Academic Hypermedia Reading At Postgraduate Level: A Case Study Of EFL Learners

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Abstract

In this digital age, use of hypermedia, multimedia environment, and online resources has changed the way of traditional language learning and instruction. However, these types of environments have mostly used for general English classes but not for the academic courses at postgraduate levels. Therefore, there is an urgent need to empower the students at postgraduate levels with eliteracy skills to enable them to read multimedia texts in their academic contexts. This paper explored how postgraduate students engaged in reading their academic course texts in hypermedia environments. It also tried to find out the hypermedia tools they employed and the relation between choosing tools and the participants’ sensory pathways. To do this case study, a sample of eleven postgraduate students majoring in English Language Studies was chosen to read two academic hypermedia-reading texts. These students were selected based on their existing computer literacy skills gauged through a background questionnaire prior to selection. The postgraduate students were introduced to the hypermedia reading platform for the study which was accessible through an internet address as subscribed users. The tool used to gain insight of the participants’ perceived sensory pathways was the Sensory Pathway Questionnaire. Data from the questionnaires are triangulated with a semi-structured interview after hypermedia reading was finished. Then, observed hypermedia reading behaviors which were captured on screen by CAMTASIA and a post-online reading stimulated recall was conducted where responses were recorded for analysis using NVIVO. Generally the findings of this study reveal that the selected Iranian postgraduate students were inclined towards the visual sensory pathway evident in their choice of using most of the visual representations tools in the hypermedia environment. That is, learning is enhanced and was more effective by using visual tools. Therefore, this study has shown how hypermedia reading environment has facilitated the foreign students’ reading process and reading comprehension faster and more accurately. More importantly the findings of the study has suggested that hypermedia reading environments and tools can empower and transform non-native readers of English academic materials from dependent readers to autonomous independent readers who are more confident of their understanding and comprehension of the texts they read. Hence, creating hypermedia reading opportunities should be further encouraged in reading classrooms to develop these effective and independent readers.

Keywords: Hypermedia reading, sensory pathway, hypermedia tools, multimedia environment.


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Understanding of abstract nouns in linguistic disciplines

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Abstract

Despite centuries of studying abstract nouns, linguists have so far failed to come to unanimous understanding of this category but agree on the ambiguity of the term and the concept itself. The main issue every researcher faces is the lack of clearly defined term ‘abstract’. Moreover, there have been suggested numerous and diverse approaches to distinguishing between abstract and concrete nouns ranging from selected formal grammar
criteria to semantic and extra linguistic parameters. This paper aims at considering the existing methods of determining abstract words with an attempt to understand which are better applicable. Besides, the article covers the progress in this research covering the period from Ancient Greece to present day researchers in various fields of knowledge, including but not limited to linguistics, clinical psychology, and philosophy, as all these areas propose their own outlook on the issue of the nature of abstractions and their distinction from concrete words.

Keywords: Abstract nouns, abstraction, concrete nouns, noun classification


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**Glottal Stop in Hiatus: An Acoustic Investigation in Persian**

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Abstract

One of the strategies to resolve hiatus in Persian is glottal stop (GS) insertion between two adjacent vowels (Sadeghi, 2001: 27, 28) [1]. This paper investigates the presence of GS in hiatus within and across morpheme boundaries in isolated words (684 tokens) as well as in words within sentences (276 tokens). Four speakers of standard Persian (two females and two males) between the ages of 31 and 37 participated in this study. Acoustic analysis of the data by Praat [2] showed three acoustic correlates of GS in intervocalic environments; in addition to a complete glottal closure and release (GC) and creaky voice (CV), completely irregular vibration of vocal folds (CIVV) was also observed. CV was characterized by a low fundamental frequency, a semi-periodic waveform and a decreasing intensity level, while no fundamental frequency, an aperiodic waveform and a descending intensity level characterized CIVV. The majority of GS presence was observed where a derivational prefix and a base had conjoined (11.9% GC, 27.38% CV and 55.95% CIVV). The significant outcome of data analysis in other morpheme boundaries and in simple words showed that GS did not exist/insert in hiatus in a great number of data; in 77.30% of isolated tokens and in 79.71% of in-the-context tokens two neighboring vowels in sequence were observed showing formant transition. This considerable number of data demonstrated that in standard formal Persian it is more probable to have two adjacent vowels in simple words and in morphological boundaries (except in derivational prefix + base environment) than to insert a GS.

Keywords: Glottal stop, hiatus, acoustic analysis, formant transition.


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Iranian EFL Students’ Perception of Their Classroom Environments

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Abstract

This article reports the development, validation and application of a Persian version of what is Happening in This Class? (WIHIC) questionnaire. The WIHIC was carefully translated into Persian and field-tested with a sample of 426 Iranian EFL students in 25 EFL classrooms. Confirmatory factor analysis proved that the Persian version of the WIHIC is a valid instrument. Further exploration showed that the instrument exhibited internal consistency reliability for both its actual and preferred forms. Comparison of Iranian EFL students’ scores on actual and preferred forms of the questionnaire revealed that students were not satisfied and preferred a more positive EFL classroom environment on all scales. The results will be of significance for EFL educators to create more efficient and student-based EFL classroom environments.

Keywords: EFL classroom environment, WIHIC, learning environments research, satisfy.


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Investigating the Language Learning Strategies used by Iranian Monolingual (Persian) and Bilingual (Persian_Turkish) Speakers as EFL learners

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Abstract

This study investigated the difference between monolingual (Persian) and bilingual (Turkish and Persian) speakers as EFL learners in terms of use of language learning strategies. A total number of 160 EFL students at Urmia Payam Noor University as Bilinguals and Tehran Payam Noor University as Monolinguals took part in the study. They were asked to fill out Oxford ’s Strategy Inventory for Language Learning (SILL) questionnaire. The results of the independent t-test revealed that there was a significant difference between the two groups in their strategy use. The results of Chi-square test also indicated that there was a significant difference in the strategy use for some individual items between the two groups. The use of separate t-tests for the six categories of the SILL indicated that the strategy use was again statistically significant in favour of bilinguals. The results of this study indicated the evidence of significant difference between monolingual and bilingual EFL learners in terms of using learning strategies, which might have implications for EFL teachers as well as learners.

Keywords: Language Learning Strategies, Monolingual, Bilingual, Foreign language.
Language Contextualisation and Culture

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Abstract

It is widely accepted that putting language into context has a significant impact on learning. There may also be a strong relationship between language contextualisation and culture. In many Middle-Eastern countries, for instance, there may be many cultural barriers for English language learners. This paper attempts to explain the impact of culture in its broad sense on contextualising vocabulary and sentences in the English language. It discusses the cultural difficulties that many individuals face whilst learning English. This paper begins by outlining some definitions of culture and language contextualisation and goes on to explain the barriers individuals may confront while learning English. Examples used here are from Middle-Eastern learners who have tried to learn English as a foreign language. Finally, it has been concluded that culture does have a key role in identifying different contexts for the same linguistic term.

Keywords: Language Contextualisation, Cultural differences, English Language teaching/learning.


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A Pragmatic Analysis of Yes/No Questions in English with Reference to Press Conferences

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Abstract

Questions tend to be the most productive tool for obtaining information, knowledge, test taking, health-care, justice, criminal investigations, fun, etc. Whenever two people meet, the simplest form of contact might be ‘Hi!’ which is an inbuilt question directed by the addresser to the addressee to tell the latter that s/he means something to him/her. The two basic types of questions in English are information questions ‘also called wh-questions’ and yes/no questions ‘also called polarity questions’. This paper deals with the second type, viz. yes/no questions in English from a pragmatic standpoint. The ultimate goal is to find out if the syntactically oriented term ‘yes/no questions’ is also pragmatically valuable, or needs to be approached differently. Concerning the term ‘yes/no question’, no such questions start with either yes or no. They normally start with an operator ‘main or auxiliary verb’, but are supposed to be answered with either yes or no. Hence, starting from the semantic perspective, one might claim that such questions are not specifically yes/no questions, but rather ‘questions that are responded to with yes or no’. This implies a lack of precision in the term. This study covers yes/no questions addressed to Barak Obama, President of United States of America, in six randomly
selected press conferences, and how he decides to answer in any other way or using any term, but rarely saying yes or no. The study ends with a suggestion of an alternative term to ‘yes/no questions’ in English from a pragmatic perspective.

Keywords: yes/no questions, speech acts, press conference, pragmatic analysis, verification.


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Listening Strategy Use, Test Anxiety and Test Performance of Intermediate and Advanced Iranian EFL Learners

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Abstract

The current study investigated the relationship among listening strategy use, test anxiety, and listening test performance of intermediate and advanced Iranian EFL learners. To this end, eighty (40 intermediate and 40 advanced) learners participated in the study by completing Lee’s (1997) Listening Comprehension Strategy Questionnaire, Sarason’s (1975) Test Anxiety Scale (TAS), and two monologues of Listening test performance selected from Listening part of TOEFL. The results of Pearson correlation analyses revealed a significant negative correlation between test anxiety and listening test performance, but a positive association between listening strategy use and listening test performance. Furthermore, the results of multiple regression analyses indicated listening strategy use was a stronger predictor of listening test performance. Additionally, the results of independent samples t-test showed a significant difference between intermediate and advanced EFL learners regarding their listening strategy use and level of test anxiety.

Keywords: Test anxiety, listening strategy use, listening test performance, intermediate, advanced, EFL learners.


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The Interplay between Critical Pedagogy and Critical Thinking: Theoretical ties and practicalities

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Abstract

The main goal of education is believed to be transformation. A system should be dynamic in order to be transformative. Dynamism pumps blood to the body of the society. What prevents a society from transformation is passivity, which leads to lethargy and stagnation. Language teaching has an integral role in fostering criticality and denouncing passivity since language deals with words and words trigger reflection and action. The recent cooperation between language teaching studies and other disciplines such as psychology, sociology, politics, culture studies and philosophy underscores the significant role of language, discourse studies and applied linguistics in the educational system. Language pedagogues and material developers are accountable to bring this idea to the learners’ awareness. The present article aims at shedding light on the concepts and research areas of critical pedagogy and critical thinking and the interplay between these two concepts.

Keywords: critical pedagogy, critical thinking, ELT, literacy.


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Associating of Verbs in the Linguistic Consciousness

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Abstract

The work is concerned with associative-derivational potential of verbs with the meaning "to deprive of life" in four languages of different structures: English, Turkish, Tatar and Russian. Basic verbs of this lexical-semantic group are "kill" in the English language, "öldürmek" in Turkish, "үтерергә" in Tatar and "убить" in Russian. The work deals with the verbal derivatives that were formed on the basis of this seem of deprivation of life. Dynamics of semantic development of a verb depends on an imageassociation similarity, which in its turn is affected by attributes (or a number of them) relevant for a new meaning. The data obtained during analysis allows tracing changes in attitude of native speakers to such a negative and destructive action as deprivation of life and eliciting adjacent spheres that are associated in speakers’ minds with deprivation of life.

Keywords: Academicians, Primary School Teachers, Parents, and Workers.


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Foreign Language Learning Demotivation: A Construct Validation Study

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Abstract

Demotivation is an issue, which has been recently the focus of attention in the field of second language (L2) learning and teaching [8] (Muhonen, 2004). Since the present researchers failed to find any studies conducted in this area in Iran, this study was carried out to investigate Iranian high school teachers' and students' ideas about demotivating factors with regard to practicing the speaking skill. To achieve this goal, 312 high school students and 92 high school teachers of English were interviewed. Then the interviews were thematically analysed. The findings along with the researchers' reviews of the related literature were used to develop a questionnaire to explore Iranian L2 students’ and teachers’ perceptions of the factors which decrease students’ motivation to improve their L2 speaking ability. This questionnaire was administered to 150 Iranian male and 150 female EFL learners and 40 male and 40 female teachers. To analyse the data, the researchers employed principal components analysis with varimax rotation. The factors which emerged were negative attitude toward learning L2, teacher’s inadequate competence and performance, lack of technological facilities in classroom, lack of adequate teaching materials, unfavourable classroom environment, and insufficient opportunities for speaking practice. The interpretable factor structure, the high loadings of items on the abovementioned factors, and the relatively high amount of variance accounted for by this factor structure show that the questionnaire is a valid instrument to be used in similar studies. Also, the internal consistency estimates of the factors show that they enjoy high reliability.

Keywords: Demotivation, speaking skill, EFL learners’ perceptions, EFL teachers’ perceptions.

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Socio-psychological Analysis of Digital Employment Among Japanese English Learners

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Abstract

Following the positive evaluation of TLT (Testing-Learning-Training) software program using SLA theory (Matsuoka, 2011), the present paper examines the effectiveness of employing this English learning program as a digital pedagogy and aims to explore the ways in which to enhance the learners’ attitudes towards learning English based on the questionnaire data from Japanese college students. The questionnaire items were primarily for investigating the participants’ socio-psychological attitudes towards English learning including a digitally oriented learning system in comparison with analogical and face-to-face interactional approaches.

Keywords: TLT (Testing-Learning-Training) software program, autonomy, self-determination.
Error analysis in technology-mediated communication: Focus on EFL writing in synchronous and asynchronous modes of communication

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Abstract

This study aims to provide a linguistic taxonomy of frequent syntactic-morphological errors in Iranian EFL writings in synchronous and asynchronous modes of communication. It also provides the most frequent and the least frequent errors among EFL students’ writings in these two modes. Error Analysis is a procedure used by both researchers and teachers for diagnostic prognostic purposes. It involves collecting samples of learner language, identifying the errors in the sample, describing these errors, classifying them according to their nature and causes, and evaluating their gravity (Keshavarz, 1999). The researchers conducted a research study on 63 EFL undergraduate university students’ writings. Students were asked to write their ideas on their daily issues. Afterwards, the researchers tried to rank and categorize their erroneous structures. As we had hypothesized, more errors were found in the synchronous mode of communication than in the asynchronous one; however, when examining the exact types of errors, we noticed that some categories were more frequent in the synchronous mode and different from the asynchronous ones. An analysis of the data revealed that the frequency of error types varied with each mode of communication, this same analysis also showed that highly relevant associations could be established for the participants’ errors and writing settings.

Keywords: Error analysis, technology-mediated communication, EFL writing, synchronous and asynchronous communications


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Frequency and Type of Hedging Devices Used in the Research Articles of Humanities, Basic Sciences and Agriculture

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Abstract

The present study compared and contrasted the frequency of use of hedging devices used in the research articles of three fields of Humanities, Basic Sciences and Agriculture and three sub-fields within each field (i.e. Law, Persian literature and TEFL within Humanities; Biotechnology, Soil Sciences and Horticulture within Agriculture; and Biology, Applied Chemistry and Geology within Basic Sciences). In so doing, 180 research articles, 20 from each sub-field, were selected and analyzed based on Salager-Meyer’s (1994) taxonomy of hedging. The results of the chi-square analyses revealed, regarding the frequency of use and type of hedging devices, there were significant differences among: a) the three fields of Humanities, Basic Sciences and Agriculture; b) the sub-fields of Humanities, Basic Sciences and Agriculture.

Keywords: hedging devices, research articles, academic writing, field, sub-field.

The Relationship among Critical Thinking, Emotional Intelligence, and Speaking Abilities of Iranian EFL Learners

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Abstract

The present study investigated the relationship among critical thinking, emotional intelligence, and speaking abilities of Iranian EFL learners. To this end, one hundred Iranian EFL learners filled out the Bar-On (1980) emotional intelligence questionnaire, took the California Critical Thinking Skills Test (CCTST) form B, and sat an interview. The results of the multiple correlation analyses revealed a) emotional intelligence, followed by critical thinking, correlated significantly highly with speaking abilities, b) all components of emotional intelligence correlated significantly highly with speaking abilities, c) there was a significant positive relationship between critical thinking and emotional intelligence. The results of multiple regression analyses revealed that emotional intelligence was a stronger predictor of speaking abilities with critical thinking standing at the second place.

Keywords: Critical thinking, emotional intelligence, speaking ability.
Formation of Socio-Cultural Competence in Foreign Language Teaching

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Abstract

The purpose of this paper is to describe the process of the formation of socio-cultural competence in foreign language teaching, and the possibility of using the discipline "Foreign Language" in achieving this goal. The importance of students’ socio-cultural competence formation is caused by modern Russian society inconsistencies: on the one hand globalisation processes are going on, and on the other inter-ethnic relations are getting worse, and conflicts are getting more violent. The characteristics of the components of socio-cultural competence are outlined in the paper and the stages of this competence formation (motivational, informative, activity) in teaching a foreign language in high school with the use of effective methods and technologies are described.

Keywords: Competence, socio-cultural competence, ethnic conflict, willingness and readiness to communicate, learning content, interaction, intercultural communications.


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Boosting Vocabulary Retention Through Adding a Video Component to the Vocabulary Building Classes in English for Specific Purpose Situations

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Abstract

As vocabulary is considered a foundation for the reading skills of the language learners, it becomes more vital for them to pay extra attention to their vocabulary issues. This study aimed at introducing videos to vocabulary building classes and measuring the subsequent effects it had on the level of word retention in ESP language learners. The 46 participants of the study were chosen from among the first year students of management based on their performance in the language section of the national exam for entering state universities in Iran, aka Konkoor; all of them scoring 35 to 40 out of 100. They were then divided into 2 groups randomly. Both groups attended classes for reading texts related to port management with special focus on the new vocabulary. The first class was treated with only texts and exercises. The second class was treated with the same texts and exercises with the addition of selected videos with the length of around 10 minutes, also related to port management and specially selected to contain and discuss the same vocabulary. At the end of the classes, which lasted 16 weeks, 2 tests were administered to measure the students’ level of word retention; one immediately after the end of the week 16 and the other 3 months after the first test. The results showed the second group performed significantly better in both tests.
Keywords: Vocabulary, word retention, ESP, video.


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Turkish loanwords in Albanian language

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Abstract

According to today’s Dictionary of the Albanian language, loanwords are the words or other linguistic units that are taken from another language and used in native language. Continuous contacts of the Albanian people, with other peoples have left their mark in our language, especially in the lexicon. The lexicon of Albanian language has loanwords from Ancient and Modern Greek, from Latin, from Turkish and later on from Italian, the Balkan Slavic languages etc.. Geographic factors (many conquests, proximity to other countries), the subsequent globalization (the spread of scientific terms, technical and new words) is factors that have contributed to the spread of loanwords and their incorporation into the Albanian language vocabulary. In the vocabulary of Albanian language there is a substantial number of words form Turkish sources. (Contacts between Albanian and Turkish have lasted for more than five centuries. They have already started in the second half of the fourteenth century and have become intense after the Turkish invasion in Albania. The objective of this paper is to outline the impact of Turkish language into Albanian language, through Turkish linguistic borrowings, which have entered in Albanian language vocabulary in different periods. We also aim to identify Turkish lexemes that have been used and continue to be used in the Albanian language, and their replacement with words from the Albanian dictionary. Turkish has exerted much influence on the Albanian language, especially in the vocabulary, leaving intact the phonetic system and the structure of Albanian, except of the penetration of some Turkish suffixes. Even so, Albanian language has succeeded to maintain its authenticity. Nevertheless, efforts to clearing the Albanian language vocabulary from foreign words in general and Turkish loanwords especially, have started since the time of the conquests and continue until today in a struggle to keep our language's uniqueness.

Keywords: linguistic borrowing, contact linguistic, geographical and historical contact, lexemes, dictionary.


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Keywords: Turkish loanwords, Albanian language, linguistic borrowing, loanwords.
The Impact of Mobiles on Language Learning on the part of English Foreign Language (EFL) University Students

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Abstract

M learning may have an impact on the English language learner. Nowadays, in different communities around the world, mobiles are used widely, and researchers have conducted research into this topic. Similar to research done in this area around the world, this research attempts to investigate m learning amongst EFL Sulaimani University students in Iraq. The aim of this paper is to determine the extent to which mobiles are effective in the area of language learning. For data collection, after expressing their consent, a focus group discussion was carried out to collect the data from learners with different backgrounds and levels of English. This is to obtain answers to the research questions considered in this paper. In this paper, it is been hypothesized that mobiles have a great impact on language learning. All the participants used smartphones as mobile tools to improve their language learning. The participants to engage with the English language used a variety of smartphone applications associated with language skills and systems and international tests. Thus, 99% of the participants considered smartphones as an effective mobile resource in the process of English language learning. This paper starts with an introduction in which the aim of the paper, the methodology and the structure are illustrated. Then, based on the data that was obtained from the targeted students and referring to the previous studies, various perspectives regarding the impact of mobiles on language learners are discussed. Finally, it can be concluded that mobiles do affect the process of English language learning.

Keywords: M-learning, focus group discussion, language skills, receptive and productive skills, language systems


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An Evaluation of Grammar and Vocabulary Consciousness-Raising Activities in Current ELT Materials

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Abstract

Five current international ELT books used in Iran were scrutinized regarding inclusion of grammar and vocabulary consciousness-raising activities. To this end, a twenty-seven item, five-point Likert-scale questionnaire filled out by 90 Iranian EFL teachers and 170 students, triangulated by a semi-structured interview conducted with 20 EFL teachers and 20 students were adopted. A Chi-square analysis and an independent sample t-test were run to compare teachers and students’ responses. The findings revealed although the five ELT books used different kinds of grammar and vocabulary activities, they did not include some of the major grammar and vocabulary consciousness-raising activities (e.g. making generalizations, cross-referencing, reconstructing, etc). The findings might be beneficial for ELT material developers, syllabus designers and practitioners.

Keywords: Grammar and vocabulary consciousness-raising activities, current international ELT books, materials.
Technology-Enhanced Language Learning Tools in Iranian EFL Context: Frequencies, Attitudes And Challenges

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Abstract

The purposes of this study are to investigate the most and the least frequent Technology-Enhanced Language Learning (TELL) tools in Iranian EFL context; and to find the answer for what the attitudes of EFL teachers towards using these tools in their language courses are. To meet the end, this study was conducted with the 32 male and female EFL teachers at different universities and language institutes within Iran. In quantitative phase a questionnaire developed by researchers was distributed among participants. This questionnaire consists of two main parts: demographic information and a five-point Likert scale about the teacher’s attitudes and frequency of use of TELL tools. Moreover, in qualitative phase of the study, a semi-structured interview was used in exploring the EFL teachers’ perceptions towards using TELL tools in their language courses. The researchers hypothesized that, among the assigned TELL tools, computer and video projector have the most frequent and web 2.0 technologies have the least frequent use in Iranian context. Moreover, they assumed that the attitudes of teachers towards applying technology in EFL courses are positive, although they have lots of barriers and challenges. These findings support other studies which have noted the advantages of using technology in language courses. Finally the findings show that this study has some implications for language teachers, material developers and syllabus designers for improving the usage of TELL tools in the foreign language learning context.

Keywords: Technology-Enhanced Language Learning (TELL), English as a Foreign Language (EFL), frequency, attitude.

Problems of translation theory and practice: original and translated text equivalence

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Abstract

The conceptual approach to the translation phenomenon is viewed as a deep integration of national cultures, and their interactions. Literary translation should be considered in the context of literary interaction as a part
of multiethnic factor. Translation Studies in Kazakhstan has had many directions and common issues of prose, poetry and drama, the specifics of the translation process, and the place of translation studies in multicultural literary process has become the object of translation studies. Literary translation schools reflect the evolution of transferability categories and contain modern concept of communicative equivalence of the original and the translated texts as a norm of translation accuracy. Modern communicative approach to translation is due to the facts of cross-language communication and translation dominants. Expansion of the original and the translated text communicative equivalence should be tolerant to the type of the receiving audience. The problem of interlinear translation was the object of translators’ attention for a long time. So the current study is aimed at several purposes as:

• establishment of translation freedom and the problems of interlinear translation.
• linguistic and extra-linguistic factor synthesis (including cultural, psychological, etc.)
• classification of translation approaches
• establishing criteria for translation accuracy

In the result of qualitative and contrastive analysis we have found out that any text is translatable due to the general principles of translation: the requirement to reproduce the original strophic form, find similar rhythmic forms, maintain the historical and national style.

Keywords: cross-language communication, translation accuracy, translator freedom, multi-ethnic factor.


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Representation of the concept “Hospitality” in the Kazakh language

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Abstract

In contemporary linguistics, the linguo-cultural and conceptual trend is very topical in the context of defining and revealing the general and national specific features of the language of different nations. The analysis of cultural concepts enables one to specify the degree of influence of the language on the world view of a particular ethnic group. The paper focuses on the representation of the concept of “Hospitality” in the Kazakh language. The purpose of the study is to identify the national-cultural specificities of the concept of hospitality in the Kazakh language. The object of the research is to analyze the linguocultural characteristics of the concept of hospitality. The research on the concept of hospitality in the Kazakh linguistic picture of the world revealed the ethnic features of the style of thinking of the Kazakhs as the image of their culture. Furthermore, the presence of so many proverbs, idioms and phrases related to the concept of hospitality in the paremiological fund of the Kazakh language shows that the concept of hospitality is culturally specific in the Kazakh language consciousness and one of the most basic concepts of the Kazakh culture.

Keywords: representation, concept, language, picture of the world, hospitality, guest, tradition.


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Representation of the concepts “Happiness & Unhappiness” in the Kazakh proverbs and sayings

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Abstract

The paper deals with the representation of the concepts “Happiness & Unhappiness” in the Kazakh proverbs and sayings. The topicality of the study is defined by the significance of the intersection between culture and language, paremiology and cultures in particular, the complexity of the nature of the key concepts of “happiness” - “unhappiness”. Moreover, proverbs and sayings fix the constants of consciousness and culture that are relevant to all speakers of the language, define an evaluation system of the world, and are the ones that allow us to distinguish and analyze the basic concepts. The purpose of the study is to describe “happiness-unhappiness” concepts with regard to the formal and semantic organization of Kazakh proverbs, which represent the illustrated concepts. The concepts “happiness & unhappiness” are in the opposition, components of which can relate to each other by the principle of interdependence. And the characterization of the concepts “happiness” and “unhappiness” is largely determined by their representation of certain signs and their semantic characteristics. As a result of the study, which was conducted on the base of Kazakh paremiological materials, it was revealed that the phraseological-semantic meaning of the concepts “happiness & unhappiness” is of utmost importance in the Kazakh language.

Keywords: concept, representation, proverbs and sayings, happiness, unhappiness.


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Mobile assisted language learning: Is it possible to learn grammar with SMS?

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Abstract

The purpose of this study is to investigate the effect of using SMS on the grammar of students of English as a Foreign Language (EFL). Moreover, the study seeks to find the answer for what the attitudes of EFL learners towards MALL in their grammar courses are. To meet the end, this study was conducted with the undergraduate EFL students at the University of Applied Science & Technology in Mashhad, Iran. There were 83 female and male students, ranging from 18-33, in both experimental and control groups. After administering a proficiency test, the participants were randomly assigned to experimental and control groups. In order to find the EFL learners’ attitudes towards using MALL in grammar courses, an attitude questionnaire developed by researchers was distributed among participants. The first group (experimental group) had the chance to texts grammatical lessons to each other in addition to the traditional class activities but the second group (control group) did not have this opportunity and just had the traditional class activities. The null hypothesis of the research is that using MALL has no effect on grammar of Iranian EFL learners. Moreover, the researchers hypothesized that Iranian EFL learners have the positive attitudes towards MALL. In conclusion, it is noteworthy
to refer to the fact that a fruitful way of understanding the merits of MALL is to put it into broad applications in the field of language teaching and learning; hence, it inspires further research in this field.

Keywords: Mobile Assisted Language Learning (MALL), English as a Foreign Language (EFL), grammar, SMS.


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**Color-Based Metaphorical Expressions Persian Speakers Speak By**

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**Abstract**

Metaphorical language is an indispensable part of human life, involving language, thought and action (Lakoff & Johnson, 1980; Lakoff, 1998). Accordingly, metaphor plays a major role in people's everyday language use and thinking. Our conceptual system is based on experiences we have gained from interacting with people and things surrounding us. Metaphorical and metonymic concepts, it was claimed, structure our thoughts and attitudes and influence the very way we perceive reality. In this respect, color plays an important role in convention metaphorical and, particularly, metonymic expressions in our lives and daily communication. Taking Conceptual Metaphor Theory (Lakoff & Johnson 1980, Lakoff 2006, Kövecses 2010) into account, this paper aims to investigate the underlying conceptual mappings involved in the construction of Persian color-based metaphors of emotion and body parts on the one hand; and to survey the interplay of linguistic expressions and cultural knowledge on the other. To do so, we collected Persian instances from some Persian dictionaries. The working hypothesis is that although THE BODY IS A CONTAINER conceptual metaphor exists in all languages, the metaphorical expressions that fill this conceptual metaphor may be understood culturally.

Keywords: Metaphorical expressions; Conceptual Metaphor Theory; Metaphorical mapping; container


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**Computer-mediated corrective feedback in ESP courses: Reducing grammatical errors via Email**

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Abstract

Corrective feedback is beneficial to L2 learning because it enables learners to acquire grammatical features that would otherwise be lost due to the fact they do not have continued access to learning principles (Ellis, 2008). This study aims to answer the research questions: (1) Is there any difference between the effect of electronic feedback as opposed to paper feedback on the grammatical accuracy of Iranian ESP students’ writings? (2) What are the attitudes of ESP students towards electronic feedback in their courses? To find the answers, this study was conducted with the ESP students majoring in Tourism at the University of Applied Science & Technology in Mashhad, Iran. There were 86 female and male students, ranging from 18-49. After administering a proficiency test, the participants were randomly assigned to experimental and control groups. In order to find the answer for the second question, an attitude questionnaire, consists of demographic and attitudes items, developed by researcher were distributed among participants. The first group (experimental group) had the chance to receive the electronic feedback via email after submitting their assignments, but the second group (control group) did not have this opportunity and just had the traditional paper feedback. The researchers hypothesized that electronic feedback has positive effect on the grammatical accuracy of Iranian ESP students’ writings. Moreover, they have more positive attitudes towards e-feedback than paper feedback. The differences between these two classes were statistically different, meaning that the computermediated feedback process seemed to be more influential in enhancing the grammatical accuracy of the participants.

Keywords: Corrective feedback, English for Specific Purposes (ESP), electronic feedback, grammatical error.


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A Knowledge Management View of Teaching English as a Foreign Language (TEFL) in General Educational System (GES) of Iran

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Abstract

English is the main foreign language in Iran. It is used and taught more than other foreign languages. Teaching this language in General Education System (GES) of Iran, occurs during two high school levels. The process of teaching English during these six years was probed from the viewpoint of knowledge management (KM), using the Delphi method of obtaining information to grasp GES weaknesses . Conducting two rounds of Delphi and exerting Kendall’s coefficient of concordance on the acquired informatin from 18 English teachers -who have taught English for thirty years-about the process of teaching English as a foreign language (TEFL) in GES, we could acquire 41 viewpoints that can be counted on as the tacit knowledge of the teachers and may be used in future studies.

Keywords: KM, General Educational system (GES), TEFL


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The Relationship between Teacher-Student Rapport and Student’s Willingness to Cheat

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Abstract

Cheating has become one of the major problems on many high schools and college campuses. It is most prevalent at the college level. However, there have been reports of cheating incidents occurring at the high school level. This quantitative research was intended to explore the relationship between teacher-student rapport and students’ willingness to cheat in English classes of Iranian 17-18 year old high school students in Bandar Abbas. First, they were given two questionnaires to answer, one questionnaire about rapport and another one about cheating. The data was subjected to correlation analysis to see whether there was any significant relationship between teacher students’ rapport and students’ willingness to cheat in exams. This study was done in a High school in Bandar Abbas. The result will be shown through correlation coefficient formula using SPSS software, graphs and diagrams.

Keywords: academic dishonesty, cheating, rapport.


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The Study of the Irreversible Binominals in Persian: A Cognitive Morphology Approach

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Abstract

The purpose of this research is initially to investigate and delineate the formation process of the irreversible binominals in Persian, as an active word formation process in this language, which has constantly been regarded from different approaches by Iranian and foreign linguists. Using the achievements of cognitive linguistics. It’s worth mentioning here that the study of the chosen investigated compounds is based on the three theories of categorization, configuration and conceptualization which are theoretical fundamentals of cognitive morphology provided by Hamawand (2011). Moreover, it examines the dominant constraints on such compounds.

Keywords: irreversible binominal, cognitive morphology, categorization, configuration, conceptualization.

The Investigation of Instrumental Compounds in Persian: A Cognitive Morphology Approach

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Abstract

Regarding the productivity of compounding as an active word formation process in Persian, which is considered as a salient typological property, and on the other hand, an outstanding part of many Persian words are dedicated to these items. Therefore, in the present research the authors attempt to study one kind of these forms called the instrumental compounds in Persian, using the achievements of cognitive morphology such as categorization theory, conceptualization and configuration which are theoretical fundamentals of this approach developed by Hamawand (2011). Eventually, the authors attempt to introduce the cognitive potentials contributing to the formation and usage of these forms. Moreover, they examine the semantic constraints, which are dominant on such compounds.

Keywords: instrumental compound, cognitive morphology, categorization, configuration, conceptualization.


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Metaphorical Economic Terms: Problems Of Their Translation From English Into Russian

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Abstract

This article proposes a framework of studying metaphorical terms in the sphere of economics, in the context of translation difficulties lying in the base of their different perception in English and in Russian. In order to make an accurate translation it is very important to identify the types of transformations used in translation of English metaphorical terms in the field of economics, into the Russian language. The following tasks should be fulfilled in the process of research: (1) to identify semantic and pragmatic characteristics of metaphorical economic terms; (2) to define types of transformations used in translation of metaphorical economic terms. Methods of research are presupposed by the tasks mentioned before. The predominant use of such methods as componential analysis, transformational analysis, and statistical method, is determined by multi-aspect character of the subject of investigation. As it was indicated in our research, literal translation, modulation, and explications translation should be considered as typical methods of metaphorical economic terms rendering, and the choice of translation technique depends on various intra- and extra-linguistic factors, such as historical and cultural background, and mental picture of the world represented in source and target languages.

Keywords: Metaphorical term, transformation, literal translation, modulation, explicatory translation.
Teaching and Testing Are Interrelated. But to What Extent?

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Abstract

This paper investigates the extent to which teaching and testing are interrelated, particularly as it pertains to testing English at B1 and B2 levels. The paper outlines research conducted within the process of linking the English school-leaving examination to the Common European Framework of Reference in 2013. Previous research, carried out in 2008 and 2012, revealed a gap between teaching and testing. In 2013, workshop participants were provided with sufficient awareness of the criteria to be able to analyse and assess their students’ performances in relation to CEFR levels. The results from the research referring to the comparison of teachers’ judgements of/on test-takers’ performances and test-takers’ testing scores will be presented and discussed. As previous research revealed that the coefficient of correlation between language in use scores and total scores of students was strong, the correlation between a total score (as a dependent variable) and several independent variables (scores achieved in testing listening, language in use and reading) were examined again (using multiple linear models in a regression analysis) and will be commented on and explained in the paper. As the approach adopted by the CEFR views learners of a language as social agents’ who have tasks to accomplish in a given set of circumstances, testing grammar and vocabulary needs to be considered from at least two perspectives: form-based and communication-based ones. The first perspective will be supported by exact examples from the selected tests.

Keywords: teachers’ judgements of test-takers’ performances, test-takers’ testing scores, multiple linear regression analysis.

The Effect of Peer Observation on Iranian EFL Teachers’ Self-Efficacy

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Abstract

Self-efficacy beliefs influence teaching process. Researcher believes that peer observation, as an instructional strategy might be effective for increasing self-efficacy beliefs. Also the lack of refreshment especially in Iranian context in this regard, is another reason of conducting it. The purpose of this study is to test the relationships between peer observation and teacher self-efficacy. The participants are 48 English teachers of English language Institutes in Mashhad. After manager's permission, the volunteer teachers are randomly assigned into two groups, to one of which the peer observation program administered and to the other the conventional program. OSTES
and Metcalf are used to measure teacher self-efficacy and teacher instructional skills respectively. The comparison is made based on pre-test, post-test in control and experimental groups. After calculating the mean scores and standard deviations, paired and independent samples t-tests are utilized. Observation sessions are done two times after a 7-10 day intervals. Statistics illustrates that self-efficacy level of control group’s participants and their instructional skills has no changes after participating in this program, but peer observation improves observer teacher’s self-efficacy (as high as supervisors self efficacy) and observer’s teaching skills.

Keywords: Peer-observation, Self-efficacy, Social cognitive theory, Teachers’ sense of efficacy.


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A corpus-based study on the use of pragmatic markers as speechlike features in Turkish EFL learners’ argumentative essays

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Abstract

Authentic learner data is important when investigating the use of the target language by learners during second language acquisition process. Whether it is written or spoken, corpus-based learner data provides an explanation for how learners actually use a foreign language and serves as a relatively narrow empirical basis that second language acquisition research tends to be based on. Analysing learner data has two main goals: to help researchers to better understand the second language acquisition process and to highlight the factors that influence this process (Granger, 2008). Gilquin & Paquot (2007) state that many learners use features more typical of speech than of writing, giving their essays an overly oral tone that may be problematic for learners, as academic writing requires an awareness of the appropriate stylistic use of tone. According to Ajimer (2004), learners may overuse or underuse certain structures in their writing in comparison with native speakers. Pragmatic markers are linguistic features that are more peculiar to conversation than writing, for instance well, you know, I think, etc. and learners may mistakenly include them in their academic writing. This study examines the pragmatic markers in the written text of Turkish English as foreign language (EFL) learners. The study’s aim is to analyse the learners’ use of speech-like features when writing an academic essay. In addition, it is important to investigate whether or not learners overuse or underuse such features when compared to native speakers. Data were gathered from three corpora: the Turkish Corpus of Learner English, the Japanese Corpus of Learner English, and the Louvain Corpus of Native English Essays. Frequency counts and log-likelihood calculations were utilized as quantitative methods to measure the overuse/underuse and to determine whether the possible differences are statistically significant. The results indicated that Turkish EFL learners tend to use oral features in their argumentative essays, which may negatively influence their writing in terms of a stylistically appropriate tone.

Keywords: Learner corpus, Learner academic writing, Pragmatic marker


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The survey on barriers of English effective training for higher education students in Iran

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Abstract

It is simply an acknowledgement of the fact that today's knowledge comes to us in the English language. Today, the knowledge is with the people who write in English and for that reason we want to learn English to acquire knowledge, not to learn English. This paper detects difficulties that teachers and students have in teaching and learning English as a foreign language and reports a survey conducted in the English language context in higher education. Questionnaires with close-ended questions were distributed to 250 students and 50 teachers. The method of this study is descriptive of survey type. The analysing data by T-test indicated that there isn't a significant (at the 0/11 level) difference from point of view of teachers and students about less teaching hours per week.

Keywords: barriers, effective training, English as a foreign language, higher education.


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A parallel approach to ESAP teaching

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Abstract

It is fair to say that English language teaching has always been teaching for special purposes, however since the 1960's, English for Specific Purposes (ESP) has grown to become one of the most important areas of English as a Second Language (ESL). Consequently there has been a notable increase in courses, materials and methodologies. However, despite its reasonably long history the ESP community doesn't seem to have a clear idea of what ESP means. This paper aims to examine the teaching of (ESP) in the tertiary level of the education system. It will consider the emergence of English for Academic Purposes (EAP) and how this approach gave way to other approaches, focusing on English for Specific Academic Purposes (ESAP The paper will also consider factors of the local context; the students, the institution and issues related to the academic discipline and to assess to what extent these factors impinge upon methodologies, course design and classroom activities. In doing so I intend to describe and exemplify a pragmatic approach, which I call a parallel course approach, to teaching English for Special Academic Purposes and discuss the rationale for and nature of such an approach.

Keywords: English for Specific Academic Purposes, specificity, authentic, subject-specific texts, parallel ESAP courses


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Challenges to English language teachers of secondary schools in Iran

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Abstract
This paper investigates obstacles that teachers encounter in teaching English language in secondary schools of Iran. A questionnaire was designed and administered to sample groups for eliciting data. There were 180 EFL teachers from 150 secondary schools that responded to the survey questions. The findings showed that apart from external limitations such as insufficient teaching times and limited teaching resources, English language teachers are disappointed by their low proficiency in speaking English and using technology during teaching times. Teachers showed willingness to receive training in how to plan and perform their teaching more effective and motivate students' engagement in class activity; also teachers seek effective approach for teaching English.

Keywords: challenges, obstacles, English language teachers, secondary schools.


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Teaching A Foreign Language From A Cultural Perspective

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Abstract

Problem Statement: what is culture and is it important for the foreign language teaching? The term “culture” encompasses several aspects of a country: the people, their thoughts, their beliefs, their language, their traditions, etc. Purpose of Study: Proving the importance of culture in the foreign language classes. A dry language course can teach the learners to say what is correct and acceptable only. But the learners also need to know what is appropriate for the target society and what is not. This can only be achieved if they learn about the culture, the traditions and the people, while learning their language. Methods: Questionnaire to teachers and students. In order to be able to decide on which aspects of the culture the learners mostly need to learn about, two questionnaires have been given out to the learners as well as to their teachers to gather their points of view. Findings and Results: Pie charts showing the results of the questionnaires According to these responses, the most important aspects of the target culture, in this case, the Egyptian culture, that the non-native learners of the target language (Egyptian Arabic) need to learn were defined and put into order of importance. Conclusions and Recommendations: Suggesting ways of integrating culture into the foreign language syllabus. One teaching unit as a guideline for course designers as well as for teachers was designed to suggest how these cultural aspects could be introduced into the language class.

Keywords: Culture, cultural gap, cultural conflicts, intercultural communication, cultural continuity, pedagogical implications


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Pretranslation Text Analysis as a Part of Translation Process

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Abstract

The paper is devoted to one of the major problems of translation – pre-translation text analysis (PTA). As the first stage of this research, all widely used models were analyzed scrupulously from the theoretical viewpoint and the most adequate of them was singled out. The criterion for it was whether the model considers all-important characteristics of the text, linguistic and extra-linguistic ones, equally. The purpose of the second stage of the research was to find out whether PTA is used systematically. The third stage was to elicit the model of PTA preferred by most translators and the methodology of utilizing such analyses. Hitherto 65 respondents, all professional translators in the field of written translation, participated in this study. But the research is to be continued with more respondents and to answer some questions.

Keywords: Pretranslation text analysis, textocentric approach, functional approach, communicative approach.


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Written Corrective Feedback and Teaching Grammar

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Abstract

This study was an attempt to investigate the effect of both direct focused and recast written corrective feedback (WCF) on grammatical accuracy of EFL learners’ writing. The study also sought to examine whether the effect of direct focused or recast WCF was retained over time. For this, 90 low-intermediate female students were selected through Preliminary English Test (PET) and randomly assigned into three groups: two experimental groups (direct focused and recast) and one control group. The study had a quasi-experimental design with pre-tests, immediate post-tests and delayed post-tests. Group A received direct focused written corrective feedback, group B received recast written corrective feedback and the control group C received no feedback. The statistical analysis indicated that, both experimental groups performed better than the control group and the second experimental group (i.e., the recast group) outperformed the direct focused group. In addition, the lasting effect of recast was more than the lasting effect of direct focused on the grammatical accuracy of EFL learners’ writing.

Keywords: Written corrective feedback (WCF), Direct focused WCF, Recast WCF, simple past verb.


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Impact of Ethnic Background on Iranian EFL University Students' Intercultural Sensitivity Level

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Abstract

Investigation of FL learners' intercultural sensitivity as the prerequisite for intercultural competence and its relationship with their ethnicity can throw new light on second language education given the dramatic increase in the amount of communication among individuals enjoying diverse cultural and ethnic backgrounds and the rapidly growing trend of globalization. Using survey method of data collection, this study aimed to investigate the effect of ethnic background on Iranian EFL learners' intercultural sensitivity. To this end, 382 female and male students belonging to Azeri, Farsi, Kurdish, Lori and Baluchi ethnic groups and studying in different universities located in seven provinces across the country were randomly selected. Chen and Starosta's (2000) Intercultural Sensitivity Scale was employed for data collection. The results of the Chi-square indicated a strong relationship between intercultural sensitivity and ethnic background. The results of the layered Chi-square and Phi coefficient demonstrated that the relationship between the two proved the strongest in Kurdish and the weakest in Azeri ethnic groups. The findings of this study can encourage all educational stakeholders to give due weight to FL learners' intercultural competence and ethnic background as crucial components of modern language education. Finally, suggestions as to the application potential of novel approaches are provided hoping to help applied linguistics a step forward.

Keywords: Iranian EFL learners, Intercultural sensitivity, Ethnicity, Second language education.


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The Impact of Formal Instruction of References and Conjunctions on Reading Comprehension of Iranian ESP Students

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Abstract

This study was an attempt to determine the impact of formal instruction of references and conjunctions on reading comprehension of Iranian ESP students. To do so, 72 male and female sophomores majoring in computer sciences were selected randomly from two classes at Shabestar Azad University, each class consisting of 36 students. To make sure of their homogeneity, CELT (Comprehensive English Language Test) was administered to the classes. Then, they were assigned into experimental and control groups. Afterwards, a pre-test was administered to the groups. The experimental group received formal instruction including activities to help them recognize references such as (pronouns,) and functions of conjunctions such as (therefore,), while the control group received no treatment. Following the instruction, a post-test was administered to the groups. The statistical analyses indicated that the participants in the experimental group outperformed the participants in the control group on reading comprehension tests, suggesting that there is a positive relationship between formal instruction of references and conjunctions and reading comprehension ability of Iranian ESP students.
Pursuit of Implementing Web-based Virtual Collaborative Action Research: A Chaos Change towards Teachers’ Professional Development

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Ali Rahimi, Bangkok University, Bangkok, Thailand.

Abstract

Most research in teacher education has shown that there is a gap between theoretical knowledge and practical knowledge. The first year of teaching has been characterized as reality-shock. Novice teachers experience a conflict between expectations of the role they are prepared to play and the reality of the actual work setting. So regarding novice teachers’ anxiety and the problems they encounter in the first year of experience, there is a need to provide practical guidance and systematic training to guide them towards professional development.

One of the best approaches is collaborative action research (CAR). CAR involves teachers engaging in small-scale, systematic, publicly reported research in their own classroom and contexts, with the aim of changing or understanding those classrooms and contexts. In order to overcome the limitations imposed by school structures, problem support from school administrators, criticism of colleagues, lack of time and resources, technology-integrated model of CAR is useful. To do so, this research implemented web-based virtual collaborative action research, which enables Non-native Novice teachers in expanding circle collaborate virtually within a supportive context in a meaningful ways. This study considered how the interplay of teachers’ self-regulation, autonomy, self-management strategies and Co-development through CAR help them towards professional development. Effective collaboration does not only deal with theories, problems and assumptions but also gives them an opportunity to put into practice what they have gained from the training.

Keywords: Collaborative action research, self-regulation, teacher autonomy, self-management, web-based teacher education


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Virtual Reality as a Learning Environment in Iranian EFL Context: Personal, Technical, and Pedagogical

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Abstract

The purpose of this study was to introduce issues and limitations regarding VE implementation in real Iranian classroom context. VE surveyed in three levels of personal, technological and pedagogical issues. A five-point Likert scale questionnaire was used to collect data from 36 male and female EFL teachers at different universities and language institutes in Iran. In the qualitative phase, a semi-structured interview was carried out to explore the EFL teachers’ perceptions toward using VE tools in their classes. The analysis of the data highlighted that Iranian teachers were enthusiastic about VE as an instruction tool in their classrooms and also had a positive attitude toward it, they also felt an obvious fear in dealing with the new technologies, especially VE tools.

Keywords: First Attitude, Technology, Virtual Environment, Virtual Real.


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On the Effect of Personality and Efficacy on Second Language Instructors' Performance

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Abstract

In recent years, teachers' self-efficacy has demonstrated a profound influence on the daily lives of teachers and their students. However, little is known in pertinent to the relationship between teachers' personality traits and their self-efficacy. To gain more insight into this area, this study sought to explore the interface between 100 male and female EFL instructors' personality and their self-efficacy at 11 English language institutes in Bandar Abbas, Iran. In order to glean data, two instruments were applied: the NEO Five Factor Inventory (NEO-FFI-R), and Second Language Teaching Efficacy Scale (SLTES). Moreover, to see whether there was a significant relationship between the variables under study, Spearman Rank Order Correlation was applied to analyze the data. At the end, the results revealed that there is no significant relationship between EFL instructors' personality and their self-efficacy.

Keywords: self-efficacy, NEO-FFI-R, SLTES, personality traits.


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How can you “gift” to second language young learners

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Abstract

Gifted children are a minority group in a society. Sometimes parents and teachers may have difficulty to realize gifted children. Discovering them in early ages is crucial for their education and meeting their needs. Their learning and thinking style are different and they can learn faster and easier than others. Second language acquisition in early ages is very important for children and they can learn many, foreign languages with ease. There are many factors in language acquisition that make this process faster among the children and one of them is giftedness. Specially gifted children with advanced verbal skills may show many different characteristics than the other children. Such as early comprehension; asking weird questions; and making long sentences. In family parents and at schoolteachers should be aware of these skills and they should try to foster language development and second language acquisition. This article describes the characteristic of gifted children with advanced language skills and suggests solutions for the problems, which they face in second language learning.

Keywords: Gifted children, language acquisition, giftedness, education.


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Eloquent Silence, a Pragmatic Concept in Persian Language

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Abstract

Eloquent Silence, either lacking or having form, has meaning and function and serves the communication. Its functions and meanings vary according to the culture, setting, topic and interlocutors in communication. The purpose of this study is to investigate the pragmatic dimension of silence in Persian. In so doing, silence cases were derived from Zoya Pirzad’s (contemporary Persian novelist) works, as a sample of Persian language. Jacobson’s model of communication (1960) was used as the theoretical framework to identify the functions of cases of silence. The results showed two criteria, which strongly support the fact that silence is a pragmatic concept in Persian language. The two criteria are: 1) cultural dependency of realization and interpretation of silence and 2) contextual dependency of realization and interpretation of silence. As context and culture’s effect is focused and studied in pragmatics, the dependent nature of realization and interpretation of silence in the aimed language confirms pragmatic nature of silence in Persian language.

Keywords: Eloquent Silence, Pragmatics, culture, context, Persian language.


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On the Relationship Between Learners’ Needs and Their Use of Language Learning Strategies

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Abstract

This study investigated the relationship between learners’ two major needs (preferred language skill and preferred language learning material) and their patterns of strategy use. The data for the study were collected in two phases with two self-reported questionnaires. First, a needs analysis survey form designed by Nunan and Burton (1985) was administered to 150 students. Based on the results of this questionnaire 120 students were selected and divided into four groups. Then Oxford’s Strategy Inventory for Language Learning (SILL version 7.0 for ESL/EFL learners, 50 items) was administered. The results of study showed students preferring different language skills used language-learning strategies in different ways. Results also indicated students learning language through different materials, employed different types of learning strategies.

Keywords: Learners’ need, Learning strategies, Language skills, Language learning.

The Impact of Discipline and being Native/Non-native on the use of Hedging Devices

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Abstract

Drawing upon Salager-Meyer’s (1994) taxonomy, the present study compared the frequency of use of hedging devices used in Discussion section of 140 research articles (70 RAs written by native English writers and 70 by their non-native Iranian counterparts) published since 2000 in the leading journals of the three disciplines of Geography, Chemistry, and Medicine. The results of Chi-square analyses indicated there were significant differences across various disciplines in terms of the frequency of use of hedging devices adopted in the Discussion section of RAs. Moreover, the findings revealed there were significant differences between non-native (Iranian) research writers and their native English counterparts regarding the frequency of use of hedging devices adopted in the Discussion section of RAs.

Keywords: Research articles, hedging devices, discussion section, discipline.

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The Impact of Task-based Extensive Reading on Lexical Collocation Knowledge of Intermediate EFL Learners

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Abstract

This study attempted to investigate the effect of form versus meaning-focused tasks added to an ER program on the development of lexical collocations among Iranian Intermediate EFL learners. To this end, 41 students of English language and literature studying at the department of foreign languages in Mazandaran University participated in this study. A reading comprehension test taken from TOEFL was used to measure candidates' reading ability to homogenize them in terms of their entry behaviour. Moreover, Word Associates Test (WAT) developed by Read (1993, 1998) was administered to examine the participants’ depth of vocabulary knowledge. Participants were divided into two experimental groups: Both groups were assigned to read extensively and do some after reading tasks; the first group was given a form-focused task (FFT) while the second group worked on a meaning-focused task (MFT). The results of paired and independent sample t-tests revealed the fact that both FFT and MFT groups progressed in the interval between the pre- and post-test, but, there was not a significant difference between the effects of form-focused and meaning-focused task.

Keywords: Extensive Reading, Depth of Knowledge, Incidental Learning, Intentional Learning, Lexical Collocational Knowledge.


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English writing anxiety: alleviating strategies

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Abstract

Despite increasing interest in investigating the effects of second/foreign language writing anxiety on the learners' writing performance and attitudes over the last three decades, the potential sources of that phenomenon have not been widely researched and identified. Hence, the original study with its mixed approach design mainly explores and investigates the potential factors associated with writing anxiety and the strategies for alleviating it among the English language learners in Emirati universities. A total of one hundred and ten students in addition to six English language instructors were the study’s participants. Quantitatively, two survey questionnaires and students’ writing scores were used to investigate the anxiety levels, effects and sources. For the qualitative phase, ten highly anxious students and ten low-anxious ones were individually interviewed to deepen understanding about the possible sources of their anxiety and the strategies they use to mitigate its detrimental effects. Additionally, a focus group discussion with the instructors was held to explore their perspectives on the coping strategies they use and suggest to reduce the levels of anxiety in writing classes. The findings indicate that high levels of writing anxiety could primarily be attributed to writing tests, cognitive and linguistic factors. This article mainly sheds light on the findings that reveal how various affective, cognitive, linguistic, and pedagogical mitigating strategies and the low-anxious students and participant instructors to lower the writing anxiety levels can use tactics.

Keywords: Anxiety, writing performance, error correction, tests, mitigating.
Morphological Awareness And Some Implications For English Language Teaching

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Abstract

In the past decade there has been a surge of research interest in morphological awareness (MA), which refers to an individual's ability to decode the morphemic structure of words and further analyze them. This review gives conceptual insights into MA from linguistic perspectives and provides some implications for English language teaching based on empirical research findings. Recent research into MA suggests that there is a significant rate of achievement among students who are exposed to strategies for not only understanding the meanings of words but also recognizing different morphological forms of the same word in reading texts, as opposed to students who are not exposed to such strategies. Indeed, a large number of studies conducted have established that MA is a critical factor in enabling comprehension and ensuring that students have a clearer understanding of vocabulary. In addition, it has emerged that for many educators, an emphasis on a clear understanding of such aspects as prefixes, suffixes, and roots determines the success rate in teaching vocabulary. Therefore, language teachers can engage in teaching MA in the classroom as part of explicit language instruction by adopting some instructional strategies that can be adjusted to suit each age group.

Keywords: Morphological awareness, English language teaching, vocabulary instruction, reading comprehension.

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