions. Then, all students in both groups answered the questions of post-test. The statistical analysis related to T-test was done on gathered raw scores. Data from this study demonstrate a significant role of using Consciousness Raising in improving reading comprehension ability of the participants in the experimental group. The findings of this study may help the learners to enhance their independent English language learning and improve their reading comprehension ability by using Consciousness Raising Task. All steps of this study will also be beneficial for EFL teachers who are searching ways of improving of reading comprehension their students.

Key words: Grammatical Consciousness Raising Task, Reading Comprehension EFL Learners.

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Investigating Apology Strategy Among Male and Female Kurdish Bilinguals; A Case Study In Ilam

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Abstract

The present study was aimed at exploring and describing apology strategies among Kurdish bilinguals in Ilam, Iran. It attempts to systematize the various strategies used for the purpose of apologizing from the pragmatic point of view. The current study involves 80 subjects of Kurdish bilinguals in Ilam, consisting of 40 male and 40 female subjects. The subjects were chosen randomly to participate in this study. The data of this study was collected through a controlled elicitation method based on a questionnaire which is a modified version of 'Discourse Compilation Test'. Descriptive and inferential statistical such as T-Test have been used to show the meaningfulness of the relationship between gender of respondents and their apology strategies. The prime finding of this study revealed that there is no meaningful relationship between gender and apology strategies used by Ilami people. The results indicated that respondents have frequent tendency toward using "explanation", "taking responsibility" and "offer of repair" strategies. So, they do not have much inclination toward intensification and concern for the hearer.

Keywords: apology strategy, gender, bilinguals, speech act, Kurdish

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A Contrastive Analysis of Adjuncts Regarding Their Manner of Expression in English and Persian

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Abstract

The present study aims at investigating the manner of expression of *adjuncts* in English and Persian based on Halliday (2004). Halliday's categorization of *adjuncts* into "interpersonal, textual, and experiential" was adopted to classify the collected examples of *adjuncts*. Some English novels and their Persian translations were investigated and more than 220 *adjuncts* were identified in the two languages. Based on Halliday (2004), these *adjuncts* were categorized into "interpersonal, experiential and textual". By employing descriptive and inferential statistics, the results were analyzed. The findings obtained by running statistical operations revealed that English and Persian use almost the similar tools (adverbial, prepositional phrase, and clause) to express experiential *adjuncts*. However, it was found that the two contrasted languages do not use the same linguistic tools to express interpersonal and textual *adjuncts*.

Key words: SFG, Manner of Expressing, Interpersonal, Experiential, Textual, *Adjunct*.

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Investigating The Iranian EFL Teachers' Pronunciation Of Neutral and Non-Neutral Affixes in Derivative Words Based on Their Gender and Teaching Experience

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Abstract

Mastering pronunciation in EFL context, where direct access to native speaker is scarce, is a highly challenging objective for many language students in Iran. Derivative words more specifically, pose their own problems. There are different types of suffixes, two of which are neutral and non-neutral. This survey study examines teachers' pronunciation of the neutral and non-neutral suffixes based on their gender and teaching experience. The sample included 40 Ilamian EFL teachers teaching English at different high schools and institutes. None of teachers studied in English speaking countries. To analyze data, two kinds of test were employed: the Man-Whitney U Test for gender and the Kruskal–Wallis for teaching experience. There is no treatment in this study. Findings revealed that there is no meaningful difference between female and male answers in the pronunciation of neutral and non-neutral suffixes. As for teaching experience, the results showed that there is no meaningful difference between three existed ranges of experience with the pronunciation of neutral and non-neutral suffixes.

Key words: pronunciation, derivative words, neutral suffixes, non-neutral suffixes

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Resisting Power in Discourse

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Abstract

The majority of studies in critical discourse analysis focus exclusively on one aspect of the language/power relation, language as a context for power and domination. Fairclough (1994:50) argues that power is "implicit within everyday social practices" and that it is predominant "at every level in all domains of life". Similarly, Chaika (1994:4) remarks that everyday discourse and journalistic discourse are "effective ways to maintaining power relations within society." Fowler (1985) contends that language continuously constitutes the statuses and roles upon which people base their claims to exercise power, and the statuses and roles which seem to require subservience.

Keywords: implicit, discourse, journalistic

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A comparative study of female identity in two different cultures of Iran by Simin Daneshvar and Canada by Margaret Atwood

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Abstract

Simin Daneshvar, including the mighty and modern writers in contemporary Iranian fiction expressing the view that a woman's sensitive, but intelligent and educated, speaks around the world. The author highlights the capability to change the style of writing fiction, including the features unique to her. She makes the new and dynamic style. Scholar is the first woman writer in all her works in various ways in the lost rights of women. It is most concerned with the problems of women and ideas in a way that most of her characters are women. She tried to demonstrate injustice, adversity, ignorance and superstition of the era in which women have gone. The themes of her stories are social problems, such as love, peace, family, wealth and etc. Margaret Atwood is one of the most influential writers in the modernist writings of a Canadian woman writers, she uses the female as the main character. Atwood in her stories interrelate humor with the social facts, imagination and mythology. In this paper with studying the life and works of Simin Daneshvar and Margaret Atwood as influential and modern writers of Iran and Canada we are concerned to the common themes and features that reflect the attitudes of the two ladies from the two different cultures.

Keywords: Simin Daneshvar, Atwood, fiction, culture, comparative literature, modernism.

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Eloquent Silence, Listening to the Speaking Wound: a Pragmatic Concept in Literary Language

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Abstract

Trauma is a wound in the psyche of every one. Eloquent silence must be changed to the speaking wound. Margaret Atwood's novels are full of social, political, historical and satirical meanings. She uses the silent language for the communication of ideas. The pragmatic language is not a neutral mirror; on the contrary it carries a pragmatic concept in literary language. It is full of wound and pain. At first it is in the form of eloquent silence. Then it changes its attitude, it must be active to find identity for the female character. The purpose of this study is to investigate the eloquent themes in fragmented tapes, paintings, or speech memorize the traumatized past oppressive collection significantly. This collection has the profound effects on every character in order to change the silent language into their power of the speaking. Atwood's three novels will be discussed in this research: *The Handmaid's Tale* (1985), *Cat's Eye* (1988), and *The Robber Bride* (1993). In conclusions, female's quest begins from the sensing of

trauma to self-knowledge which can be achieved by two major approaches: Feminism and Psychoanalysis. The research scrutinizes traumatized experiences in the female society which brings suffering and pain to give new insight to them. It is necessary to say the phenomenon of trauma is very fresh and new when the readers see it in the fiction they feel the same feeling and they like to continue it in this approach. Psychoanalysis interpretation helps the reader to realize the trauma and how to escape. In other words, the psyche and the psychoanalysis of the characters open the wide path of the insight and knowledge for the readers.

Keywords: Margaret Atwood, traumatize, Eloquent Silence, Psychoanalysis

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A Pedagogical Model of Legal Translation

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Abstract

Legal language is different from the ordinary language which is used by people everyday. It has its own specific characteristics. It is based on historical, judicial, social and religious factors. Considering the legal system and language system difficulties based on Farazandeh Pour's model (2013), this study is an attempt to determine the problems in order of difficulties and to ascertain whether or not a pedagogical model based on this model is possible. A unified and systematic format has not yet been developed to achieve this goal. That's why legal translation instructors encourage the students to just memorize the legal terms rather than focus on different levels of language. To carry out the study, one hundred undergraduate translation students were selected. In the follow, they were asked to translate three different legal texts which contain a good deal of legal terms from Persian into English. Then a questionnaire was presented asking them about the difficulties they may encounter when they were translating the texts based on Farazandeh Pour's model. The findings revealed the order of the difficulties. Overabundance of Arabic terminologies, unusual Arabic preposition phrases and lack of coherence are the most important difficulties at lexical, syntactic and discourse levels respectively. Among these levels, lack of coherence was the most important difficulty. This analysis within Translation Study can provide a wider and better angle for legal instructors helping the instructors to develop a pedagogical model in classrooms.

Key Words: Legal translation, pedagogical model, legal system difficulties, language system difficulties, Farazandeh Pour's model (2013)

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Influences of Learners' Basic Attributes and Learning Histories on Their Speech Fluency In L2 English

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ABSTRACT

Although the importance of fluency in L2 use by learners is widely acknowledged, what determines fluency and how we can develop fluency is not necessarily clear. In the current study, we examined the influences of seventeen indices of basic attributes and learning history of Japanese and Chinese learners of English on their L2 speech fluency. Our quantitative analyses revealed that speech fluency changes substantially according to the nationality of speakers and it is also influenced by elements such as L2 use outside school and instruction by native speakers (or not). On the basis of our findings, we make some suggestions regarding what teachers can do to help learners develop their speech fluency.

Keywords: examined the influences of seventeen, learners of English

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Switching to Mother Tongue-Based Education: The New Trend and its Challenges

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Abstract

The new millennium began with a strong hope for success through collaboration in globalization. People were told that globalization would bring a significant boost in transportation, communication, and information, which would contribute to the foundation of the "global village". Many predictions came true. One new trend was evident to support all the new innovations—most leaders wanted to integrate English in their own educational system. Around the world, schools promoted English in order to meet the competitive market that globalization had created. In fact, some linguists predicted that English was going to take over other languages, and that it could actually take some indigenous languages to their eternal rest. Today, there is a new trend that shows more and more countries promoting mother tongue-based education (MTBE). Because this is a fairly new paradigm shift, it is catching a lot of government and educational leaders off-guard. Based on careful survey of a number of countries promoting mother tongue education and recent research studies on MTBE, this presentation synthesizes common factors that either promote or hinder MTBE. It ends with recommendations of what must be in place for success to happen when switching to MTBE, especially in the Asian context.

Keywords: Philippines, research synthesis, mother tongue-based education, MLB-MLE, English, Southeast Asia

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Investigating Efl College Student Teachers' Reflections Toward Using Task-Based Orientation in Teaching Practicum

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Abstract

The study sheds light on the student teachers' reflections toward the use of task- based orientation in teaching practicum and their perceptions of the influence of such materials on improving their language proficiency. It includes university fourth year student-teachers at the Department of English, College of Baghdad for women. Eighteen student teachers are chosen randomly to represent the main sample and other twenty students to represent the pilot administration. In order to fulfill the aim of the present study, a questionnaire of (43) items is constructed by the researchers. The result showed that student teachers have positive reflections towards using task- based orientation in teaching practicum. So, there are statistically significant differences at $\alpha \leq 0.05$ in the teachers' reflections

Keywords: improving their language proficiency

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Humming The Rhymes without Knowing the Lyrics: A Case of an English Lecturer's Reflection

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Abstract

Reflection seems to be a practical choice to develop teachers' continuous growth (Richards & Lockhart, 1996; Zeichner & Liston, 1996). This study intends to explore a reflective teaching of an English lecturer in a local polytechnic's context. It is meant to identify her reflective teaching apart of her denial about being unfamiliar with the practice and unable to theoretically recall its concept. A participant was purposely selected due to her willingness and access to her teaching. Classroom observations, interview, and teaching journal were used to generate the required data. The content analysis was manually run to get the results. The findings reveal that participant's reflective actions (specifically refer to *reflection-in-action*) constantly present in her teaching. Overall, participant is considered as a reflective practitioner regardless her oblivious thought about reflective teaching.

Keywords: Reflection, teaching. Classroom observations.

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Challenges of Teaching ESP at Medical Universities of Iran from ESP Stakeholders' Perspectives

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Abstract

English for Specific Purposes has gone through different developmental phases since the last decades. In medical universities of Iran like the other universities in the other countries, ESP courses are taught to different majors such as nursing, medicine, etc. The status of teaching ESP has been studied both internationally and locally. However, it seems that the challenges of teaching ESP in medical universities of Iran have not been studied appropriately. The main objective of the present study was to explore the main challenges of teaching ESP in medical universities of Iran. Due to the nature of the study, a qualitative research design (Phenomenological) was used. The data were gathered through interviewing 25 ESP stakeholders (medical students, physicians, and medical ESP teachers) from medical universities in Tehran and Gorgan. The data were analyzed through content analysis techniques. The results of the study showed that the challenges are classified into three main themes: institution (higher education) challenges, learner related challenges, and teacher related challenges. Institution related challenges consist of undetermined aims, structure of the curricula, and content of syllabus, evaluation, time limitation and classroom size. The learner related challenges include lack of motivation, poor GEL background, and learners' focus on test, learners' poor general English proficiency, and learners' inappropriate needs' analysis. ESP teachers' related challenges included teacher's language proficiency, teachers' content knowledge, teachers' teaching methodology, teachers' perception of ESP, teachers' teaching method, teachers' familiarity with material development, and testing skills. The findings of the study can be used to promote the status of teaching ESP in medical universities.

Key words: ESP, teaching ESP, Challenges of teaching ESP, medical universities of Iran

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Comparative Analysis of Text Readability In Children's Literature In Two Persian Translations of “Charlie and The Chocolate Factory”

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Abstract

This research discusses one of the deviations that may happen while translating: Text readability level; the focus is specially on translating children's literature and the effect of translation in changing the readability level of the text has been investigated. Readability is one of the important issues in educational related subjects because the focus is on the reader as the central element. This study focuses on investigating to what extent the translation version of a text is differed in terms of readability in two versions of translation in same language. The original text language is English and the translation versions are in Persian. The main concern of the present study is to compare the readability level of English text of "Charley and Chocolate Factory" with two Persian translations using the Flesch formula for English text and modified formula for Persian text. Samples are randomly selected 100 words paragraphs and their correspondent Persian translation. The data of English text were analyzed by a software and Persian data were analyzed manually. Results showed that English text is more difficult than Persian texts. But there is difference between readability of two Persian translations. One translated text is more difficult in terms of word structure and number of sentences. Measuring the readability level of children literature can help the educational policy makers. Teachers and children literature critics to select the right type of text material to right types of readers.

Keywords: English text were analyzed by a software and Persian data were analyzed

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A Cross Cultural Study on Iranian EFL Students' Pragmatic Transfer

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Abstract

This study aimed to identify the complaint strategies used by the Persian- speaking EFL students, and find out if there was any evidence of pragmatic transfer in their complaint realizations. To this end, three groups participated in the study. Two of them were the control groups, which included 10 Australian native speakers of English (ANSs) for the English baseline data, 10 native speakers of Persian (PNSs) for the Persian baseline data. The third group of participants involved 40 Persian-speaking EFL teacher trainees. The data were collected by means of a Discourse Completion Task (DCT). The original version of the DCT was given to the ANSs and interlanguage group (IL), the translated version of it was given to the (PNSs). In

order to identify the complaint strategies utilized by the IL group, the collected data were coded and categorized according to the complaint taxonomy proposed by Prykarpatska (2008). To find out whether there was any evidence of pragmatic transfer in the complaint behaviors of the IL group, their responses were compared to those of the baseline groups. The results of the study showed cross-cultural differences and similarities between the research groups in performing the speech act of complaint with regard to the choice and frequency of strategies. Besides this, degree of familiarity and the social status of interlocutor were also found to influence the complaint responses of the research groups. In addition, the interpretation of the results revealed possible signs of transfer from the first language to the second language regarding some specific situations presented in the DCT. Evidence on the development of interlanguage by Iranian graduate students was also detected. Iranian learners were found to need more education on the choice of strategies used, as they performed similar strategies used by the PNS rather than the ANS.

Key words: Complaint, Interlanguage pragmatics, native speakers, Pragmatic transfer

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Interpersonal Metafunctions in Political Discourse: a Comparative Study of Speeches by King Abdullah II and President Barack Obama

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Abstract:

This study provides a Comparative analysis of interpersonal metafunction in political speeches by two leaders: King Abdullah II and President Barack Obama. Four political speeches were delivered, two by King Abdullah II on September 25, 2012 - September 24, 2013, and two by President Barack Obama on November 6, 2012 and November 7, 2012 form the sample of the analysis. It attempts to investigate how interpersonal meanings are achieved from the perspective of Critical Discourse Analysis within the theories of systemic functional linguistics with the focus on mood, modal auxiliary, personal pronouns, and tense shift. Following Systemic Functional Linguistics, the study aims to explore the variation in the elements of interpersonal metafunction in both sets of speeches and their cultural and ideological implications. This study follows qualitative and quantitative methods of analysis. It provides guidance for readers about how to make speeches more influential in order to achieve specific purposes. Both leaders moved smoothly in the use of the different tenses during their speeches.

Keywords: political speeches; interpersonal meanings; critical discourse analysis; systemic functional linguistics; mood; modal auxiliary; personal pronouns; tense shift.

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Eloquent Silence, Listening To The Speaking Wound: A Pragmatic Concept In Literary Language

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Abstract

Trauma is a wound in the psyche of every one. Eloquent silence must be changed to the speaking wound. Margaret Atwood's novels are full of social, political, historical and satirical meanings. She uses the silent language for the communication of ideas. The pragmatic language is not a neutral mirror; on the contrary it carries a pragmatic concept in literary language. It is full of wound and pain. At first it is in the form of eloquent silence. Then it changes its attitude, it must be active to find identity for the female character. The purpose of this study is to investigate the eloquent themes in fragmented tapes, paintings, or speech memorize the traumatized past oppressive collection significantly. This collection has the profound effects on every character in order to change the silent language into their power of the speaking. Atwood's three novels will be discussed in this research: *The Handmaid's Tale* (1985), *Cat's Eye* (1988), and *The Robber Bride* (1993). In conclusions, female's quest begins from the sensing of trauma to self-knowledge which can be achieved by two major approaches: Feminism and Psychoanalysis. The research scrutinizes traumatized experiences in the female society which brings suffering and pain to give new insight to them. It is necessary to say the phenomenon of trauma is very fresh and new when the readers see it in the fiction they feel the same feeling and they like to continue it in this approach. Psychoanalysis interpretation helps the reader to realize the trauma and how to escape. In other words, the psyche and the psychoanalysis of the characters open the wide path of the insight and knowledge for the readers. Keywords: Margaret Atwood, traumatize, Eloquent Silence, Psychoanalysis

Keywords: profound effects on every

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The Significant Role of Trauma In Literature and Psychoanalysis

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Abstract

Considerably, literature has influenced in the life of human being. It has an empowered language to display the inner world of man. There is a space for memories, introspection, retrospection, foreshadow, flashback and awful remembrances that are colored by pain, wound and trauma. Now is the time of producing the plot of anxiety in modern world. Margaret Atwood as a distinguished writer and poet criticizes the social, political, and spiritual bonds for female characters in her stories and poems. She has an aim to illustrate the pain and suffering of female characters in order to gain self knowledge of and self-confidence for women. In *The Handmaid's Tale* (1985), *Cat's Eye* (1988), and *The Robber Bride* (1993)

she has elaborately examined her understanding of creativity in the dream, fantasy and art of the protagonists. She takes the data from the current emphasis on trauma, inter-subjectivity, mentalization, association, dissociation, nonlinear dynamic theory, and mental enactments. In conclusion, she discusses the effect of language on the developing self. She uses Sigmund Freud's views, as a psychoanalytic, of how the stormy life, difficult relationship with family, friends and not speaking cause the wound in female characters' mind. Key Words: trauma, Margaret Atwood, interdisciplinary, psychoanalysis
Keywords: Considerably, literature has influenced in the life of human being.

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Iranian EFL Teachers' Preferences For Corrective Feedback Types: Implicit Vs. Explicit

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Abstract

The current study aims to explore Iranian EFL teachers' preferences for oral corrective feedback; if they choose different types of feedback to correct students' phonological, grammatical and lexical errors or if they provide students with the same type of feedback for all the afore-mentioned error categories. This study also tried to investigate if teachers allow peer-feedback in their classes. And also to find out if different types of feedback are provided to students based on their proficiency levels. To do so, a questionnaire was distributed to 62 EFL Iranian teachers, to choose their preferences for feedback and the feedback provider. The results of the study showed that 43 teachers used the same type of corrective feedback for all error types, and that they preferred implicit types of corrective feedback over the explicit ones. The results also indicated that 13 teachers believed peer and self-corrections were not beneficial, and 5 teachers thought that different proficiency levels do not lead them to use different corrective feedback moves. Some teachers felt other factors might also affect their choice of feedback provider or the type of feedback they use in their classes.

Keywords: error types, EFL teachers, corrective feedback

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Hedge and booster in newspaper articles on Iran's presidential election: A comparative study of English and Persian articles

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Abstract

Hedges and boosters as meta-discourse markers have been the focus of many studies. There may be cross-cultural difference among the users of these markers. This comparative study intends to compare the use of these markers between two mass-circulation newspapers in Iran and the United States, Keyhan and Washington Post, respectively, about the Eleventh course of presidential election in Iran. To this end, articles of seven days before and seven days after the election of these two newspapers were gathered. Both textual and quantitative analyses were done by the researchers. One-way ANOVA was conducted to compare means of the use of hedges and boosters in these two newspapers. The findings of this corpus analysis showed that more boosters and more hedges were used by Keyhan and Washington Post respectively. It was also revealed by the finding that there is a significant relationship between Keyhan and Washington Post on the use of hedges and boosters before and after the election

Keywords: meta-discours; hedg, booster, newspaper article

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The Effect of Visual Input-Enhancement V.S Textual Input-Enhancement on Vocabulary Learning of Iranian Intermediate EFL Learners

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Abstract

Vocabulary functions as an existential foundation for language. Furthermore, vocabulary learning is one of the most problematic fields in second language learning. It has attracted cynosure of a wealth of studies in recent years. However, the fact that majority of Iranian second language (L2) learners have learnt English through traditional methods has compounded the problem. To arrive at a better understanding of this problem, this study compared the effect of visual input-enhancement versus textual input-enhancement on vocabulary learning of Iranian pre-intermediate EFL learners. A predominantly quantitative approach, along with a quasi-experimental design, was used. 90 EFL learners were selected and, following a pre-test, were randomly assigned to two experimental groups (visual input-enhancement and textual input-enhancement) and a control group. After the treatment, a post-test was administered for all groups. Thorough analysis of the data obtained using paired *t*-test and one-way ANOVA indicated that visual input-enhancement has a significant impact on vocabulary learning and retention of Iranian intermediate EFL learners.

Keywords: Textual Input-Enhancement; Visual Input-Enhancement; Visual Input-Enhancement; Quantitative Approach; Quasi-Experimental

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Translation Competence: Aging towards Modern Views

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Abstract

The analysis of the required skills and knowledge for every field of study is of paramount importance specifically for interdisciplinary fields such as translation. These skills and knowledge are broadly termed as competence by scholars. As a complex term, the definition of translation competence as well as the categorization of its components has been subject to changes since its infancy. Some of the newer models viewed translation competence as a linguistic competence or as a supercompetence; while, in more recent models a multicomponential view is taken to identify the several competences included in translation competence. Consequently, the present paper seeks to provide a general review of the varying insights of the term and the numerous models provided by translation scholars.

Keywords: Competence, Translation Competence, Translation Competence Models

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The Study of Nominal System in Lari Language as an Endangered Iranian Language

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Abstract

The present study, conducted in a descriptive-contrastive framework, aims to examine the specific characteristics of nominal system in Lari as a definitely endangered language by the UNESCO. Lari is spoken in Larestan in Fars Province and Hormozgan Province and some other Arabian countries like United Arab Emirates and Oman. Data were gathered through field materials and transcribed in IPA. Results showed that Lari used specific markers for different categories of nouns; for example, definite nouns employed /ʊ/ or /kæ/ (e.g., /zenekæ/ [the woman] while indefinite nouns utilized /i/ or /e/ (e.g., zeneki [a woman]). In addition, plurality, derivation and inflections included a wide range of affixes in Lari. It was concluded that Lari possesses a unique system of nouns which are influenced by structures, tense, affixes and etc.

Keywords: Lari language; nominal system, Persian, morphology

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The Role of Gender Differences in the Cognitive Styles of Impulsivity/Reflectivity and EFL Success

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Abstract

Styles are those general characteristics within a person that make him/her prefer something and has tendency toward doing it. Such characteristics are cognitive styles and when used in educational situations are referred to as learning styles. Impulsivity (I) and Reflectivity (R) are two characteristics of human beings in cognitive domain. Impulsivity is a sudden action undertaken without careful thought by “quick guessers” who while uttering their guesses, commit a greater number of errors whereas reflective people, referred to as “thoughtful”, are slow and accurate, weigh all the possibilities, take longer to respond, and consequently make fewer errors. This study was after finding I/R effects on EFL success, the relationship between gender differences and I/R, as well as the interaction between gender differences and I/R. Hence, 105 Iranian pre-university female and male students in Shiraz, were randomly selected to take part in this study, divided into two groups of I/R based on the results of Yando and Kagan’s (1968) adult/adolescent version of Matching Familiar Figures Test (MFFT), an individually administered visual discrimination matching-to-sample task, based on their response latency and response accuracy. Oxford Placement Test measured the participants’ degree of proficiency whose EFL success was assessed by the nation-wide pre-university English Achievement Test. Data analysis showed that I/R tendencies do not

facilitate EFL success, since there was not a statistically significant relationship between the variables of the present study; therefore, teachers should not ignore impulsivity, though they should be taught to postpone their obviously incorrect answers.

Keywords: Cognitive styles Learning style; Impulsivity Reflectivity;

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Improving Intercultural Competence of Female University Students in EFL within Saudi Arabia

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Abstract

This case study is part of an ongoing research which aims to investigate and promote the values of multiculturalism, cultural pluralism and intercultural academic education in our communication-driven and culture-convergent world. As an Erasmus guest lecturer in the European Union, a visiting lecturer overseas and a lecturer in Saudi Arabia, I have always been trying to identify the opportunities of developing intercultural competence (ICC) of my university students.

Firstly, this paper discusses the values and difficulties of teaching female university students in our multicultural academic environment heavily based on methodological and cultural issues in practice. Then, it focuses on the dominant role of English use among the international teaching staff and Saudi students, highlighting English as Lingua Franca in the globalised higher education. Secondly, it moves on introducing some theoretical approaches, concepts of culture and latest research results of intercultural competence (ICC). The outcome is to put practice into theory or correspond practice to theory. As a conclusion, the paper summarises the implications of developing ICC as an ongoing lifelong learning spiral in a multidimensional academic context. Finally, it presumes to forecast the opportunity of a paradigm shift in the area of intercultural university education in the near future.

Keywords: "EFL, ESL Saudi universities"; cultural pluralism; intercultural academic education, intercultural competence (ICC)

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The Effect of Playing Chess on the Concentration of ADHD students in the 2nd Cycle

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Abstract

The study examines the effect of playing chess on the concentration of students with Attention Deficit Hyperactivity Disorder (N=14, age: 11-13). The study hypothesized that chess improves concentration period and listening language skills. The sample was chosen from two schools with inclusion, students received chess training twice per week. Pre- and post- measurements of Conner's Teachers Rating Scale: Revised-Long version, concentration tasks, and scores of school language listening tests were the data collection tools of the study. Results showed improvement in concentration skill and period, and in listening score.

Keywords: ADHD, Chess, Concentration, listening skills

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Dynamics of an ESP Writing Classroom Through the Lens of Critical Literacy: Writing the Word and the World

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Abstract

This study was an attempt to explore the effects of classroom practices on business students' writing performance. In so doing, this paper adopted Ada's (1988) model of critical literacy, and Tang and John's (1999) categories of textual entities to probe how a critical literacy (CL) approach to writing development can contribute to business students' personal development. Students' journal writings were examined both qualitatively and quantitatively in search of changes in the quality of writing as students continued writing. Students' essays were examined quantitatively to explore the changes in students' perception of themselves as writers. The results showed that classroom practices ended up to to the students' development to make a more creative and critical classroom which could enhance the students' learning beyond the descriptive mode, identified as the least powerful mode towards critical and creative modes, identified as the most powerful modes.

Keywords:

Intercultural Communication And Discourse Analysis: The Case Of Aviation English

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Abstract

Historically, applied linguistics has tended to shift from a theoretical approach toward a problem solving approach. Intercultural communication as a field of study has gained its position through asking how people from different cultures communicate and how misunderstanding can be prevented. Within the domain of English for Specific Purposes (ESP) Aviation English has become a matter of concentration worldwide. The requirements introduced by International Civil Aviation Organization encompass both technical language and plain English applicable to both native and non-native English speakers. However, based on cultural differences, related conventions, and diverse communication styles, air traffic controllers and pilots sometimes use English in a way that may cause confusion and misunderstanding which in turn can result in aviation accidents or incidents. This paper aims to consider cultural dimensions as introduced by Hofstede (1980) and their involvement in aviation context. The paper highlights the necessity of focusing more on intercultural communicative competence in teaching aviation English.

Keywords: Intercultural Communication; Discourse Analysis; Aviation English

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Exploration of the USA culture by Mexican language students through reading Chicano literature

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Abstract

Language students are expected to be conscious of the fact that the target language is an expression of the culture of those societies where it is used in everyday communication. Using literary texts is an important means of fostering and developing the learners' intercultural awareness. Chicano literature (written by those authors of Mexican origin who permanently live in the USA) can be of special help in this process. Chicano writers' experiences in their daily encounters with the North American culture can make it easier for language learners in Mexico to explore and understand this foreign culture, and to overcome their own prejudices and stereotypes towards it. Thus, a study was conducted among Mexican university language students to examine the possibility of increasing the learners' intercultural communicative competence (ICC) through reading literary texts. The survey participants responded to a questionnaire related to the concept of culture and their knowledge of the target culture. They also read and discussed a short story written by a Chicano writer paying special attention to different cultural topics covered in them. On the whole, the study has shown that the learners' sociocultural characteristics and experiences have an enormous impact on their perceptions of the North American culture. The results can help to optimize the process of choosing and elaborating didactic materials in English as well as class planning and methodology that would develop the learners' intercultural competence.

Keywords: Mexico; university students; intercultural competence; American culture; Chicano literature

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A sociolinguistic study of linguistic variation and code matrix in Kanpur

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Abstract

The diversity of languages and social structures in India has created a complex yet sustainable relation between linguistic variations and social classifications. This paper proposes a sociolinguistic study of linguistic variation and code matrix in Kanpur city. It shall be interesting to note the social behaviours mirrored in different language usages, variety of codes and resultant code-mixing and code-switching. The study of code matrix shall define the current status of different languages and dialects in the city. Hence this paper shall attempt to underline the temper, inclination and aspirations of language community of Kanpur through its linguistic variation along with indicating the growth of Kanpuria Hindi and evolving Hinglish in the city of Kanpur.

Keywords: sociolinguistics, linguistic variation, code matrix, Kanpuri, Kanpuria, Hinglish.

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DEVELOPMENTAL TRENDS ON INITIAL LETTER FLUENCY IN TYPICALLY DEVELOPING CHILDREN

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Abstract

Initial letter fluency tasks are one of the simple behavioural measures to evaluate the complex nature of word retrieval ability. This task requires the participant to retrieve as many words as possible beginning with a particular letter in a fixed time frame. Though the task of verbal fluency is popular among adult clinical conditions, its role in children has been less emphasised. There exists a lack of in-depth understanding of processes underlying verbal fluency performance in typically developing children.

Present study therefore aims to delineate the developmental trend on initial letter fluency task observed in typically developing Malayalam speaking children. The participants were aged between 5 to 10 years and categorized into three groups: Group I (class I & II, mean (SD) age years: 6.44(.78)), Group II (class III & IV, mean (SD) age years: 8.59(.83)) and group III (class V & VI, mean (SD) age years: 10.28(.80)). On two tasks of initial letter fluency, the verbal fluency outcome measures were analysed. The study findings revealed distinct pattern of initial letter fluency development which may enhance its usefulness in clinical and research settings.

Keywords:

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The traditional vs. the modern translation classroom: a need for new directions in the UAE undergraduate translation programs

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Abstract

Any proposal for a modern way of teaching translation should be discussed against the background of traditional translation training in general. By comparing the traditional translation classroom against the parameters of a modern one, the study sheds light on how prepared students are to meet the challenges of the translation industry in the UAE. The study also draws pedagogical implications on focal issues related to translation teaching and program development in UAE universities in light of the requirements of the QF Emirates. A need for a major shift in the paradigms of translation teaching and assessment practices becomes inevitable for the success of academic translation programs. This paper argues for new directions to be adopted in the undergraduate translation programs offered by UAE universities.

Keywords: translation classroom; translation teaching, assessment, QF Emirates.

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New Literacy of Young People Caused by the Use of New Media

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Abstract

Nowadays young people meet in chat rooms, seek and find friends on Facebook, and are available to engage via mobile phones anytime, anywhere. The authors therefore wished to examine: 1) their real literacy today 2) the influence of the amount of time spent on the Internet and mobile phones on students' school achievements. The sample consisted of more than one hundred students in their final year of grammar school for native and foreign language (English and German) learners in three Croatian counties. The authors explored students' writing in their school assignments and those written in their free time in new media with regard to the (non-)existence of elements of the language of new media (abbreviations, emoticons, etc.) as well as the time spent on the Internet and mobile phones and school achievement.

Keywords: youth literacy, mother tongue, foreign language, the Internet, mobile phone, school achievement.

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Increasing Cultural Competence for Saudi English Language Learners in the UK

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Abstract

Due to the wide cultural gap, university students in the UK from Saudi Arabia may often find cultural interaction overwhelming. The main objectives of this study are to explore the importance of cultural competence in English language learning for Saudi Learners in the UK context and to establish recommendations for including cultural competence in English language teaching and learning. There were 87 participants in total who took part in the study; they were subsequently split into 3 groups of 67, 10 and 10. The study employed an action research model which included a preliminary investigation using 67 quantitative questionnaires and 10 qualitative semi-structured interviews. Subsequently, a two day intervention workshop took place and was attended by 10 Saudi participants studying in the UK. This intervention was evaluated through semi-structured interviews in which the students were asked to cite the benefits or equally the disadvantages of such initiatives and to talk about their struggles of cultural competency. The conclusion is that some form of cultural awareness preparation, such as workshops, can be beneficial for newly arrived students in the UK.

Keywords: Saudi learner, cultural competence, intercultural competence, language learning, difficulties

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Psychology and EFL Writing

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Abstract

This study focuses on 1) exploring the writing attitudes, apprehension, and self-efficacy beliefs of Saudi learners of English as a foreign language (EFL) and 2) understanding the relationship between these components and writing competence in English. The subjects were 145 Saudi female undergraduates of English in three higher education institutions. The instruments used in the study comprised two questionnaires and two essays. Relevant statistical tests were performed. The findings revealed that participants possessed positive attitudes towards writing in English, were moderately apprehensive regarding writing in English, and moderately rated their perceived ability (self-efficacy beliefs) to write in English. The results also showed that none of the three psychological variables correlated with or predicted the writing competence of the subjects.

Keywords: Writing attitudes, writing apprehension, writing self-efficacy, writing competence

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Towards and African Literary Criticism

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Abstract

This paper attempts to formulate an African approach to Literary Criticism. It has its roots within African cultures and religions; in years of experience teaching African Literature. Like all theories it does not stand alone but overlaps with other theories. Traditional schools of literary criticism provide valuable tools with which to critique African literature. Yet, these schools, rooted in Western conflicts, are no longer adequate in analyzing and understanding such texts. African literature's re-discovery of its own voice recognizes the danger that "orality" becomes the main criteria by which African Literature is interpreted. An African Literary Criticism goes beyond whatever orality may or may not be embodied in texts. It recognizes that Africa's story, now told by Africans themselves, reflects realities that those who once told its story ignored. Africa's story demands adaptations of Western literary genres; the formulation of new understandings of time and history; the re-incorporation of worldviews silenced as Western understandings of justice, leadership, personal perception were imposed on colonized African nations. This paper's sources are the works of playwrights, novelists and film makers, who can and should no longer be labeled "post-colonial;" who have developed an approach to literature that is itself a literary critique of the portrayed world. Emphases in their writing identify the evolution of an African Literary Criticism. The texts themselves inform approaches to African Literature. This paper focuses especially on the works of Abdulrazak Gurnah; Francis Imbuga, Zakes Mda; Cheik Oumar Sissoko; Yvonne Vera; Uwem Akpan.

Keywords: African Literature; African Oral Literary Tradition; Literary Criticism; Story; Indigenous Knowledge; Orality

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Germany's Africa: a Literary and Historical Disconnect

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Abstract

Lukanga Mukara (1912), the letters of a young man from East Africa, are written during his visit to the German interior and sent to his king who anxiously awaits news of the young man's impressions of Germany. The letters are a social critique of pre-World War I Germany as seen through the eyes of the young Lukanga Mukara. Never once does he refer to German colonial excesses on the continent where his king to whom he sends his letters lives.

Hans Paasche, a young naval officer, author of Lukanga Mukara, son of the Vice Chancellor of the German Reichstag, arrived in Dar es Salaam in 1904. In 1905 he led the Rufiji expedition, the German force that suppressed the Maji Maji Rebellion in German East Africa. The wholesale slaughter of Africans during the Maji Maji war led to Hans Paasche's later conversion to pacifism and his eventual murder in 1920 at the hands of the Brigade Erhardt, ultra-nationalist forerunners of the Nazi Regime.

Paasche's experiences in German East Africa, his familiarity with Swahili, the knowledge he must have had of the effects of German colonialism, make his portrayal of the rather simple, naïve African character and his pastoral community untouched and unspoiled by Western civilization rather surprising.

This paper examines the African images which dominate Lukanga Mukara and places these in the context of historical events and of literature written during and about this period of African history. It asks: what are the effects of images that form and inform the national consciousness?

Keywords: Paasche, Noble Savage, East Africa, Maji Maji, Germany.

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Sissoko's La Genèse and Africa's Hope for Peace

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Abstract

"Must we [...] forever [...] as brothers be condemned to hate one another?" asks Esau, one of the main characters in Malian filmmaker Cheik Oumar Sissoko's *La Genèse*. In the filmic contextualization of the Old Testament stories of Dinah and Schechem; Jacob and Esau; Leah and Rachel, Sissoko explores notions of Reconciliatory Justice as opposed to Western understandings of Retributive Justice. He adapts African Oral and Literary Traditions to re-imagine a continent where the principles of African Socialism make peaceful co-existence possible. He insists that nations, not only individuals, have to learn to occupy the same continent, the same world. Re-imagining the African Oral and Literary Tradition plays an important part in the African search for identity where story and identity are inseparable. Yet, for generations the story of Africa has been the story about Africa: those who invented the printed word claimed superior story-telling powers and "Oral Man" was silenced. Today those about whom the story was told are telling their own story, re-appropriating their own literary tradition, re-discovering a culture that no longer orients itself according to values imposed on them. This paper looks at how the African Oral Tradition, by definition a fluid medium, can be adapted within the filmic genre, a fixed medium. It asks how the story of yesterday becomes the story of today as Sissoko's exploration of the narrative of the descendants of Abraham through the lens of African Literary Tradition presents interesting possibilities for an African peace based on justice.

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Teachers' perceptions on corrective feedback in Turkish primary schools

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Abstract

Corrective feedback (CF) is an indication to the learners that his or her use of the target language is incorrect (Lightbrown & Spada, 1999: 171). With increasing attention to applications and effectiveness of CF in foreign language classrooms as well as beliefs and thoughts of practitioners and L2 learners about these applications, teachers and students' perceptions of CF have become a notable research concern in SLA instruction. This study specifically deals with teachers' perceptions on a variety of CF types used in EFL classrooms in Turkey, where English is offered as a compulsory part of the national curriculum. 36 teachers working with students of various grades in state primary schools were the participants of the study. Data were gathered through an interview conducted with these teachers to elicit their opinions about CF and CF types. The teachers were mainly asked how they treat learners' errors, whether these errors should be corrected and when and how they should be corrected. The study is intended to suggest evaluation of the findings obtained through qualitative and quantitative methods and to conclude with some pedagogical implications in accordance with these findings.

Keywords: Corrective feedback (CF); CF type; teacher perception

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The influence of English Second Language learning on Pakistani university students' identity

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Abstract

This research aims to study identity construction of foreign language learners in foreign language learning class rooms. It investigates the influence of English foreign language on Pakistani students' identity. Forty (40) students who were studying English as second language in Lahore College for Women University, Pakistan participated in this research. The participants filled questionnaire and were interviewed. Results show that identity is fluid and changing. This research recommends educators and policy makers to develop such policies which could enhance students' identity; thus, students could identify themselves as good Muslims, good Pakistanis and a peaceful member of global community.

Keywords:

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Phonological Structure of Saudi Female Names

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Abstract

Research findings suggest that in a given socio-cultural community, gender of personal names can be inferred from their semantics, morphology, familiarity (Alford 1988), and from some pragmatic cues in communication (Garnham, Oakhill & Reynolds, 2002, Qasem and Al Zumor, 2009). In its turn, phonological research concludes that a phonological structure of given names can also provide cues to gender. A growing body of evidence drawn from studies on English given names suggests that, in contrast with male's given name, female's given name tend to contain a large number of sounds and syllables, ends in a vowel or sonorant, and displays a non-initial stress (Slater & Feinman, 1985, Cutler et al. 1990, Barry and Harper 1995, Cassidy et al. 1999, Whissell 2001). Outside the scope of English, Wierzbicka (1992) confirms, though with many exceptions, that Polish feminine names tend to end in -a, and masculine names tend to end in a consonant.

The present study attempt to see if this holds true for the female Saudi first names. The names of all Saudi students at Alfaisal University (females 960, and males 730) were analyzed and conclusions seem to corroborate, though with some exceptions, previous findings.

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Abbreviational Worldview as Part of Linguistic Worldview

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Abstract

Abbreviations represent a great vocabulary layer and became an integral part of the English discourse. English abbreviations are widely used not only in the English language discourse, but in the discourses of other languages of the world as well. Especially it is true for abbreviations in the sphere of economy, finances, foreign economic relations, and banking. The paper is devoted to the analysis of the abbreviational worldview as a part of the linguistic worldview. Different types of abbreviations are in the focus of study. The abbreviational worldview is formed by the abbreviational vocabulary of the English language and mainly by clippings, acronyms and blends. The abbreviated worldview is far-ranging and gives new prospective opportunities for semantic studies.

Keywords: abbreviational worldview; linguistic worldview; types of abbreviations; processes of abbreviation

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Polysemous Words Functioning and the Process of Concept

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Abstract

Carrying out the research task related to the study of semantic layers of different levels, ideal object revealing regardless of material substances, definition of the most significant, essential, and general semantic and mental properties, qualities and mechanisms of consciousness and basing on the invariant theory we introduced the concept of lexical invariant. It is interpreted by us as an aggregate of the most significant universal semantic components which are intuitively defined in the course of phenomenological reduction and are unchanged in the stream of meanings variation composing the semantic formula of a word or phrase.

Keywords: cognitive linguistics; lexical eidosis; lexical invariant; polysemous word; phenomenology; semantic core.

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Concept «Human Rights» and its Cognitive, Discursive, Contextual and Historical Characteristics

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Abstract

From a cognitive point of view, the concept of human rights contemplates study of its mental structures which include stereotypes and standard representations of the world of law noted for stability of structures, images and emotions: a cognitive approach focuses on a special role of a human factor in cognitive and verbal-thinking processes. Human rights define a world view of every individual in particular and community in general. Human rights are universal and act as an indicator of a healthy society and state.

Keywords: human rights; cognitive linguistics; concept; legal discourse; society.

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Project-based Learning and Its Validity in a Thai EFL Classroom

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Abstract

Project-based learning is often said to promote the intellectual and social development of students, for it requires them to actively participate in the process of acquiring knowledge and skills with limited teacher supervision. The success of project-based learning, therefore, depends almost entirely upon the ability of students to be initiative and to function with a degree of autonomy. Literature has shown that most Thai students prefer to remain within the comfort zone of the traditional EFL classroom, where the teacher's intense guidance is dominant and appreciated. Thus, this study seeks to ascertain to what extent the project-based learning can be applied to an actual English language classroom in Thai culture. The subjects of this study were 21 third-year students, who were part of the 2013 Communication Arts Outstanding Students Program at Bangkok University. The subjects took pre- and post-tests before and after the treatment respectively to provide data for a t-test analysis of the difference between their pre-existing English language levels and their levels at the end of the 12-week program. As the subjects progressed in the project-based learning process, they were also asked to keep journals and were interviewed to reflect on their learning experience in order to provide data for qualitative content analysis. Findings indicated that the project-based EFL classroom yielded not only positive learning outcomes, but also helped the students to improve their cognition, work ethics, and interpersonal skills. Further studies were recommended to provide more empirical contributions with the objective of proving the effectiveness of project-based learning in EFL classrooms in other cultural contexts.

Keywords: Project-based learning, project work stages, qualitative content analysis, learning outcomes.

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Words Functioning in Lexicon

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Abstract

Investigations of word semantics focusing on forms of words formation and their functions in memory lead to the theory of lexicon organization. Interest in the theory of lexicon organization lies in the linguistics sphere and the personality of the speaker (the subject of the language). Particularly noteworthy is the question of the place of the image when discussing the lexical, phraseological values and the relationship of imagery and metaphors

Keywords: cognitive linguistics, concept, lexical invariant, lexicon, polysemantic word

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Collaborative Vocabulary Learning: Corpora, Keywords and Students as Materials Designers

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Abstract

This paper reports on an innovative, student-centred and corpus-based approach to collaborative vocabulary learning. Final-year students of Russian at the University of Leeds have a weekly "corpus"

class in which they do various “hands-on” and “hands-off” corpus-based exercises. Besides developing their language proficiency and linguistic skills through working with large reference corpora and ad-hoc corpora created by the tutor, students create their own corpora from texts relating to a topic of their choice and upload them to the IntelliText Interface (<http://smlc09.leeds.ac.uk/itb>). They then extract keyword lists and create language-related exercises from their keywords. Students’ handouts are available on the Virtual Learning Environment and can be accessed and edited by other students. Many upload their keywords to online vocabulary building tools such as Quizlet and Memrise to create flashcards that can also be shared among users.

Unlike traditional approaches to vocabulary teaching, this method gives students the autonomy to identify keywords and create exercises that best suit their learning style. The result is a diverse set of materials on numerous topics that can be adapted by other students for self-study or by tutors for future students or different levels. Student feedback is positive: students say that the task is fun, rewarding and effective and that emphasis is not on learning; they have a strong sense of achievement in creating and analysing their own corpora. The approach addresses several issues of current importance in language learning and teaching (autonomous learning, computer-assisted language learning, student motivation, etc.) and has been effective at Leeds.

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Likes, tweets and other “friends”: Social media buzzwords from a terminology perspective

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Abstract

Social media have developed at a rapid pace since the beginning of the 21st century and have undoubtedly come to play an integral part in the social and professional life of billions of people worldwide, defining many of our communication habits and affecting the way we talk. As the title suggests, the present paper centers on social media terminology in English and focuses on those social media terms that have become buzzwords - that is, terms which have migrated into general language and which are used in everyday communication. In particular, the aim of this paper is to discuss the status of these widely used linguistic units from a terminology perspective, i.e. whether they are terms or words, and to examine three term-formation patterns characteristic of widely used social media vocabulary: terminologization, conversion and derivation.

Keywords: social media, terms, general language, specialized language, term formation

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Céard é seo? Formulaic language as a model for EAL learners in an Irish early years setting

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Abstract

Formulaic language and routines have been highlighted as providing a clear model to young children for the use of new structures and vocabulary. Tabors says that observers have noted that when young second-language learners begin to use their new language, they use telegraphic speech and formulaic speech (2008: 55). According to Wray (2002: 4) "Words and word strings which appear to be processed without recourse to their lowest level of composition are termed formulaic". She considers that formulaic language use is caused by the heavy mental demands of speaking. Speakers seem to rely on 'chunks' of language that come ready made as they are easier to formulate than sentences composed of fresh words and phrases. Vignettes referred to throughout the paper are drawn from a study where three EAL learners and learners of Irish as an additional language were closely observed over ten sessions in a Junior Infant (KG) classroom in an Irish primary school. The use of formulaic language when speaking is evident throughout the observation sessions and as early as session 2 the teacher uses formulaic phrases consistently in the Irish lesson. Formulaic language, providing a frame for sentence construction and environmental scaffolding appear to be of particular assistance in developing the language skills of the children observed throughout the study, both at the receptive level of listening and as their productive skills begin to improve during later sessions observed. Therefore a consistent approach should be borne in mind by teachers and every use should be made of stories with repetition and language games to reinforce language in different contexts. This approach may equally be applied in the Arabic-speaking context and is an area that warrants further research.

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Investigating the Effect of Bilingualism and Social Class on Class Participation of Iranian EFL Learners

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Abstract

This study investigated the effect of bilingualism and social class on class participation of Iranian EFL learners. For independent variable of social class, students were distinguished into three groups of low, middle, and high class, and with respect to language variable participants were either bilingual or monolingual. Population of this study was monolingual and bilingual students of both IAU South Tehran Branch and Allameh Tabatabaei Universities. 120 students were selected as samples that after data collection 90 questionnaires were qualified for analysis. This research was an applied study that measured the level of classroom participation using Zheng (2008) questionnaire. The validity and reliability of the study were achieved using Chrobach's Alpha (95%) and experts' ideas. Data were analyzed using SPSS 20 software. Result showed that there is no significant difference between language groups and classroom participation. Otherwise, there was a significant difference between social status and classroom participation. Therefore, there was a significant relationship between language and social class with respect to classroom participation. At first, monolinguals and high class students had higher classroom participation (mean=3.9333), then bilingual and high school students (3.6000) had higher levels of classroom participation.

Keywords: social status, bilingualism, monolingual, class participation.

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The Effects Of Contextual Factors On Teachers' Beliefs And Practices

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Abstract

Although teachers' beliefs and teaching context are important factors in recent language teaching research, there is very little studies on the effects of contextual factors. To fill this gap, this study used explanatory sequential design to investigate the effects of contextual factors on teachers' beliefs and practices. It measured the teachers' beliefs about language teaching context, teaching and learning of 30 teachers by administrating a self developed questionnaire and comparing the questionnaires to their teaching collected through class observations. The yielded results revealed that the contextual factors of teaching do not highly affect teachers' beliefs on language teaching. Additionally, the analysis shows that teacher performance is different regarding applying syllabus and methodology in adult and young adult departments. Moreover, no significant difference was found between teachers' beliefs in two departments.

Keywords: Contextual Factors, Teachers' Beliefs, Teachers' Practice

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Why do Iranian learners prefer private tutoring over institute classes to prepare for IELTS?

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Abstract

In recent years, in most developing countries, including Iran, there is a great tendency toward learning English with the goal of taking some sort of standardized proficiency test, particularly IELTS. To do so private tutoring has received increasing attention. However, little is known about the potential sources that learners despite the higher fees; tend to choose private tutorials over classes being held in language institutes. Therefore, the study with its qualitative approach design, attempts to investigate the main reasons tutees cite for their preference for private tutoring over language institutes. To meet this end, the study was conducted with 28 tutees. The data were collected through semi-structured individual interviews. The interviews were audio recorded and transcribed later. The findings indicated that most tutees believe private tutoring can help them achieve their goals in a very short time, and will make them more competent test takers with the focus and attention of the teacher on their individual needs, and also they can choose the times of their classes. They cited that private tutoring serves their needs more efficiently.

Keywords:

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Politeness in Adaptation of Persian multimodal texts: the case of “Half life2”videogame

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Abstract

Audiovisual translation is a different form of translation in that visual aspects of an image need to be taken into consideration. The aims of the current study were 1) investigating the factors of using adaptation strategy in Persian translation of “Half life 2” and 2) identifying the ideologies that the use of adaptation strategy factors indicates in the society. To this end, first a corpus of expressions of a videogame called “Half life 2” and their Persian translations were selected and analyzed. Then, according to Bastin’s (2005) adaptation model, adaptation strategy factors were identified. Finally, the ideologies that the use of adaptation strategy factors indicates in the current society were recognized. The findings revealed that in addition to the adaptation factors in Bastin’s (2005) model, politeness was also regarded as an adaptation strategy factor. The reasons for using politeness were “euphemism” and “showing power”. The findings indicated that since videogames are deductive (as cited in Orero, 2004), euphemism has been used as a way to regard politeness in adaptation strategy. The findings also showed that translating the expressions into imperative sentences in the translation of the videogames represent the power of the main character.

Keywords: politeness, adaptation, multimodal texts

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Evaluation of 7th Grade English Coursebook in Iran From Teachers’ and Students’ Perspective

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Abstract

The pivotal role of English language textbook in language pedagogy is widely recognized by language teachers in various ESL and EFL contexts. As for the Iranian EFL context, English learners usually face tremendous difficulty in attaining EGP due to the traditional reliance on old approaches in designing coursebooks and generally out-dated teaching methodologies. To fulfil this gap, a new coursebook, based on a communicative approach, was introduced for the seventh grade in public high schools in Iran during the academic year 2013-2014. The present research, a mix-method comparative study, aims at evaluating this new English coursebook designed for seventh grade public schools. Specifically, it attempts to investigate the effectiveness of the coursebook from the students’ and teachers’ perspective. Data were obtained through questionnaires and semi-structured interviews administered to the two groups of participants. The findings of the present research, reflecting the assessed and analyzed views of both students and teachers, could be found of interest – and use - to textbook designers and policy makers

Keywords:

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Intercultural communication and discourse analysis: The case of Aviation English

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Abstract

Historically, applied linguistics has tended to shift from a theoretical approach toward a problem solving approach. Intercultural communication as a field of study has gained its position through asking how people from different cultures communicate and how misunderstanding can be prevented. Within the domain of English for Specific Purposes (ESP) Aviation English has become a matter of concentration worldwide. The requirements introduced by International Civil Aviation Organization encompass both technical language and plain English applicable to both native and non-native English speakers. However, based on cultural differences, related conventions, and diverse communication styles, air traffic controllers and pilots sometimes use English in a way that may cause confusion and misunderstanding which in turn can result in aviation accidents or incidents. This paper aims to consider cultural dimensions as introduced by Hofstede (1980) and their involvement in aviation context. The paper highlights the necessity of focusing more on intercultural communicative competence in teaching aviation English.

Keywords: Intercultural Communication; Discourse Analysis; Aviation English

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Teaching English Alphabet, reading and writing skills via phonics Vs. Traditional approach

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Abstract

The present study focused on teaching alphabet, reading and writing for kids as a second language. Although teaching for kids has been taken into account with different methods, there has been little research about phonics method. Another point of interest in the study was experience of training of the kids with a new method called phonics method. Typically, teachers need to learn how to facilitate the process of teaching alphabet, reading and writing for young children. Thus, it is felt that the method of teaching may influence the degree of second and foreign language learning. This study was an endeavor to investigate the effectiveness of either one of the phonics Vs. traditional approaches in teaching of alphabet, reading and writing for kids between 3-6 years old who were learning English as a second language. To embark on this study, a group of 60 kids were entered as the subjects. Based on the results of the Sue Lloyd's interview, 40 kids who were in the same knowledge level were selected. Then, the subjects were randomly divided into two experimental and control groups. The experimental group was taught via Phonics method and the control group was taught based on traditional method. The kids were taught for eight terms. The course comprised skills of teaching alphabet, reading and writing. The analysis of the results following administration of a standardized test and the obtained scores showed a significant difference between the achievement of the students in two groups. The results implied that the phonics method can be more effective in teaching English for kids.

Keywords: Phonics, Reading, Vocabulary, Alphabet, Writing, Second language

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Minimalism, Economy, Simplicity, and Children Language Acquisition

Leila Anjomshoa*, Department of Foreign Languages, Kerman Branch, Islamic Azad University, Kerman, Iran.

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Abstract

In syntax, a model of a grammar is economical if it is doing the least work possible in order to generate grammatical forms, and rule out ungrammatical forms. In the minimalist program, economy has been applied to every level of representation, every principle, every structure, leading to a type of plainness never seen before in generativism. The study of child language acquisition highlights the continuity from the Principles & Parameters framework (Chomsky 1981) to the Minimalist Program (Chomsky 1995). In this study, minimalism particularly the trends of economy and simplicity have been investigated. In addition, minimalism and its relation to and effect on first language acquisition have been shown through children during first years of language acquisition as investigated in the literature.

Keywords: Minimalism, economy, simplicity, L1 acquisition.

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The Impact of Interactionist Mediation Phase of Dynamic Assessment as a Testing Tool to Deviate Anxious Learners towards Facilitative Anxiety

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Abstract

Although the interactionist mediation model of dynamic assessment contrary to the static assessment is well supported way of assessment in English language environment, everyday new related language issues come to its domain to make it more powerful than it is. The dynamic assessment along with its three phases: pretest, mediation, and posttest, has been premised on the Zone of Proximal Development stated by Vygotsky. This study aims at demonstrating the effect of interactive mediation phase of dynamic assessment as a useful instrument, helping anxious learners to overcome the debilitating (dysphoric) anxiety they bring with themselves to the classroom, and with the help of interactive mediation, to move to one step further to a perfect facilitative (euphoric) anxiety. To do so, 100 participants of pre-intermediate level of proficiency, all in the same age, half males and half females were selected by a convenient sampling procedure in one of the institutes in Tehran, Daneshmand. Then the participants were given a standard anxiety test in order that the researcher could separate high anxious learners from the mid and low ones. After that, with the help of the results, 30 high-anxious

learners were assigned equally to the control group and the experimental group. The control group was assessed by a static assessment while the experimental group was evaluated through an interactive mediation phase of dynamic assessment. The same standardized anxiety pretest was given to the participants at the end of course as the post-test. Finally, it was found that the interactionist mediation phase of the dynamic assessment can provide a facilitative anxiety that is required for the classroom environment.

Keywords: Dynamic assessment; Interaction mediation; Facilitative anxiety; Debilitative anxiety; Zone of Proximal Development

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Why do Iranian students prefer private one-to-one tutoring over institute classes?

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Abstract

This qualitative study aims at finding the tutees perceptions about their main reasons of taking private tutoring English classes in Iran. To find the reasons of their enrollment, 21 adult students who have been attending one-to-one or small-group tutoring regularly were interviewed. The interviews were semi-structured to gain in-depth results. The results were then coded based on the grounded theory. The results have indicated that most tutees assumed that private sessions can help them save more time and develop their knowledge more efficiently as the number of students is not high. They believed that the less the number of the students the more attention from the tutor they can have. As the rapport between the tutor and tutees develops, they gain more confidence and will therefore perform better academically.

Keywords:

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The Effect of Pre-Task Planning Conditions on Accuracy of EFL Learners' Written Production

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Abstract

The objective of this study was to investigate the difference between writings of two groups of students. With one group, the writing was preceded by strategic planning. With the other group, there was no strategic planning. The participants of this study were ten beginner female students. Performing the same task type, the experimental group was provided with a 10-minute planning time before task performance whereas the control group was given a zero-planning time. They were asked to write a paragraph about six pictures that were presented to them. The findings showed that those students who were in the experimental group produced more accurate sentences. The findings of this study is beneficial for materials development experts and language teachers because providing learners with the

opportunity to plan before task performance may assist learners to produce language which is more accurate.

Keywords: Pre-task planning, strategic planning, writing, accuracy

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Playing Video Games and Vocabulary Learning: The Effect of Video Games on an Iranian's Vocabulary Learning

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Abstract

What if, instead of changing the language into your mother tongue, you use the original language of the game to finish the tasks? When people are acting with total involvement, they feel the holistic experience. Playing video games is an authentic activity which can expose learners to a large amount of L2 vocabulary and can be a potential source of incidental vocabulary learning. The aim of this study was to investigate the difference between "video game approach" and "dictionary approach" of learning vocabulary. The game used in this study was Pou, which was played on cellphone. 100 words were presented in 10 tasks. The investigator wrote down the words on a piece of paper and used them as a pretest. Then they were presented to one of the students with their definitions, but the other student played the game and finished the tasks. The students were retested and their vocabulary scores were compared. Analysis of the results showed that the student who played the game learned 30 words more than the other student. The findings of this study can help EFL teachers design pedagogical strategies for vocabulary learning with mindfully-selected games.

Keywords: Video game, Vocabulary, Learner L2 development, incidental vocabulary, learning.

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Minimalism, Economy, Simplicity, and Children Language Acquisition

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Abstract

In syntax, a model of a grammar is economical if it is doing the least work possible in order to generate grammatical forms, and rule out ungrammatical forms. In the minimalist program, economy has been applied to every level of representation, every principle, every structure, leading to a type of plainness never seen before in generativism. The study of child language acquisition highlights the continuity from the Principles & Parameters framework (Chomsky 1981) to the Minimalist Program (Chomsky 1995). In this study, minimalism particularly the trends of economy and simplicity have been investigated. In

addition, minimalism and its relation to and effect on first language acquisition have been shown through children during first years of language acquisition as investigated in the literature.

Keywords: Minimalism, economy, simplicity, L1 acquisition.

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The Qualitative and Quantitative Analysis of "English Result" Course Books as Perceived by Iranian EFL Learners and Teachers

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Abstract

The highest purpose of the present paper is to carry out an evaluation of the EFL course book "English Result" series in two levels of intermediate and upper-intermediate being currently trained in several language institutions in Iran. In order to accumulate data, Litz's questionnaires (2005) were conducted on the basis of the students' and instructors' responses to the subdivisions in the checklist. One hundred two EFL teachers and one hundred eighty students appraised the series. Cronbach's Alpha 0.875 and 0.884 were accompanied to estimate the reliability of the students and instructors questionnaire respectively. Regarding the accomplished results, the researcher specified that lack of TTC program, i-tools features, the cluttered passages and pictures were the main weak points of this series.

Keywords: Textbook evaluation; English Result; Litz questionnaire

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The Charismatic Blend of Learning & Teaching Styles in the Cross-Cultural Scenario of Jazan University

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Abstract

Entering a class room and addressing the needs of the students is a multi-dimensional role played by every single teacher in every society or culture. This role is acquired by a trainer inevitably, and to bring some novelties and modernizations to it, he/she struggles hard. The adequate use of various teaching styles by the trainer can significantly if not entirely catalyze learning outcomes as well as academic achievements of the learners. The present research study is a review study of various learning styles exhibited by students with a distinct focus on Intuition and Sensing- the two basic learning preferences revealed by majority of the students. The present study gives adequate room to the trainers to tailor their teaching styles to the learning styles and fine tune them as per the intellectual status of their

students. The practical application of this paper can perhaps create an integrated blend of diverse learning styles and the teaching strategies making sure the learners' maximum understanding in the class room by molding the trainers and learners' attitude towards the whole teaching-learning process. This will not only address the needs of the students, but will help motivating them and also improving their looked-for response.

Keywords: Sensing and Intuition, catalyze learning outcome, blend of learning and teaching styles

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The role of mobile game-based learning in expediting the process of learning English language

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Abstract

In recent years the information technology has developed rapidly especially in learning English language through mobile application. The more students learn vocabularies the more they will be confident, able to concentrate on listening and fluent in speaking. Students in countries which have English as a foreign language or English as a second language, have difficulty building up vocabularies. Mobile application-based English language learning came to existence to motivate the learner memorizing vocabularies easily particularly the applications which are incorporated with motivated features such as a good design, an appropriate model and game-based learning. Moreover, the mobile applications are employed for presenting the learning contexts (curriculums) to be available with no restriction on time and space. The aim of this paper is to show; with the effect of new technology; how the mobile game-based English language learning will increase students' motivation, positively affect the language learning and expedite the learning process until the learning goal is achieved.

Keywords: English, game-based learning, English as a foreign language, English as a second language, motivation, Mobile application

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The Impact of CALL on Iranian EFL Learners' Autonomy

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Ali Rahimi, Bangkok University, Bangkok, Thailand

Abstract

This study was an attempt to investigate the impact of Computer Assisted Language Learning (CALL) on Iranian EFL learner's autonomy. To this end, 60 students were selected from a language institute in Tehran. They were then divided into control and experimental groups. A Cambridge ESOL Preliminary Test (PET) was administered to the participants to guarantee their homogeneity. The administration of a

proficiency test showed that the two groups were homogeneous in terms of their knowledge of general English. Data was obtained by means of a five-scale Likert questionnaire and analyzed using ANCOVA on SPSS 18.0. The method employed in this research was a quasi-experimental (Nonequivalent Comparison) with pretest and posttest. While both groups were taught by the same instructor and both used the same materials during 20 sessions, English software (BBC Courses) was added to the materials for participants in the experimental group. The findings of this study revealed that the application of CALL had a significant effect on the improvement of students' autonomy. Therefore, CALL appeared to be useful in developing autonomy of EFL learners. The findings of this study carry important implications for foreign language syllabus designers, curriculum planners and language instructors.

Keywords: CALL, Learner Autonomy, Iranian EFL learners.

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Effects Of Persian Language quantitative characteristics of rhythm on children`s English songs

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Abstract

Linguists believe that languages have different rhythms. Rhythm is one of the important connection between speech and songs. One of the quantitative rhythmic differences between stress and syllable timed languages have been demonstrated by Grabe and Low (2002). In this method they measured the length of a syllable by vowel length which resulted in greater variability in syllable length where as a language with little variation in vowel length would have little overall variation in syllable length. This model to measure the amount of durational variability in a language is called the normalized pair wise variability index (nPVI). In this research in order to find out the effect of Persian language rhythm on the rhythm of children`s English songs, the duration of vowels of 10 Persian songs and 10 English songs, that had been sung by Iranian children between 3 to 5 years of age, which had been recorded with a Shure microphone in a silent room, have been measured. Then the relative duration of vowels have been measured by nPVI. The results of this study indicate that means of durational variability of vowels in Persian and English vowels are different and the nPVI Values differ as well. Therefore the Persian rhythm affects the rhythm in English songs read by children of 3 to 5 years old.

Keywords: Stress-Timed Languages; Syllable-Timed Languages; Stress; Intonation; Rhythm.

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Iranian teachers' reflective behaviour, sense of efficacy, and teaching experience

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Abstract

The present study aimed to explore Iranian teachers' sense of efficacy and reflective behaviour. Besides, the study was to determine whether teaching experience plays any role in developing teachers' sense of efficacy and teachers' reflective behaviour. To address these issues, sense of efficacy and reflective behaviour of 178 EFL teachers were investigated. One hundred and five female and seventy-three male EFL teachers, with varying years of teaching experience, ranging from one to 22 years, took part in the study. The findings demonstrated that teaching experience impacts teachers' sense of efficacy and teachers' reflective behaviour. Furthermore, it was found that teachers' sense of efficacy correlated positively with teachers' reflection.

Keywords: Teaching Experience; Reflection; Reflective teaching; Self-Efficacy; Teacher efficacy

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Importance of writing in higher education

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Abstract

Writing in English is a productive skill which allows learners to transmit and deliver their personal knowledge due to the fact that it involves the composition of new meanings from new ideas and beliefs. While students construct meaning through writing, this escalates their abilities to become active thinkers. Moreover, writing for academic purposes is a "critical tool for intellectual and social development" (Brunning & Horn 2003: 30). Therefore, students' ability to present information and ideas through their writing has an integral role in academic and professional success. Academic writing has an important role in higher education mainly for EFL/ESL students' understanding of course content and the consequent measurement of student knowledge. It is undeniable that without the ability to write well in English academically, it would prove to be a barrier to communicate in the academic contexts across borders and cultures to achieve international cooperation and collaboration. The capacity to express themselves through writing successfully is an intrinsic transferable skill for ESL/EFL students which can be mastered and developed throughout their university education. In order for students to learn and contribute to their subject field, an understanding of the language use and the ability to communicate in English such a dialogue is crucial. This paper elucidates the fact that academic writing is a skill which is crucial for these ESL/EFL learners to attain and meet the needs, purposes and requirements of the academic tasks in the institutions where they are studying.

Keywords: Writing, higher education, university, communication

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Recent vistas on the case study approach

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Abstract

At first glance, the case study may look an unappealing approach in an EFL context which does not warrant studying. Case studies underline what is unique for an individual student, a particular group or a particular class. A closer and more profound view reveals that this approach has merits which substantially override its demerits. Case studies can potentially be of overriding value in refuting generalizations. If a generalization predicts that all the members of a population will behave in a certain way, only one exception is enough to disprove the generalization. Although case studies are not actually generalizable, they can be used as evidence to support a theory. Via this case study, the investigators tried to determine whether or not communicative tasks were carried out in an EFL setting. The Classes were at the Beginner level for adults who have had little chance of learning English. One of the advantages of the case study approach is the possibility of depth. Likewise, the investigators tried to consider all the details of the specified behaviors and to provide a crystalline picture. It came to light that the instructors of the present study attempted to offer their students more opportunities to engage in communicative activities and to foster communicative competence in them. Moreover, it was found that a lot of interaction was among the students in pairs, triads and small groups and authenticity was emphasized. Finally, both high-input generators and low-input generators immensely benefited from the instruction received.

Keywords: case study, communicative tasks, generalization, EFL setting

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WIKIS AND BLOGS IN FOREIGN LANGUAGE LEARNING FROM THE PERSPECTIVES OF LEARNERS

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Abstract

Rapidly developing information and communication technology has an increasing effect on the field of English language teaching. In this context wikis and blogs offer teachers and learners various forms of collaboration and cooperation, which have long been recognized as the ingredients of effective pedagogy (McLoughlin & Lee, 2007). The aim of this study is to investigate the learners' perceptions of using these collaborative and cooperative tools for foreign language learning. The participants of the

study, 44 non-English major first-grade undergraduate students, used wikis and blogs in a blended course design in their 2-semester compulsory English language education. The data were collected through a computer readiness scale and two questionnaires with 44 participants and interviews with 15 participants. The results indicate that wikis and blogs raise some concerns along with the various advantages they provide. Replications of the study with students of different educational backgrounds and age levels in various contexts are likely to contribute to the field.

Keywords: Wikis, blogs, e-learning, blended learning

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Gender Differences in Vocabulary Use in Essay Writing by University Students

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Abstract

This study investigates gender differences in language use in argumentative essays written by male and female university students on designated topics under controlled conditions. Previous studies have usually focused on texts produced in uncontrolled conditions. Therefore, we cannot deny the possibility that other factors than gender may have affected the results. The results of the study presented here indicate that there are indeed gender differences in language use in essay writing, suggesting that male students tend to use more nouns related to social economic activities to convey information or facts about the given topics, whereas female students tend to use more pronouns, more intensifiers and modifiers, and words related to psychological cognitive processes so that they might convey their feelings and develop a good relationship with other people

Keywords: gender differences; vocabulary use; essay writing; corpus-based study; ICNALE

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The Universal Nature of the Qur'an's phonetics

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Abstract

A large number of Arabic and English researches discussed and analyzed a whole spectrum of phonetic rules related to the Qur'an's recitation rules under the subject know as "Tajwid" from a phonetic perspective without linking or comparing those rules to the natural speech mechanism of the innate tongue in other languages.

The purpose of this study is to prove that:

- i. The Qur'an's phonetic rules are not connected to the holy Qur'an, nor restricted to the Arabic tongue;
- ii. The Qur'an's phonetic rules do not date back to the time of the Qur'an's revelation, but earlier to the date the human tongue was created to function; and

- iii. The differences between the Qur'an's phonetic rules and our innate speech mechanism are only some melodic touches that help differentiate reciting the Qur'an from other sorts of Arabic literature.

The analysis presented in this paper are not intended to explain manners or points of articulation, nor the functions of speech organs, as these aspects have already been fully researched. In the course of proving the universal nature of the Qur'an's phonetics, this paper demonstrates the identical speech pattern of some speech sounds in English and Arabic languages when they co-exist in similar phonetic environments in both languages.

Because the Qur'an's phonetic rules have always been regarded as a difficult subject to learn and apply, this paper presents new means of introducing the Qur'an's phonetic rules to non-Arabic speakers and invites speakers of other languages, who are interested in the subject, to look into their own languages and verify the universal nature of the Qur'an's phonetics by making similar comparison and see if they reach the same conclusion.

Keywords:

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Explicit and Implicit Types of Corrective Feedback in Turkish Primary Education

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Abstract

Corrective feedback (CF) has become a significant notion in EFL learning as it is seen as a facilitator to enhance L2 learning. CF is basically refer to any feedback provided to learner containing evidence of learner error of language form (Russel & Spada, 2006), or an immediate response by teacher to learner utterances containing error explained which is also theoretically a complex phenomenon with several functions (Lyster, et.al., 2012.). A distinction can be drawn whether CF types are being implicit or explicit that there is not a clear indication of error in implicit CF whereas there is in explicit CF types. This study investigates the explicit and implicit CF types used by teachers in EFL classrooms in primary levels aiming at to see whether there are quantitative differences in the preference of CF types being explicit/implicit. Data of the study gathered from EFL classroom teachers' course session observations at various levels of primary school. Methodology depends on frequency analysis of CF types employed by teachers during EFL course sessions. Results supported explicit CF types by teachers during EFL sessions.

Keywords: Corrective Feedback; Explicit and Implicit Corrective feedback

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Teaching Introductory Linguistics through the Lens of L1 Acquisition

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Abstract

This paper offers the methods utilized by the author, an acquisitionist, for teaching in an introductory linguistics course, the topics corresponding to the more structural component systems or levels of language, namely, phonetics, phonology, morphology, and syntax. Many introductory linguistics textbooks are far too advanced and contain too much information for undergraduate students to grasp within the short period of time customarily allotted in a three-credit course. In fact, it is quite common for instructors to have to pick and choose the information they are going to cover, many times resorting to skipping entire chapters and major concepts that are basic to the linguistic enterprise. Even when comprehensive coverage is attempted, students are often left with little or no time to absorb the necessary concepts within each unit for later application when discussing more specific areas that students find most interesting and relevant such as historical or dialectal differences in the language(s) they are studying. It is argued that approaching these basic components as different steps in the process of acquiring one's L1(s) impresses upon students and provides them with an appreciation for (1) the individuality of each system; (2) the integration among systems (e.g., the difference between phonetics and phonology is easier to remember if one thinks of the former as the earlier infant-stage of perception and articulation and the latter as the eventual organization of rules in a system); (3) how children learn their first language(s); and (4) more generally, the nature and power of the human capacity for language.

Keywords:

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The Impact of CALL on Iranian EFL Learners' Autonomy

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Abstract

This study was an attempt to investigate the impact of Computer Assisted Language Learning (CALL) on Iranian EFL learner's autonomy. To this end, 60 students were selected from a language institute in Tehran. They were then divided into control and experimental groups. A Cambridge ESOL Preliminary Test (PET) was administered to the participants to guarantee their homogeneity. The administration of a proficiency test showed that the two groups were homogeneous in terms of their knowledge of general English. Data was obtained by means of a five-scale Likert questionnaire and analyzed using ANCOVA on SPSS 18.0. The method employed in this research was a quasi-experimental (Nonequivalent Comparison) with pretest and posttest. While both groups were taught by the same instructor and both used the same materials during 20 sessions, English software (BBC Courses) was added to the materials for participants in the experimental group. The findings of this study revealed that the application of CALL

had a significant effect on the improvement of students' autonomy. Therefore, CALL appeared to be useful in developing autonomy of EFL learners. The findings of this study carry important implications for foreign language syllabus designers, curriculum planners and language instructors.

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Self monitoring of reading through collaborative strategic reading

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Abstract

Background: Reading is a critical skill, especially at tertiary level and proficient students gain both greater success in English and academic performance. Findings have revealed that good readers monitor their reading process and apply different strategies both holistic and decoding to achieve more. Given crowded classes and varying levels of proficiency, Collaborative Strategic Reading (CSR) could be helpful. Purpose of the discussion: How does CSR can help university students of different proficiency levels to cope with challenging task of reading the texts.

Main argument: With four reading strategies associated with the scaffolding CSR approach , namely, preview, click and clunk, get the gist and wrap up, students rotate their roles to experience different responsibilities of the task. CSR can help them keep track of their own learning process through corrective positive and negative feedbacks. What we need to agree and investigate more is whether CSR is beneficial for all levels and for all types of materials like literature and narratives.

Conclusion: CSR evidently allow the university students to share their understanding of the assigned texts, self monitor their reading strategies, receive assistance and feedback from peers. It can be concluded that there is a positive correlation between CSR and improved self regulation when it comes to university text reading activity.

Keywords:

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Sociolinguistic Analysis of Islamic English in the Existing Corpora

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Abstract

This study seeks to investigate the use of English by Muslim intellectuals in different fields, namely, the Islamic English. Sources of evidence come from publications in different parts of the world including Saudi Arabia, Malaysia, and UK, and observations of Islamic communications worldwide. The results reveal that Islamic English is as real as Biblical English and it is a continuum composed of light and heavy varieties. Meanwhile, it has some universal features in terms of lexis, grammar, code switching and Arabicity, thus, making it as a register or variety or dialect of English with distinctive features and sociocultural identity. The implication of the study could be teaching students from primary schools to tertiary levels, the Islamic English from sociocultural perspective.

Keywords:

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Recommendation Algorithms in e-Commerce: An Empirical Study

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Abstract

Recommender systems are the most used methods in e-Commerce sites, by decreasing the company expenses and increasing sales faster by recommending products to customers. Nowadays every website has implemented these systems e.g. in tourism, which helps to develop the process of tourism; it is used also in security issues, and other areas. In this paper we describe the modern recommender algorithms, implementation of them in a faster manner and to find new ways to use these algorithms in other business activities. In particular we analyze the most famous algorithm Collaborative-filtering using data set from the website MovieLense, which is movie recommendation site.

Keywords:

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Effects Of Persian Language quantitative characteristics of rhythm on children`s English songs

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Abstract

Linguists believe that languages have different rhythms. Rhythm is one of the important connection between speech and songs .One of the quantitative rhythmic differences between stress and syllable timed languages have been demonstrated by Grabe and Low(2002).In this method they measured the length of a syllable by vowel length which resulted in greater variability in syllable length where as a language with little variation in vowel length would have little overall variation in syllable length. This model to measure the amount of durational variability in a language is called the normalized pair wise variability index (nPVI). In this research in order to find out the effect of Persian language rhythm on the rhythm of children`s English songs,the duration of vowels of 10 Persian songs and 10 English songs, that had been sung by Iranian children between 3 to 5 years of age ,which had been recorded with a Shure microphone in a silent room,have been measured. Then the relative duration of vowels have been measured by nPVI. The results of this study indicate that means of durational variability of vowels in Persian and English vowels are different and the n PVI Values differ as well. ThereforethePersian rhythm affects the rhythm in English songs read bychildren of 3 to 5 years old.

Keywords:

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Eidetic analysis in Phenomenology as Try to Solve Polysemy Problem

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Abstract

Philosophers of language as well as cognitive linguists take language factor into account to a greater extent, treating language as a means of the cognition and interpretation of the surrounding reality. By this article we confirm the thesis that a thinking process is to the great extend connected with the processes of generalizations passing through the specific to the general and from the general through the specific to the singular.

Keywords: Lexical invariant; cognitive linguists; lexical eidosis; phenomenology; polysemantic word; semantic core.

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Lexical Eidos in Linguistics

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Abstract

It is assumed in the article that at a level of a structure of a mental lexicon the information about polysemous words is presented not by a list of meanings but in other, more compact way. Probably in a mental lexicon there is a base, initial meaning of a polysemous word, and its derivatives are constructed in accordance with certain rules which are stored there. Possibly, this basic meaning can be equal to a semantic core of a polysemous word (lexical eidos).

Keywords: lexical eidos; lexical invariant; polysemous word; cognitive linguistics; phenomenology semantic core.

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Semantic Primitives and Conceptual Focus

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Abstract

From the communicative point of view the concept is a cognitive model according to which the speaker uses a certain language unit in one or another way. The core of the concept has been named "the conceptual focus". It includes the most stable central substantive components which are universal for the specific language community. Along with images, emotional and sensational constituents these cover the main essence of the concept content.

Keywords: concept; conceptual core; frame; conceptual focus; semantic primitives.

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Word Functioning in Communication Process

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Abstract

Although many linguists wrote about a psychic nature of the sign, in contemporary studies various schemes and descriptions of communicative processes continue virtually without human consciousness

participation. However, the sign emerges, lives and dies on the quiet of individual consciousness beyond the immediate material connection with word forms, let alone the subject that it substitutes. Its life is short – it flashes for that short moment when thoughts about the object and the selected word form intersect and merge in the focus of active consciousness. The sign is an act and a unit of consciousness and does not leave the limits of consciousness.

Keywords: sign; communicative process; phenomenology; polysemantic word; semantic core; lexical eidos.

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Concept and its Structure

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Abstract

From the communicative point of view a concept is a cognitive model according to which the speaker uses a certain language unit in one or another way. The core of the concept has been named “the conceptual focus”. It includes the most stable central substantive components which are universal for the specific language community. Along with images, emotional and sensational constituents these cover the main essence of the concept content.

Keywords: concept; conceptual core; conceptual focus; images; word meaning.

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Cognitive Properties of Images and Metaphors

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Abstract

Interest in the language of imagery is caused by the introduction, in the linguistics sphere, of a new paradigm, the center of which is the personality of the speaker (the subject of the language). Particularly noteworthy is the question of the place of the image when discussing the lexical, phraseological meanings and the relationship of imagery and metaphors. The formation of a metaphor, as an interaction between two intellectual entities, occurs at a cognitive level. It is the category of the image, having cognitive roots, which aides in the correct interpretation of the results of this process on the lexical-semantic level.

Keywords: image; metaphor; concept; creation of a metaphor; cognitive linguistics; erased image; vivid image.

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Language Ability and Word Functioning

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Abstract

It is proved that every native speaker has an inborn more or less detailed and exact system of formal procedures of perception, generation and interpretation of language units. This system is aimed at new words and statements producing and understanding, all this implying ordinary and natural use of language. In this regard the explanation of how people use language means to explain, how they define correlation between language and the world.

Keywords: biosemantics; language ability; polysemantic word; self-organization synergetic; word.

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Concept in Cognitive Linguistics and Biocognitive Science

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Abstract

The core layer of the concept is the language of schemes, images, tactile and olfactory imprints of the reality which codifies the concept for intellectual operations. This core part has national and cultural background. With the lapse of time the concept undergoes changes due to the changing worldview. The best access to the concepts, their better understanding and “transmission” are granted via verbalization, i.e., through the language.

Keywords: concept; conceptual core; frame; conceptual focus; semantic primitives.

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Lexicon Core and Its Functioning

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Abstract

The critical issues related to functions of words in verbal and mental processes are linked to the problems of the lexicon structure and functionality. A closer look needs to be taken at the theories of

organization and functioning of the lexicon as a mental and lexical component of the communication activity. Words representation in lexicon as well as investigations of word semantics focusing on forms of words formation and their functions in memory lead to the theory of lexicon organization.

Keywords: cognitive linguistics; concept; lexical invariant; lexicon; polysemantic word.

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Polysemy and Cognition

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Abstract

In this article lexical eidos has been introduced and interpreted in terms of linguistics as an invariant associative notional complex assigned to a word in the consciousness of communicants, which is based not only on the word semantic structure, grammatical formation, word-formative structure, motivational connections. Cognitive linguistics has always taken interest in such language system universal units revealing. Lexical eidos includes the programme for all particular meanings of a word, each variant has subtle reference to a model which manages the process of transferred meanings semiosis.

Keywords: lexical eidos; semantic meaning; semantic core; polysemous words; cognitive linguistics.

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Mental Representation of English and Thai Spatial and Temporal Prepositions

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Abstract

Space and time have sparked enormous speculation in science-oriented fields. It is, in fact, that space and time in language are also embodied in language. Space and time in language are reflected through mental representation of such entities as prepositions. Some languages juxtapose concepts of space and time within one preposition and such a preposition entails both temporal and spatial perspectives. In this regard, it can exhibit a concept of time of a particular event and it can also represent a concept of a certain object in relation to a location. Although three English prepositions (in, on and at) and three Thai prepositions (naj, bon, and thii) represent both spatial scenes and temporal frames, they are mentally represented different aspects of space and time concepts. These three prepositions of English and Thai are selected due to their similar surface ideas but internally they are conceptualized differently. The two focal aims of this study are 1) to study mental representation of temporal and spatial prepositions in English and Thai, 2) to examine similarities and differences of space and time through the use of English and Thai prepositions. Trajector-Landmark (TR-LM) framework, used in Cognitive Grammar to demystify mental representation of language structure and use, is adopted as the framework for this study to

uncover mental representation as well as differences and similarities between English and Thai prepositions. The tentative results yield that both English and Thai prepositions pose different dimensions and movements which stem from culture-bound concept of language but they also have some similar features. The findings also imply Thai EFL learners of English should be aware of such spatial and temporal differences, they may have a tendency to master English prepositions.

Keywords:

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Intercultural communication and discourse analysis: The case of Aviation English

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Abstract

Historically, applied linguistics has tended to shift from a theoretical approach toward a problem solving approach. Intercultural communication as a field of study has gained its position through asking how people from different cultures communicate and how misunderstanding can be prevented. Within the domain of English for Specific Purposes (ESP) Aviation English has become a matter of concentration worldwide. The requirements introduced by International Civil Aviation Organization encompass both technical language and plain English applicable to both native and non-native English speakers. However, based on cultural differences, related conventions, and diverse communication styles, air traffic controllers and pilots sometimes use English in a way that may cause confusion and misunderstanding which in turn can result in aviation accidents or incidents. This paper aims to consider cultural dimensions as introduced by Hofstede (1980) and their involvement in aviation context. The paper highlights the necessity of focusing more on intercultural communicative competence in teaching aviation English.

Keywords: Intercultural Communication; Discourse Analysis; Aviation English

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Problems of Slovak Language Teaching at Schools with Minority Language as the First Language

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Peter Gregorík,
Abstract

The paper is focused on the language situation within Slovak Republic. It is primarily focused on status of Slovak Language as official (state) language at schools where minority languages are used as the first languages. In Slovak Republic there are 13 minorities. Hungarian minority is the most populous of them. Many markers pointed (as a result of inspections made at primary and secondary schools – so called Testing 9) that there is a huge need to improve teaching and educational process at primary and secondary schools with Hungarian language. The improvement of students' communication abilities and habits when using Slovak language is the most important goal. This calls also for better teacher study training programs for university students of Slovak language and literature. We focused on factors that influence this problem.

Keywords:

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The Impact of Text-Messaging on Learning Grammar: The Case of Iranian EFL Learners

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Abstract

Most language teachers lament insufficient classroom time, and the fact that their students do not find enough chance to practice English and become aware of their mistakes. Benefitting from popular handheld devices is one way to overcome this problem and continue the lessons outside the class. To this end, the current study investigated the impact of using mobile phones, specifically text messages as a supplementary tool for Iranian elementary level EFL learners' grammar learning. In the first phase of the study, 60 students were distributed randomly into two experimental and comparison groups. The participants of the experimental group received 120 messages containing grammar exercises during 12 weeks of treatment. The participants of the comparison group were treated like the experimental group except that they received vocabulary messages rather than grammar messages. An independent samples t-test was conducted on the end-of-term grammar test results and the gain scores of the participants were compared. The result demonstrates that there was a significant difference ($p < 0.05$) in the grammar learning of the participants who practiced grammar points through text messages and those who did not practice them via text messages. The researchers also interviewed ten students, five of the parents, the teacher and school principal, and then did qualitative content analysis on the interview transcripts. The findings confirm that texting exercises engages learners' interest and encourages them to study more in order to send back the correct answers. Additionally, text messages give language learners the opportunity to review grammar lessons whenever convenient, especially when they are outside the classroom.

Keywords: Mobile Learning, Mobile Assisted Language Learning, Short Message Service, Grammar

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Teaching tolerance through literary texts in the classroom

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Abstract

One of the most acute issues in teaching a foreign language is how to cultivate children's understanding of diversity and tolerance. The present study explores the role of DIVERSITY and TOLERANCE in the language classroom and elementary, middle, and high school students' perceptions of these two concepts. This study draws on several theoretical domains of language acquisition, cultural awareness, and school psychology. Relying on these frameworks, the major findings are synthesized and a paradigm of teaching tolerance through language-teaching is formulated. A word-association test including tennon-target words and one stimulus word (migrant) allowed us to analyze how tolerant schoolchildren are in our diversified world and look at their ability to interact with the "others" in and outside the classroom. The findings show that: (1) the older the participants get, the more intolerant and aggressive they become; (2) high school students demonstrate a sense of entitlement and superiority over migrants; (3) fear of "others" becomes more obvious with middle and high school students; (4) since elementary school children do not demonstrate intolerant and negative behavior towards "others," tolerant and intolerant beliefs and behaviors are learned. The last fact means that we can teach our students how to be tolerant, accepting, and unbiased. Based on the novel "Uncle Tom's Cabin" by Harriet Beecher Stowe, we developed lessons emphasizing cultural awareness and the role of language in the modern world. This study can be expanded upon by conducting more cross-cultural research in order to establish a stronger theoretical foundation that could ultimately be used to construct a language-based curriculum promoting tolerance through versatile literary texts.

Keywords: literary text, EFL classroom, tolerance, word-association test, migrants

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Place and Role of English Classical Literature in Modern Educational Discourse

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Abstract

The article focuses on the place and role of the English classical literature in the modern educational discourse. The main characteristics and functions of the educational discourse are given. The integration of history and the English language in the classical English literature is stated. The authors underline the importance of the English classical literature in forming basic human values as well as linguistic skills in

the second language acquisition. Special attention is given to the English classical literature as a reservoir of linguistic artefacts.

Keywords: English language; classical literature; educational discourse; runic written records.

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Examine the validity of children's rewriting stories by taking into consideration the gender variable

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Abstract

The research is a field study that investigates the content analysis and descriptive narrative of the elements of stories rewritten with respect to the variable gender groups. Because of the importance of story in children's lives and help them to establish thoughts. According to the stories that are written for children is very important. The authors should be familiar with fiction aspects of the story written for different age groups of children. We need to assess the child's understanding of the various aspects of the stories that are written for them to carry out research into children's stories by the major gain. This article is based on Prop's theory of narrative (1928) sought to answer the following questions: How are the narrative elements in children's understanding of the story by rewriting their stories? When children read the story, the events narrated the story as to what the author said? Also, the gender of the child that is a girl or boy, what effect has on children's understanding of the elements of the story? The results indicate that analysis of children's understanding of stories by children rewrite the story will be different depending on the gender of the child. Each child when before reading the fictional narrative based on the level of knowledge and his vision of the story, rewrite the story events. Child's ability to understand and express the narrative elements of the story are different depending on the gender of the child.

Keywords: narrative, Narrative Science, Prop theory, Fiction literature, gender variable

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TBLT or Technology: Which Is Effective to Teach Resumptive Pronouns in Writing?

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Abstract

Resumptive pronouns (RPs) are problematic for Iranian L2 learners. We examined whether blended learning/TBLT are useful to teach RPs. We examined the extent to which such methods improve performance on posttest. Participants were 40 learners assigned to 2 groups: one taught via TBLT, other via blended learning. First, participants were given OPT to check their homogeneity. They were given a researcher-made test on RPs to check their knowledge, the result of which indicated lack of such knowledge. Finally, participants were given researcher-made test as posttest to check the effect of treatment and the extent to which it was helpful for correct use of RPs. Findings indicated TBLT was more fruitful. Findings are useful for teachers, policymakers, and materials developers.

Keywords: Task-based language teaching (TBLT), blended learning, resumptive pronouns (RPs)

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The relationship between test anxiety and Iranian EFL learners' performance on the reading section of IELTS exam

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Abstract

Reading and reading comprehension are inseparable parts of second language acquisition. Some various factors have the potential for influencing the process of learning a second language. Test anxiety is one of these factors. The aim of the current study was to investigate the possible relationship between test anxiety and Iranian EFL learners' performance on the reading section of the IELTS exam. To do so, 40 Iranian EFL learners were selected randomly from different EFL institutions in Zanjan, Iran. They were attending the advanced level of IELTS preparation classes. The data relating to the level of test anxiety were gathered through the test anxiety questionnaire proposed by Sarason (1978). The level of reading comprehension of the subjects was calculated through the scores of the IELTS test. An extra part was added to collect some demographic data to determine the effect of some intervening variables such as age and gender. Using the SPSS software, the researchers divided the test anxiety levels into high, moderate, and low levels. The learners with high level of test anxiety outperformed those with moderate and low level of test anxiety. However, there were not any differences between the performance of the learners with moderate level of test anxiety and those who were at the low level. There was not any relationship between different age groups (under 20, 21 to 30, and above 31) and their reading comprehension performance either. Males' scores were higher than females' scores in reading comprehension. The findings of the current study can have some implications for EFL/ESL instructors as well as other stakeholders in the field of TEFL who are willing to assist their students in improving their reading comprehension ability.

Keywords: test anxiety, reading comprehension, Iranian EFL students

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Teaching Tolerance through Literary Text in the Classroom

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Abstract

One of the most acute issues in teaching a foreign language is how to cultivate children's understanding of diversity and tolerance. The present study explores the role of DIVERSITY and TOLERANCE in the language-classroom and perception of these two concepts by elementary, middle, and high school students. As a result of theoretical explorations and experimental work we developed series of English language lessons enforcing the ideas of tolerant behavior and empowering diversity in the classroom. This study draws on several theoretical domains of language acquisition, cultural awareness, and school psychology. Relying on these frameworks, the major findings are synthesized and a paradigm of teaching tolerance through language teaching is formulated. A word-association test including 10 words and one stimulus word "migrant" allowed us to analyze how tolerant schoolchildren are in our diversified world as well as look at their ability to meet the "others" in and outside the classroom. The findings showed that: (1) the older the participants get the more intolerant and aggressive they become; (2) high school students demonstrate a sense of entitlement and superiority over migrants; (3) fear of "others" becomes obvious with middle and high school students; and (4) since elementary school children do not demonstrate intolerant and negative behavior towards "others", their behaviors are not inborn, they are learned. The last fact means we can teach our students how to be tolerant, acceptive, and unbiased. Language teaching classroom is the most fruitful place to teach the aforementioned qualities. Based on the work by Harriet Beecher Stowe "Uncle Tom's Cabin" we developed lessons emphasizing cultural awareness and language role in the modern world. The study could be expanded by conducting a cross-cultural research as well as establishing a strong theoretical base resulting in language curriculum promoting tolerance through versatile literary texts.

Keywords:

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Tense and lax vowels in Kermani accent

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Abstract

The present article aims to study tense and lax vowels in Kermani accent during the process of vowel reduction. In this study, ten subjects (five men and five women with Kermani accent), were asked to pronounce 24 words and to repeat them for 3 times. The vowels of 12 words were in stressed syllables and the vowels of the others were in unstressed ones. The subjects' production was recorded using Shure microphone and was analyzed by PRAAT software (Ver. 5.2.24). Then the amount of duration, F1, F2 and F0 of vowels was measured. Results have shown that tense vowels are longer in duration than lax ones, and F0 of vowels in stressed syllables is more than that in unstressed ones. Regarding F1 and F2, therefore, there is no distinguishing behaviour of the tense and lax vowels by which we could recognize them in unstressed syllables.

Keywords: lax vowel; tense vowel; vowel reduction; duration; F0; F1; F2.

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On the Impact of Self-assessment Practice on Writing Skill

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Abstract

This study aimed at investigating the incorporation of self-assessment in writing and its influence on improving writing skill. Forty-one Iranian female EFL learners participated in the study. Before starting the treatment learners had no idea of assessing their own writings and the task of assessment was done by the teacher like most of traditional classes. At the beginning of the treatment learners were asked to write a piece of writing and assess it. They were not instructed how to do that. The criteria for assessing writing and modeling it were practiced in the following session. For four successive weeks four pieces of writing were written and given marks by the learners based on the discussed criteria and the teacher corrected their writings and gave her own marks. The data were collected through self-assessment questionnaire administered to them before and after the treatment and learners' and the teacher's marks on writings. The data were analyzed by paired t-test in order to compare the test results before and after the treatment. A repeated measure of ANOVA compared students and the teacher's marks. The results of the analyses of the repeated measure showed students' writing skill improved gradually in the treatment period. The interviews with some of the learners and the teacher confirmed that learners and the teacher had positive attitude towards self-assessment.

Keywords: self-assessment; EFL learners; writing

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Assessment of Action Research as a Knowledge Management Instrument

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Abstract

Action research or classroom-based research is a small-scale intervention in the functioning of the real world to address practitioners' own issues and carry out a close examination of the effects of such an intervention and also can be used as a knowledge management instrument to identify, generate, acquire, disseminate, store, apply and evaluate knowledge. To this end, 16 Iranian English language instructors were selected as the participants of this study. They were asked to respond to a questionnaire. The findings indicated that they felt weakness in methodology, and their perception of research kinds, elements, stages, data collection and analysis, interpretation, and statistical analysis were pathetically poor and. Further, the findings revealed that the factors including generating, sharing, and applying knowledge are deterrent against conducting action research. The insights garnered through this study can be utilized to hold workshops, seminars and webinars in order to familiarize the instructors with the different procedures, steps and techniques in knowledge management, including generating, sharing, and applying knowledge and also persuade instructors to collaborate with each other in research project to grasp steps and requirements essential for carrying out research to enhance their capabilities in information technology, and access to knowledgebases.

Keywords: action research, knowledge management, generating knowledge, sharing knowledge, applying knowledge

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Classroom-Based Research: A Confidence Boosting Instrument

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Abstract

Classroom-based research or action research can be the viable solution to pandemic academic sluggishness and scientific apathy. Action research is a small-scale intervention in the functioning of the real world to address practitioners' own issues and carry out a close examination of the effects of such an intervention. Hence, this study is an effort to remove the psychological affective hindrances and try to ameliorate the insecurities, worries, and lack of confidence inflicting ELT teachers. To this end, 32 Iranian ELT teachers were selected as the participants of this study. They were asked to kindly respond to a questionnaire on classroom-based research and also answer the semi-structured interview specified for the particular application of classroom pedagogy in research. The findings indicated that their perception of research kinds, elements, stages, data collection and analysis, interpretation, and statistical analysis were pathetically poor. Further, the findings revealed that the factors including the lack of research knowledge, the lack of confidence, teachers' attitude, the lack of collaboration, and the problems with

finding dissemination are deterrent against conducting classroom-based research. The insights garnered through this study can be utilized to boost confidence in the teachers and come up with most effective ways to counter the miscalculations, miscomprehension, skepticism, and cynicism afflicting these ELT teachers vis-a-vis the act of research.

Keywords: classroom-base research, action research, ELT

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FOOD IMAGERY IN THE GOD OF SMALL THINGS

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Abstract

From ancient epics to modern science fiction, food has found its due place and many food metaphors and expressions reflect connotative meanings in many world literatures. The present study aims to investigate how food imagery in daily discourse can be used as a means to understand ecological and socio-cultural identities of people with reference to the novel *The God of Small Things* by Arundhati Roy. Food makes what we are and it helps us to exchange our thoughts, ideas and feelings with other fellow community members. Food is one of the most familiar aspects through which abstract and concrete ideas can be conveyed as it is evident in this novel.

Keywords: Food imagery, food metaphors, socio-cultural identities

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Teaching Literature for Mental, Spiritual, Cultural and Moral Development

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Abstract

The primary purpose of any education is that knowledge gained from learning empowers. The paper aims to estimate how teaching literature, especially fiction can stimulate character development and empathy as well as introducing positive thoughts in learners. Rich with various branches of knowledge and steeped in basic human feelings and emotions, literature promote multi purpose functions. Teaching properly selected literary works can yield a variety of quality results both in individual and community levels.

Keywords: empower, character development, empathy, positive thoughts.

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The Effect of Religion on Translating Humor from English into Persian through Figurative Language

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Abstract

The present study investigated the integral role of religion and culture in translation and transference of humor from English Christian short stories into Persian. The main focus of this article was to discover how figurative languages could be transferred from Source Text (ST) or English into Target Text (TT) or Persian. Four humorous Christian short stories were studied and given to ten M.A. Persian students of Translation to see whether they could transfer the whole humorous expressions, meaning, and concepts. To this end, through Newmark's Faithful, Cognitive, and Adaptation models, translated texts were evaluated and deeply analysed. Consequently, the researcher came into the conclusion that the transference of figurative languages, with the exception of metaphor and irony, from English into Persian could not occur thoroughly. This is mainly due to the religious, and social differences between English and Persian cultures.

Keywords: Humor, Religion, Culture, and Figurative language

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The Examination of the Persian Translation of a Medical Text: Based on Waddington's Model

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Abstract

The present paper attempted to cast light upon the examination of a medical text which had been rendered from English into Persian by doctors and translators. The selected text, which was considered as a sub-category of scientific texts, were given to thirty general doctors, or general practitioners, and thirty academic translators to examine whether the general doctors were more thorough in translating the texts or the experienced translators. After scrutinizing the Persian texts by Waddington's model and

simultaneously by utilizing the SPSS software for gathering a statistical data, the researchers came into this conclusion that the translators were more successful in rendering the English medical text into Persian.

Keywords:

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The Effect of Using Netsupport School Program (NSP) on Iranian Intermediate EFL learners' Vocabulary Retention and Reading

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Abstract

The current study aims at examining the effect of utilizing Netsupport School program NSP as Local Area Network software on Iranian intermediate EFL learners' vocabulary retention and reading comprehension. Sixty female learners, all students of high school, after a proficiency test were selected as the participants of the study, and were divided into two experimental and control groups. The experimental group received the treatment which included the use of NSP on a Local Area Network (LAN) platform, in a four-month-period. The control group was taught the same syllabus on the printed texts as placebo. The data analysis of the pre-test and the post-test demonstrated that the students' retention of words in experimental group was enhanced by LAN-based teaching of vocabularies, while control group did not. T-test was done as the means of statistical analysis. Moreover, the results of the reading test exhibited that LAN-based teaching of vocabularies could change the passive vocabulary knowledge of the experimental group into an active one.

Keywords: Vocabulary Retention, Netsupport School Program (NSP), Local Area Network (LAN), EFL learners

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