THE 7th INTERNATIONAL RESEARCH CONFERENCE ON EDUCATION, LANGUAGE AND LITERATURE

მეშვიდე საერთაშორისო კვლევითი კონფერენცია განათლების, ენისა და ლიტერატურის საკითხებზე

IRCEELT-2017

Book of Abstracts

April 21-22, 2017

Tbilisi, Georgia

Partners

Dear Colleagues;

Welcome to the the 7th International Research Conference on Education, Language and Literature - IRCELT 2017 in Tbilisi, Georgia.

The aim of the conference is to bring together researchers, practitioners and policy makers to discuss issues, tackle real challenges, develop professionally, share opinions, find solutions and explore opportunities in the areas of education. The conference will serve the purpose of promoting a tight link between theory and practice and explore different perspectives on the application of research findings into practice.

There are over 250 participants, experienced and well-known teachers, professors and educators from 26 different countries, such as USA, Thailand, Greece, Sweden, Turkey, Iran, Iraq, India, Israel, Jordan, Oman, Kazakhstan, Libya, Armenia, Malaysia, Pakistan, Saudi Arabia, Ukraine, United Arab Emirates, Georgia, Nigeria, Russian Federation, and South Africa.

The working language for the conference is English. Possible topics might include, but are not limited to:

History and Philosophy of education

Theoretical issues on education

Classroom management

Education management

Educational psychology

Methods of teaching languages

Innovations and effective practices in education and language teaching

Linguistics, Language and culture

English, American and other literatures in English

Language acquisition and learning, Language education

Intercultural Education, Applied linguistics

Language teacher education

TESOL / TESL / TEFL

Language curriculum development

Language testing, assessment and evaluation

English for specific purposes

Independent / Autonomous Learning

Innovation in teaching and learning

Motivation and Language Teaching

Foreign Language Teaching

Other New Trends in Education Related Topics

Material Development in Teaching and education

Leadership in Education

The importance of body language in Education

Basic ethical values in education (Environment, cleaning, and etc...)

Arts and Environmental Education

College and Higher Education

Distance Education

Vocational Education

Curriculum & Educational Planning

Educational Technology

Guidance and Counseling

Human Resources in Education

Innovation and Changing in Education

Life Long Learning

Measurement and Evaluation in Education

Mobile Learning, Multi-cultural Education

Nursery Education, Pre-school Education

Primary School Education

Science Education

Teacher Training

Other subjects related to education

Prof. Dr. Natela Doghonadze

General Coordinator of IRCEELT Conferences

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ABSTRACTS

Hate in Syllabus of Sub-Continent

Syed Zafar Abbas
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Religious, Ethnic, Political and Regional discrimination existing in Sub-continent is due to the hate written in the syllabus of the region. So first of all we should take drastic steps to eliminate it as soon as possible. Otherwise the countries of Sub-continent will face alarming results.

A Study on the Approaches of Second Language Acquisition

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Several approaches and numerous theories propounded from time to time have left a huge impact on teaching and acquisition of any second language and as such they are stressed upon as guiding baseline during the process of teaching. This succinct research is intended to explore some of these key theories. Generally, these approaches and theories provide information about how people acquire knowledge of the language and about the conditions which promote successful language learning. This research is aimed at concentrating on the dimensions and demands of three theories: The Creative Construction Theory, the Communicative Language Teaching theory and the Cognitive Approach.

Interactive Diagnosis of Learner Personal Characteristics in Intelligent Tutoring Systems

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Moteasem Abu-Dawas
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This paper examines the ability of implementing continuous diagnosis on a learner in the process of learning dialogue. The aim of the research is to develop methods for designing dialogue script for intelligent tutoring system that takes into account learners' personal differences based on psycho-diagnostic methods. A general classification of diagnosing stimuli used in psycho-diagnosis has been made, and their characteristics and methods of processing the obtained results have been presented.

Misconceptions of Drama as a Teaching Tool in Teaching English as a Second Language (TESL): A case study of two Georgian schools

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Many educators in schools have misconceived the use of drama as a tool in teaching English Language in classrooms. Meanwhile, educational drama as a pedagogy reaches beyond the stage through to the classroom (Anton, 2010). Drama has the power to be used as a tool for cross-curricular explorations; also, "drama can occupy

a place in the curriculum: (a) as a separate subject; (b) as a method for teaching other subjects; or (c) as a component subject in an integrated approach to planning. Of course, there is a close affinity between (b) and (c), but it is worth thinking about these separately, because more possibilities are opened when drama is conceived as a subject of integration" (Bax, 2000). The subtle difference is that a "more integrated approach will pay a due attention to the learning outcomes of both subjects, seeking to blend them" (Fleming, 1994). A study was conducted on the perceptions of teachers and administrations as regards the use of drama in teaching ESL and the findings are such as a result of limited knowledge. This research, however, shows that there has not been enough knowledge on the issue among the teachers there are few skilled teachers who consider using drama as a tool in teaching English language in schools in Tbilisi-Georgia.

The Role of Video in Teaching Phonetics to Non-Native Speakers of English

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Using technology in the process of second language acquisition has always been a priority for both teachers and students. This paper shows the current trends in using video in educational settings. Although it has been demonstrated for many years that the use of video as an instructional medium provides unique learning qualities, it has not been entirely embraced by high school English as a Second Language (ESL) teachers. Furthermore, recent advancements of digital video and Web-based video sharing services provide remarkable possibilities for supporting a variety of learning activities in ESL classrooms. This paper particularly states the role of video in the process of improving student pronunciation. The best examples of classroom practices and student activities are discussed. The most prominent observations of this project were that video-based ESL activities contributed to the overall learning motivation and the enhancement of pronunciation skills.

Turkish Students' Speaking Skill Difficulties in Learning English as a Foreign Language (The Case of IBSU, Georgia)

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The English language has been learned by many Turkish learners since childhood; nevertheless, the language often cannot be used effectively and learners, teachers, administrators, and parents complain about most Turkish students being unable to attain the desired level of proficiency in English. It is generally recognized that there are important problems which are caused by different factors (gender, parental and community impact, etc.). The purpose of this study was to examine the speaking problems of IBSU Turkish EFL learners and possible reasons for these problems through the perspective of teachers and students.

The Effect of Blended Learning Approaches in Correcting Writing Errors

Maia Akolashvili

Gori State Teaching University

Teaching writing is a real challenge for foreign language teachers as writing is known as the most difficult of all the language skills to acquire. There may be so many problems in teaching writing that it is almost impossible to choose the most difficult one. In this complicated process error correction is one of the most complex steps, as it requires so much time, effort and endeavor from the foreign language teacher. Studies show that the students' foreign

language writing skills are not developed well enough even after graduating from the University. It seems it is necessary to look for the problem in the way writing is taught traditionally at universities. Any teacher should try new methods of teaching other than the traditional ones and make his/her students better achievers. In the present study the impact of blended learning approaches and the ways of using them while correcting students' mistakes are represented as a solution to the problem. The study shows the benefits of integrating blended learning into traditional methods of developing students' writing abilities. The experiment was conveyed at Gori State teaching University in 2016 year. The experimental group was taught writing through the Blended Learning (BL) approaches while the control group was taught the same skill in a traditional way. The study is concluded with the suggestions based on the students' writing test scores, opinions and expectations concerning the efficiency of BL strategies in correcting students' writing.

Third Person Pronouns in English in Contrast with Those of Major Languages of the Caucasus: Problems of Teaching

Mariami Akopian

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The paper views one of the most recent studies is the research of grammatical and natural gender in the language. The discussion of the literature provides with the information concerning the *he/man* approach, theoretical / historical development of language and gender studies, speech communities, and differences in male and female language use, sex and gender, generic pronouns, masculinities and femininities and women's place in language. The objectives of the research are gender representations in English language from the perspectives of those of major languages of the Caucasus. The paper describes genetic, typological and sociolinguistic description of three main languages of the Caucasus: Armenian, Georgian and Azerbaijani. The research demonstrates the existing problem in teaching of third person singular English pronouns *(gendered)* in major languages of the Caucasus *(genderless pronouns)*. The research provides with possible solutions of teaching gendered pronouns in the languages where they are absent. The experiment will determine whether and how the problem exists among the English speakers of genderless languages, particularly in Georgian, Armenian and Azerbaijani. The essence of the research lies in the fact that those languages have got only genderless third person pronouns which may refer to a male person, a female person, someone with unidentified gender, whereas English third person pronouns differ in terms of gender of referent (he, she).

Psychological Peculiarities of Self-Assessment during Adolescent Years and its Implications for Educational Purposes

Emine Albayram

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The paper deals with analyzing psychological aspects of self-assessment during adolescent years. Being based on exploring and comparing various researches concerning the issue, the study summarizes most recent findings in this respect. The main aim of the paper is to shed light on positive and negative aspects of self-assessment by adolescents and its effects on and outcomes for their psychological well-being and learning.

Using Self-assessment in EFL Writing Classes at High Schools (intermediate and upper-intermediate levels)

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The paper aims to present a renewed and revised model of using self-assessment in EFL writing classes at high schools. The model is based on various already existing approaches and activities of learner self-assessment in writing. The model represents a summative and refined framework with various and varied rubrics and procedures to be used along with teacher feedback at intermediate and upper-intermediate levels (in secondary schools) for enhancing and perfecting pupils' writing ability and for making them independent writers.

The Role of Person-Centric Education in Developing Learners' Human Potential

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The 21st century is the century of challenges, competition and rapid development. The pace of life is accelerated more than ever. Education is a primary need in this era of globalization. Education not only gives insight, but also grooms the personality, sophisticates moral values, add knowledge and gives skill. One of the important tools for personal development is knowledge gained through education. Human potential is immense, there is education which can help learners discover and develop their innate potential and talent. The only means to reach the goal is effective person-centric education. Only education can awake the hidden potentials and transfer the mere human into the "high human being " by giving them healthy knowledge and creating them as healthy, sensible, reasonable human beings with intense and endless human recourses.

ESP and Content Area - Teachers' Beliefs and Practices about Scientific Jargon Instruction

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This study investigates the beliefs and practices of English for Specific Purposes Teachers (ESPTs) and Content Area Teachers (CATs) when they teach English Technical Vocabulary (ETV) in a Saudi Arabian industrial college known as Yanbu Industrial College (YIC). The central motive of this work is twofold: (a) the question of who should teach ETV items in an industrial domain - whether it is the job of ESPTs or CATs, or the task of both parties; and (b) the issue of how ETV items should be taught - direct versus indirect vocabulary teaching strategies that practitioners usually employ in order to achieve their goals. These issues were examined through the following seven research questions: To what extent do ESPTs and CATs at YIC view ETV teaching as a problematic issue? Do ESPTs and CATs teach ETV directly, indirectly or both? How similar are the Vocabulary Teaching Strategies (VTS) that ESPTs and CATs use in teaching ETV items? Are there any within-group differences among ESPTs and CATs in their teaching of ETV items? Do ESPTs and CATs hold the same beliefs on who should teach ETV items and how they should be taught? Do ESPTs' / CATs' stated beliefs on teaching ETV items match their actual classroom practice? Methodologically, six ESPTs and six CATs in four subjects (electrical, electronics, mechanics and management) were pre-interviewed, observed and post-interviewed over almost a full semester at the college. A brief document analysis has been conducted as well. The results indicate that ETV teaching is more challenging to ESPTs than CATs. It was also found that both parties teach directly and indirectly, and overlap in the strategies they use to teach ETV items. Although

ESPTs and CATs view ETV teaching as being reciprocal and value the collaboration between the two parties, CATs believe that they are more responsible for this task. Finally, both congruence and tensions were found and discussed between beliefs and practices by both parties.

Lexical Establishment and Structural Templates of Coinages in Iraqi Arabic

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The present paper deals with an influx of coinages which are employed in the different domains of life and being established as Arabic words and ignoring their source languages. Their access to the Arabic language came due to importing new industrial products with their mosaic labels which let people hire them in their daily interlocutions. When such diversified products are exported to Arab countries – specifically, Iraq, the Iraqis recruit the same labels as came from the origin country without finding any Arabic equivalent words for them. In doing so, they became borrowed words to Iraqi Arabic and some people think that they are already Arabic words. The aim of this research is to investigate those words and classify them into fields, then check up how people use them and how some of them turned to be slang, not standard vocabulary. Exploring such words also requires knowing whether they underwent morphophonemic changes of their structural templates or semantic shifts. A gloss of various words is employed in order to endorse the value of the study and give it more elegant flavor.

Teasing the Jew or Praising the Jew: Shakespeare's Shylock and Harnessing the Religious Identity in "The Merchant of Venice"

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Religion constitutes an inevitable role in identity describing process. Characters in literary works are also categorized in terms of their devotion to religions. Prayers, recitation and other formal holy depictions of sacred topics might be analyzed through religious facts. Shakespeare characters always carry the role of being examples of typical people in his time. Shylock, as being one unusual example of them, also represents the religious of identity of a Jew. While casting doubt on several other issues discussed in the frame of understanding Shakespeare and his works, "The Merchant of Venice" draws the readers' attention to an antagonist whose religious identity is brought forward remarkably. The well-known playwright intentionally underlines his character along with this specific religious identity trait. In this paper, the role of religious identity will be put under question and various answers will be suggested on the topic of being a Jew in a play by Shakespeare on the example of *The Merchant of Venice*.

Perfectionism and Self-Handicapping Behaviors of Gifted Students

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Based on the possible connection between gifted students' self-handicapping behaviors and perfectionism, the present study reviews the research literature and examines the possible reasons behind self-handicapping. The main questions behind the literature review are: Is there an association between perfectionism and self-handicapping? What are the implications of self-handicapping and perfectionism for gifted learners? And what kind of interventions, services, or strategies can help to overcome self-handicapping behaviors? The paper presents a case of Giorgi who is a gifted junior student in a middle class urban high school. He is one of the outstanding students in his class, and gets the top grades for entire subjects. One of Giorgi's characteristics is perfectionism, so he has very high unreachable expectations. In an individual project, Giorgi felt that he was not be able to perform perfectly based on his own principles, so, instead of actively participating in class, he hanged out with his friends before the due date and submitted the project with an average performance. When his teachers asked why he performed poorly, he said he did not have time for the assignment, but he could have created a perfect one if he had time. Giorgi and many other gifted students with perfectionism are vulnerable to its negative influences and may experience self-handicapping behaviors to cover their failure in case they are unable to accomplish such perfectionist goals.

The Impact of Social Support on EFL Kurdish Learners' Motivation at Iraqi Kurdistan Universities

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Anbar University, Iraq

Mohamad Yahya Abdullah
Al Buraimi University College, Oman

There are many reasons standing behind the fact why non-native speakers study English as a foreign language. For some, the aspiration to be a foreign language teacher or the ability to use English at work is the main reason and driving factor, while for others the reason is simply to pass the course requirement at schools and universities. The present study aims to evaluate student motivation level and the factors influencing motivation. This paper will also highlight the influence of the factor of social support on other factors of motivation. Data were gathered through Likert scale questionnaires distributed to EFL learners of English in two different universities in Kurdistan region of Iraq and semi-structured interviews conducted with a number of students who have been selected randomly. The results indicated that the motivation to learn English is not dominated by one factor; however, the factors of goals, intention, and outside social support appear the most influenced factors. Also, there was a statistically significant parallel correlation between the outside social support and goals factors. Consequently, the outside social factor appears as a significant contributor to the motivation of EFL Kurdish learners.

Uncooperativeness in Political Discourse: Violating Gricean Maxims in Presidential Debates

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This paper analyses the different ways and forms by which politicians in political debates violate the Cooperative Principle (CP) in their communication. Applying Grice's four maxims to the second 2016 US presidential debate,

chosen to serve as objective material for this research, the study provides insight into the nature of how political discourse works nowadays, with issues of how politicians display uncooperativeness, in addition to being untruthful in their conversation by means of violating the conversational maxims. The transcription data was analysed within the features of conversation implicature. Both a qualitative and a quantitative approach was adopted. The findings revealed that maxims in political debates can be violated in a number of ways, categorised as opting out of a maxim, maxim of clash, flouting of maxims and violation of maxims. By breaking the maxims that generate conversational implicature, this study reveals that politicians are uncooperative. However, the obvious way in which the politician's responses generate implicature is by flouting the maxims, especially that of quantity, quality and relevance. This is why truthfulness, sufficiency or insufficiency of any piece of information cannot be readily understood, because politics, most often, requires certain considerations in communicating any piece of information.

Ray Bradbury's *Fahrenheit 451* as a Future Prediction

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The paper aims at exploring surprising similarities between a dystopian society depicted in Ray Bradbury's novel *Fahrenheit 451* (1953) and modern life. Using an extrapolation technique which is characteristic of dystopian novels the writer, based on contemporary social and political events in the beginning of the 2nd half of the XX century, predicts possible future problems which people are facing now. In Ray Bradbury's novel an interest in books is continuously decreasing caused by a negative influence of mass media. Most people tend to read summaries of books rather than authentic texts losing an ability to feel the author's style. In addition, advanced technology is used as a means of manipulating and diverting the attention of people. Also, a flawed educational system is unable to spread intellectualism among students providing them with useless information but not teaching how to do analysis and connect facts. Gain is the main criterion while choosing a future profession - humanitarian subjects are rapidly disappearing from curriculum as people are likely to earn much more money with a diploma in technical sciences. While drawing a parallel between the novel and the reality the paper sets Ray Bradbury's novel *Fahrenheit 451* as an example of undesirable future which can still be avoided.

An Introduction to Components of Autonomy in Learning

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Autonomy is an important word in English language teaching (ELT) playing a particular role in learner and teacher independence. Indeed, autonomous learning develops within autonomy and consists of modes of learning such as classroom applications, self-access, and distance learning. Within the field of autonomy, an autonomous classroom is a learner-directed environment and teachers are facilitators of learning. In this flexible environment, some components differ from a traditional classroom. For instance, the role of teacher and learner, materials, curriculum, and activities are changed. The present study aims at considering autonomy, autonomous learning, and the dimension of autonomy in the classroom and beyond the classroom. To do this, autonomous learner, autonomous teacher, and challenges that autonomous teachers face are separately considered. Nor should it be forgotten that material and curriculum evaluation can promote autonomy. This study pays a serious attention to autonomy and its components in learning. It can also be beneficial for novice EL teachers and learners to make familiar with a new concept called autonomy.

Learning English for Special Purposes in Health Students

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With an amazing speed of cyberspace, the internet, tablet, and mobile applications have been widely used in education. Moreover, their availability in language learning and teaching has become very diverse so that their integration into traditional methods in language learning is significantly taken into account. The aim of the held survey is to study the students' overviews of impacts of mobile media language learning in better and more efficient learning of English for Special Purposes (ESP) among public and occupational health students studying in Kashan University of Medical Sciences, Iran.

Investigating the Sports Policy of Turkey Ministry of National Education

**Yunus Emre Avci, Rasim Tösten &
Ömer Cengiz**

Siirt University, Turkey

The main purpose of this research is to examine the role of the Ministry of National Education in order to form sports culture in Turkey, to strengthen the specialization of sports and to increase the success of sports. Within the scope of this basic purpose the following variables are examined: the curriculum in physical education, the efforts of the Ministry of National Education to make the development of sports effective, to equip students in schools with a sports perspective, expectations from the schools and the Ministry of Education in specialization of sports, the organization of sports events at schools, the mutual adjustment of schools and sports clubs, school administrators' attitudes towards the subject of physical education and sports and the sporting success of the country. Qualitative research was held, and semi-structured interview form was used as measurement tool. The study group consisted of 29 people, 10 of which are physical education teachers, 8 coaches, 6 academicians and 5 national athletes. The working group was selected according to criteria sampling. Participants were selected from each category of sports to enable maximum diversity. The study was limited to 8 open-ended questions prepared by the researchers. Content analysis was done in analyzing the data. The reliability study was based on the Huberman reliability formula and the validity was obtained from expert opinion. Some of the findings of the research are as follows. The vast majority of participants stated that physical education and sports courses were not given the necessary value and that sports culture could not be created because of impossibilities. All participants think that sporting success should also contribute to academic achievement and all participants would support the Ministry to take such kind of decisions. Almost all the participants stated that students at the public schools do not gain a sporting perspective because of the inadequacies and existing education system. In terms of physical education and specialization of sport, the participants expect from the Ministry of National Education and the schools to improve the systemic regulations and school conditions. In terms of the elements that hinder sporting activities in public schools and the things to be done to improve it, almost all of the participants refer to education system, practitioner and physical disabilities. Moreover, they stated that the stakeholders of the activity should be supported in order to increase sporting activities. The vast majority of participants noted that public schools and sports clubs were incompatible, and communication problems were experienced. Nearly all of the participants stated that physical education and sports subjects were not seen as important as the basic courses by the administrators, and the reason was claimed as the administrators' viewpoint and the education system. In terms of the success of the country in the international sporting events and the effect of the education policies on this situation, all the participants stated that the success of the country is inadequate and that the education policies adversely affect this success level.

Teacher Beliefs and Pygmalion effect

Rauf Avci

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Teacher beliefs concerning the course taught, the materials used and the students' ability to master them both have an impact on how teacher plans and realizes the lesson. The materials are chosen by the teacher according to his/her positive or negative views on the three factors described above. The activities will be completely teacher-centered or rather student-centered, depending on the views that the teacher holds. Teachers and students views on the described factors may differ, but, anyway, teacher views do have an impact on student views and, correspondingly, their learning behaviors. The paper will present the possibilities for English language teachers to impact positively their students' language learning, especially their listening skills development.

An Interactive Conception of Continuing Education in Childhood

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Continuing education as one of the important issues of theoretical studies in education has been considered by the educational scholars and institutions, in the present century. Defining of continuing education is closely related to learning theories, each definition of continuing education is implicitly or explicitly assumed an educational theory. So this concept could have a different definition based on different learning theories. Therefore, the aim of this study is to analyze a conception of continuing education in childhood in Vygotsky's theory by using the method of conceptual analysis. First some characteristics of continuing education are mentioned and then, with regard to Vygotsky's theory of learning in childhood, continuing education is studied in childhood. An interactive conception for continuing education in childhood was suggested through the dialectic of child – otherness. So, the conception of continuing education in childhood from Vygotsky's theory is interactive and this interaction must be recognized. In addition, the peculiarities of interactive continuing education were investigated from three aspects. First, continuing education involves both poles of teaching and learning simultaneously. Second, continuing education is radically dialectical and interactive and hence is somewhat indeterminate. Finally, this conception justifies the concept of continuing education with regard to the capabilities of children and the zone of proximal development.

The Typological Analysis of Grammatical Means Expressing Modality

Mariam Babukhadia

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The article deals with the description and discussion of historical and theoretical peculiarities of the typological research, which sets the framework for the evaluation of the linguistic material. It is noteworthy that the given work presents both synchronic and diachronic analysis. The most homomorphous signs between the Georgian and English languages are found exactly in terms of diachronic development of the grammatical modals, while synchronic analysis presents more contrasting features. The key distinction is that grammatical modals in the English language are verbs, while in Georgian they are not. In order to highlight the systemic-functional features of grammatical modals in the Georgian and English languages in terms of synchronic analysis, corresponding linguistic material is examined according to the principles of immediate constituent analysis. The article includes a detailed summary of the conducted research and all the assumptions stated as a result of the analysis of the chosen material.

Representation of Culture in the EFL Classroom: Challenges and Remedies

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This paper addresses one of the key TEFL issues, namely cultural representation in the EFL classroom. It sets off by critically examining the major pitfalls and limitations of cultural representation in a sample of global materials which have dominated the TEFL landscape over the past few decades. These include (a) heavy bias in favor of the target culture, (b) presentation of an unrealistic stereotyped view of the English culture, (c) under-representation of substantial ethnic groups of the English-speaking societies (d) failure to address serious political and social issues of the target society (e) cultural inappropriateness of some topics to learners in several EFL contexts, (f) inclusion of topics that do not relate to EFL learners who often find such topics 'demotivating', and (g) lack of intercultural activities. The paper then suggests some remedies that aim to counteract those defects. Among these are integrating the learner's native culture in the classroom through the provision of supplementary materials, enhancing intercultural competence by creating opportunities for learners to compare and contrast native and target cultures and organizing such class activities as group discussion and role play that address, both directly and indirectly, some of the aforementioned deficiencies in the representation of the target culture. In the implementation of the suggested remedies, the paper stresses on the need to adhere to the structure of the TEFL syllabus used at the level concerned as well as to consider such psycholinguistic and pedagogical principles of grading, sequencing and recycling in the provision of supplementary texts and exercises.

Designing Student-Oriented Literature Teaching Lessons to Promote Foreign Language Learners' Reading Comprehension

Nino Baluashvili

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Literature teaching has gained quite a big importance in the field of foreign language teaching. Yet, less is known and written about how to turn non-motivating lessons into truly motivating ones. The present study aims to gain as much detailed information as possible on reading and comprehending literary texts in English in order to consider foreign language learners' attitudes and interests. Through gaining the above- mentioned information the study tries to find out the difficulties that arise while reading and the language learners' coping techniques. The research was carried out among eight 2nd, 3rd and 4th year students of the English Language specialty at Iakob Gogebashvili Telavi State University using the phenomenological approach. Think-aloud sessions, participants' diaries and interviews were used as the research instruments. The research revealed the fact that some strategies turn into anti-strategies due to their ineffective usage that hinder accurate comprehension. Also, the development of most students' reading comprehension by independent reading is very slow and purposeful teaching of using strategies effectively is needed. The study proved that in order to improve students' attitudes and increase their motivation it is necessary to react to their interests, necessities and problems arising while reading. Practical recommendations are suggested in the conclusion section.

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Methods of Teaching US Politics to University Students: How to Create Effective Learning Environment in Class

Irina Bakhtadze
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The paper deals with the various instructional methods applied by the author when teaching the US politics to senior students at the University. To teach Georgian students the complexity of the US politics and the policies practiced in the country is an enormous challenge because text-books tell very little about real politics. By analyzing the ways in which the teacher should attempt to generate interest in the political processes and further the students' conceptualization of politics, the author seeks to answer the most complicated problem – how to make the teaching-learning process more meaningful; how to teach students formulate their own questions, or make reasonable judgments and at the same time remain genuinely open to others' views and to the possibility of changing their own. The workshop conducted within the framework of the conference by the author aims to demonstrate an original combination of innovative pedagogical approaches to guarantee high level of students' involvement in the political instruction class. Simulation of US presidential elections and role-playing presented during the workshop prove the effectiveness of the method, engaging the students in lessons about the electoral process and responsibilities of a citizen of a democratic country. Turning the theoretical knowledge into action in class makes it more perceptible, meaningful and appealing.

Students' Perceptions of the Quality in Learning in Higher Education

Mariam Bandzeladze
International Black Sea University, Georgia

The issue of quality in learning is part of wider discussion about the quality in higher education. The term 'quality' in relation to education is somewhat relative and could also be subjective considering the ultimate goal of the main stakeholders involved in the process. Identifying the primary users of higher education is key to determining the prevailing assumptions about the quality. For example, quality can be viewed as an exceptional feature, as perfection (or consistency), as fitness for purpose, as value for money and/or as transformative quality. However, these five approaches could be largely interrelated and extensively linked. Moreover, a number of studies, both theoretical and empirical, have focused on quality in higher education as multi-dimensional in terms of the institutional inputs, outputs, and the process. The aim of this paper is to concentrate on the input of the process in relation to students and to analyze the process i.e. teaching and learning for achieving the output of the education process. The suggested three-tier approach will be scrutinized to investigate the quality in learning in higher education by focusing on students' learning and employability.

Lifelong Learning and Georgia

Irma Barbakadze
East European University

21st century is an era of major changes for Georgia. Our goal is to build a country which shares common aims with Europe. It creates an opportunity to develop our potential to the full and contribute to the societal rapid changes. Lifelong learning, knowledge society and human capital are three major key words necessary to understand the changes of vision in the political strategies for the Europe in 21st century; three fundamental keywords for

understanding the strong link between the sectors of education, formation, teaching and training and the economics, and employment.

Where does Georgia stand in this contest? How close we are with the European understanding and practical experience of lifelong learning, which is very important in the era of globalization, and in the increasing world economic market?

Georgian education policy begins prioritizing lifelong learning for improvement of employability, for social action, and for the complete participation in the civil and democratic life. 2016 year was featured for Georgia in this direction as the Ministry of Education and Science started introduction of lifelong learning strategy in education policy: big funds have been allocated to vocational education, and non-formal education started to be recognized for the agriculture and information technology fields.

Major research questions are: What kind of knowledge could we gain from the experience of Europe? How could we adjust Lifelong learning benefits to Georgian reality?

Wine Marketing – Educational Programmes and Employability on a Labour Market

Rusudan Beriashvili
International Black Sea University

Georgia is a small country well known for its traditions, history, hospitality, culture and wine, the last component being an indispensable part of the Georgian culture and one of the most important products produced in Georgia. Not long ago it was proven that Georgian were among first producers of wine on the earth. Wine has a vital role in the development of country's economy. There are hundreds of wine-producing companies in the country, and some of them are very successful on international market. However, wine production requires specific knowledge which should be taught by professionals, but unfortunately, there are not high-quality programmes which could prepare specialists meeting the requirements of the labour market in wine industry. Our research addressed this specific issue. We wanted to analyse what specific criteria a marketing manager should meet, and whether any university could provide high quality education meeting the demands of the day. According to our research findings, the job requirements differ from what universities are currently offering to students, so we created a syllabus for Wine Marketing study course, that we strongly believe is very useful to develop understanding and improve the quality of education in this field.

Textbook "Surgery": Principles of Making the Preliminary Diagnosis

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SO Dnipro Medical Academy Ministry Health of Ukraine

The textbook "Surgery" for English-speaking students includes information on methods and principles of preliminary diagnosis. The following methods of diagnostics are viewed: a) Analogy method, which is possible in case of typical (classical) manifestation of a disease (in uncomplicated external abdominal hernias and acute purulent surgical infection of soft tissues); b) Inductive method, which is based on the initial hypothetical generalization with the findings validation; c) Substantiated diagnosis, based on the doctor's mentally synthetically activity, who sequentially analyses all the present symptoms and verifies their compliance with the disease d) Method of differential diagnosis (most reliable), which excludes all signs of other similar diseases. To establish a diagnosis, a thorough examination of a patient is required. The more signs of the disease manifestation are

revealed, the more probable the accuracy of the diagnosis is. The methodology of the preliminary diagnosis is discussed. After the thorough questioning and physical examination of the patient the doctor has to make sampling of pathological symptoms in their both subjective and objective manifestations. Preliminary diagnosis is substantiated by referring to the complaints of the patient, using their successive presentation, starting with the most evident ones. Each complaint must include all various subjective shades of the pain manifestation in this patient (for example, localization of pain, its displacement, intensity, character, irradiation, and ways of the pain relief). After the sequential referring to each complaint, in order to justify the preliminary diagnosis, the anamnesis is used that shows the time when the disease arose, the nature of its course and the patient's subjective evaluation of possible factors that led to occurrence of the disease. At prolonged or recurrent course, methods of previously performed examinations and their results, types and extent of the treatment and its efficiency are ascertained. If the factors that have etiopathogenetical impact on the disease occurrence are present in the anamnesis, they must be pointed out (the presence of stressful situations, type of nutrition, working conditions, etc.). Preliminary diagnosis is substantiated by objectively revealed pathological changes, starting with general changes and then using the local ones. Using objective manifestations, it is necessary to comply with the methodological scheme at first to carry out physical examination, then palpation, percussion, auscultation and, finally, to analyze the results of rectal and vaginal examinations.

Student Preferences for Mobile Learning in Higher Education Institutions

Mustafa Azmi Bingol

Ishik University, Iraq

It is inevitable to use different high-tech devices, particularly smart phones in today's rapid life manner. As a result, educators who work in this sector try to take advantage of developing technology in order to implement the teaching and learning process. Nevertheless, applying mobile learning system in educational institutions need a special study in order to adopt and implement the materials. Mobile learning started to be applied by university staff in Northern Iraq. For this reason, to make a research that represents more accurately university student's acceptance to use m-learning to gather primary information for building mobile learning systems for students is an obligation. The main goal of this research is to find out the students' acceptance of utilizing mobile learning in Northern-Iraqi universities. The questionnaire was used to guide the educators to comprehend the research aim unambiguously and clearly. This study involves two primary research questions: 1. How do university students accept mobile learning through devices inside and outside of the class and what are their level of mobile usages as a learning tool? 2. What are the factors that motivate students towards mobile learning? The analysis of the findings, which were gathered by conducting questionnaires is offered in the paper.

Training Course Analysis and International Youth's Views Concerning the Digital Storytelling

Nino Bitskinashvili

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This research paper manifests conclusions of a study conducted in Armenia by the International Center for Intercultural Research, Learning and Dialogue and European Commission. 26 European youth workers and trainers participated in this study. Youth leaders were supposed to learn how to use digital storytelling through a series of summer workshops conducted by experienced instructors working in Digital StoryLab in the Copenhagen Center for Digital Storytelling. The study investigates the youngsters who are interested in working with young people with a diverse cultural background; the research shows the effects of this study, and reveals the obstacles that emerged in the process of limited implementation of digital storytelling in the non-formal education. The study results

suggest that, even though almost all of the adults' perceptions about using digital stories in the organisation were positive immediately after the workshops, in practice, more than half of them did not continue to use digital storytelling during the implementation period. This research is the preliminary study for the further research where teachers need to learn and then to implement digital storytelling in their classrooms. The observation is important how the young learners can understand the principle and the idea of storytelling to see what can be expected from teachers in the future research. Specifically, this paper analyses training participants' and trainers' perspectives on using digital stories in the non-formal environment, the motivating factors, and preferred content areas for the digital story.

The Use of ICT as the Great Motivator in the Rapidly Growing Educational World

**Nino Bochorishvili, Nino Lomsadze, &
Irakli Bochorishvili**
Georgian Technical University

With the development of informational and communication technology the world is becoming much smaller, as connection between individuals in different parts of the world is established within a few seconds. Initially, the pedagogy of the 21st century tried to use technology for organizational purposes of the learning process and it was believed that it would transform and support the so-called "mass learning" process. Over time, the meaning of the term was reviewed. Nowadays the use of technology in the learning process involves the construction of the learning process itself, specifically the formation of the result- oriented learning goals in accordance with the tasks of the lecture, the preparation of teaching materials and the classroom management. The paper is dedicated to the introduction and the use of cyber space into the educational process, which has developed into a totally new direction in Didactics. At the same time, amendments that have been implemented or are being implemented affected and changed in all aspects the educational process, starting from teaching methods and finishing with the demands for the academic level of students or even teachers. Nevertheless, teachers should be ready and open to implement any kind of innovations (aids) that would rise the effectiveness of the teaching-learning process.

Enhancing Presentation Skills of EFL Students through a Performance-Based Approach

Chalermchai Chaichompoo
Chiang Mai Rajabhat University, Thailand

The objective of this investigation was to enhance presentation skills of EFL students through a performance-based approach. The purposive sampling method was utilized to select forty international students in the third year majoring in English, comprising of thirty-two Thais, three Chinese, two Japanese, two Burmese, and one Cambodian, who enrolled in the English for Business Presentation Course in their second semester of 2016 academic year. A pre-test for presentation was conducted before the six-unit lessons were implemented as an intervention process. Each student was required to perform four presentations in addition to the pre- and posttest presentations. A rubric was made up and used as a guideline for scoring. The data were statistically analyzed for mean and standard deviation. The study findings reveal that the mean of the pretest scores was 13.89 with the standard deviation of 4.566, while the mean of the posttest scores was 21.45 with the standard deviation of 3.366. The findings indicate that the teaching approach is effective, with the statistical significance level of 0.05.

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Using Technology in Testing and Assessment

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The presentation is about using technology in testing. We live in the world of changes, one of them is changes in methods and ways in education. The paper will share how the author implemented technology in testing and assessment at National Defense Academy to check listening, reading, and use of English and writing. The differences between paper-based testing and computer-based testing will be demonstrated and their advantages and disadvantages will be discussed.

Cultural Codes of Modern Georgian and English Languages in Phraseological Units of "Time" Concept

Ana Chankvetadze
Akaki Tsereteli State University, Georgia

The paper deals with cultural codes which were revealed from the analysis of objective phrase units of the concept "time" in the modern English and Georgian languages. The following types of cultural codes are discussed: anthropomorphic cultural code; biomorphic cultural code; cultural code; religion-cultural code; temporal-cultural code; spatial-cultural code; quantitative-cultural code; colour-cultural code; and anthropology's cultural code. The article deals with analyzing these codes, gives examples in the Georgian and English languages. It presents interesting views and opinions about 'time' concept. The analysis of the phraseological objectives of "time" concept in the modern English and Georgian languages revealed that the frame network of "time" presents whole space of elements characterized by universal and national awareness. The English and Georgian languages' awareness that is emphasized in the analysis level of the phenomenon "time" implies the similarities of knowledge vectors, mental projection in the English and Georgian languages. The difference between the English and Georgian language awareness, which is emphasized in the analysis of the phenomenon "time" implies language objectification of universal (identical) vectors of the knowledge by national cultural codes reflected in pharseological units. The study concludes that the similarities between languages and their cultures is emphasized by conceptual analysis, on the data level derived from frame's modeling, which confirms conceptual analysis centralization on antropocentrizm, not on ethnocentrizm in the terms of universal categories. The differences between study languages and their cultures is emphasized by semantic analysis on the data level derived from the semantic analysis, which confirms the informative nature of semantic analysis and explores the principles for the study of the specific character of the nation's disposition; even for the universal categories.

Electronic Speaking Portfolios as a Means of Alternative Assessment in English as a Foreign Language Classes

Sofia Cheishvili
International Black Sea University, Georgia

The study deals with analyzing the role of Electronic Speaking Portfolios in formative assessment, also the necessity of shifting from traditional assessment to alternative assessment, application of which has increased within the last few decades. Alternative assessment describes multiple forms of evaluation that reflect student learning, achievement, motivation and attitude to classroom activities. Alternative assessment attempts to achieve multi-dimensional goals regarding what each student has learned. Of all the ways of alternative assessment, portfolios

arguably stand out as the most comprehensive type of alternative assessment, since they may include other types of alternative assessments as their components. Portfolios establish a powerful setting for individual learning. The paper represents findings and conclusions based on literature review concerning the issue. The aim of the study is to show the purpose of electronic speaking portfolios, which represent, on the one hand, its benefits and, on the other hand, the downsides of portfolios.

Education as a Factor in the World Politics

Nika Chitadze

International Black Sea University, Georgia

The problem of education has not become yet such a traditional theme during the consideration of the different aspects of the World Politics, as economic and legal aspects. But at the time a person with his/her knowledge and skills is gradually becoming the main active force in the world political development, accordingly, in the world politics. Since the end of the XX century the economic potential of a country somehow has become more actual than the military one. Today the development of human potential is taking the leading place, preceding other priorities and it is understandable, as human being makes his/her contribution to the modern production, economy, culture, and science. A person's future depends on his/her educational level. In this regard, education is becoming the political factor of the modern world.

Psycho-Narration in "Mrs. Dalloway" by Virginia Woolf

Victoria Danielova

International Black Sea University, Georgia

Authors have always been interested in depicting the thoughts of their characters. The paper analyzes psycho-narration in order to illustrate the complexity of the most indirect technique for the narration which involves the narration of a character's consciousness in the language of the narrator, rather than the mental language of the character putting a certain amount of strain on the reader. The narrator does not express independent judgments about events in the story-world, but reports the perceptions, thoughts and feelings of the character. This paper argues that leading modernist Virginia Woolf (1882-1941) broke new grounds in regards to psycho-narration. She exposed her characters' inner realities, evoking various experiences and sensations in the novel "Mrs. Dalloway", leading to a profound influence on her life and work.

Anxiety and Teaching / Learning Listening Skills

Nino Davitashvili

Gori State Teaching University, Georgia

English dominates among the languages all over the world and teaching English is becoming more and more important. There are many programmes of teaching English created with the modern methodology of teaching a foreign language. Resources are also important. People nowadays have the ability of travelling abroad and there are many exchange programs for students. People can listen to a lot of English TV or radio channels and have a lot of practice of English. However, listening to English still remains a problematic question. Anxiety accompanies foreign language teaching process and it can have a negative impact on learner's success. Anxiety usually appears while teaching/learning listening. This fact is caused by different reasons, such as fear of making mistakes, fear of being laughed at for making mistakes, failure connected with expected results, failure connected with learning a

foreign language or low self-esteem. The paper deals with anxiety while teaching / learning. It discusses anxiety while teaching / learning as a negative factor as well as a positive factor. The work also introduces Foreign Language Classroom Anxiety Scale (FLCAS) created by Horwitz, Horwitz and Cope as a widely used scale for measuring anxiety while teaching/learning.

Factors Influencing Students' Academic Success in Trade Schools

Teona Davitashvili & Mariam Gogoladze
Tbilisi State University, Georgia

Nowadays insufficient attention is paid to informal education and professional education in Georgia, however, significant changes have been implemented since 2013 when new regulations were approved by ministry of Georgia. The system of education will be more flexible and student-oriented, if we pay more attention to students' motivation and factors affecting their academic success. In this regard, it is interesting to make a study in trade schools where adults aged 18 and above study. These people have already formed a system of values. It was interesting for us to make a research about the factors affecting students' academic success. The aim of the research was to reveal if psychological characteristics, social and economic factors and assessing schools by the students have an influence on their academic achievement. The target group of the research were students, who study at the Academy of the Ministry of Internal Affairs of Georgia. Quantitative research method was applied. The research has revealed that there is no statistically significant connection between the academic success of the students and their psychological characteristics and IQ, while social and economic state, status, place of leaving and age of students have a significant influence on their academic realization. This research is very important for adult education, because revealing the main factors of students' academic success and main motivation in the learning process will help us to provide students with the high-quality education that would be fitted to their current needs and interests.

Test Anxiety vs. Kahoot!

Huseyin Demir,
International Black Sea University, Georgia

The challenge of test anxiety is very important as a significant effect on the motivation to learn, objectivity and fairness of assessment and student satisfaction. Views on test anxiety as debilitating and facilitating and also survey`s results are discussed. To know how to turn test anxiety from our enemy into our friend, how to bring it to acceptable level, it is necessary to understand better its nature. This study investigates the influence of an online application Kahoot! on students' test anxiety. Totally 11 English Philology students of International Black Sea University participated to this research. Three comprehension tests and one questionnaire was offered to students, which was anonymous, nevertheless they had to indicate their gender, age group and nationality to have opportunity to compare the effect of these factors. It was concluded and observed that majority of the students performed better in the tests prepared on Kahoot! in addition they competed and had fun during the test. The questionnaire results also support the facilitating effects of Kahoot!, though the application has some technical limitations.

Homework Should Be Moderate

Gulnara Diasamidze &
Khatuna Tabatadze
International Black Sea University, Georgia

Young people begin their working life, usually having a secondary education. There are elite schools (lyceums, gymnasiums). Nowadays education is a sphere of entrepreneurial activity, like commerce is. But the commercialization of the school is not always followed by a high study quality. Perhaps it is time for the education system to abandon extra-curricular activities for schoolchildren? It happens that with the increase of the amount of homework, a child begins to fear the school. This causes alarm. Homework begins to take all the evenings and weekends, depriving the pupil of his free time, and this, in its turn, affects the child. A child who is just starting school, deserves a chance to develop love toward to study. Instead, homework sets up against school and science in general. Children face with a huge load, perceive the school as 12 years of "hard labor", and this causes a strong hatred of learning. Parents pressure and persuade them. Weary children protest and shout. Instead of supporting each other at the end of a hard day, too many are involved in this cycle. As a result, children get lack of sleep, nervousness and fatigue.

Assessing the Student Performance in EFL Classroom

Medea Diasamidze
Batumi State University, Georgia

One of the most important points in the process of learning and teaching is the assessment and checking students' knowledge. Assessment gives detailed information about students' progress, strengths and weaknesses and it measures learners' performance. In education, the term assessment refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or students' educational needs. It has been found that feedback on our students' work probably has more effect on achievement than any other single factor. Such formative assessment is the heart of effective teaching. Assessment of performance can be explicit or implicit. Also students are likely to receive teacher's assessment in terms of praise or blame. Indeed, one of teacher's roles is to encourage students by praising their work that is well done. Praise is a vital component in a students' motivation and progress. Apart from tests and exams there are a number of ways in which teachers can assess their students: comments: commenting on students' performance happens at various stages both in and outside the class; when students are graded on their work, they are always keen to know what grades they have received; at the end of a term some teachers write the reports on their students' performance. Reports of this kind may lead to future improvement and progress. Although teachers try to provide accurate assessments of student performance, students can also be extremely effective in judging their own language production. They have a clear idea of how well they are doing, if teachers help them to develop their awareness.

Parents-School Cooperation and Fathers' Role in It

Natela Doghonadze
International Black Sea University, Georgia

The goal of this paper is to find out, whether in Georgia fathers are less involved in parent-teacher organization (PTO), and if so, why. The paper will also try to make some recommendations on how to more efficiently involve fathers in their children's schooling. It has been shown in the literature analysis that father involvement depends on the relationships between the spouses, children's age and gender, initiator of father involvement, socio-cultural

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attitudes towards father's role in caring for children, teacher/administrator gender with whom the father has to communicate, father's engagement in his job, existence of educational knowledge, etc. The research held was empirical and involved a questionnaire on father involvement in PTO. The questionnaire, to which 175 people responded, involved two personal questions in multiple-choice format (which category of the focus group the respondent belongs and his/her residence), five content questions in a 5-point Likert scale-like format and four multiple choice content items. The conclusions made are: fathers should be better involved via mass media about the importance of the role in their children's education, also schools should be active in the process of fathers' involvement.

Reviewing the Ways of Teaching Effective Business Writing to EFL Students

Tamari Dolidze
Grigol Robakidze University, Alma Mater, Georgia

Writing in general requires a conscious effort and much practice in composing, developing, and analyzing ideas. Students writing in a second language are also faced with social and cognitive challenges related to second language acquisition. The paper explores some of the challenges of business writing in English and emphasizes the importance of teaching effective business writing to EFL students for their better career opportunities and further success.

English and Persian Polar Question Constructions in Contrast

Masoud Rahimi Domakani &
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Shahrekord University, Iran

The study is an attempt to first describe and then contrast the formation of polar questions in Persian and English. We aim to shed some light on the differences between English and Persian polar question constructions in the case of inserting the dummy interrogative element 'do' and 'a:ya:' respectively by considering the different position occupied by these question markers and the time category of the verb. The major thread traced in this article runs through these three major issues to take an in-depth look at the actual nature of 'a:ya' and 'do' specifiers. In contrast to English, polar questions in Persian do not require any change to the basic word order, and there is no need for head movement operation, i.e., T to C movement (Radford, 2009). Due to the scrambled structural pattern of Persian (Karimi, 2005), 'a:ya:' can appear in different positions in a sentence to cause interrogative force.

Teaching English through Story-Telling

Nino Dvalidze
Batumi Shota Rustaveli State University, Georgia

Stories provide a common thread that can help unite cultures and provide a bridge across the cultural gap. The presented paper deals with the benefits of using storytelling in the classroom, which is based mainly on the shared experience with a famous story-teller and teacher-trainer Michael Berman. The novelty of the given article as well as its theoretical and practical outcomes will be conditioned by presenting the unique records of Michael Berman, reading himself the selected stories from the course-book "Teaching English Through the Story-telling"-(by Nino Dvalidze & Michael Berman) and methodology of teaching English through those original stories. The article looks at the benefits of storytelling and gives advice on performance skills. Students have an innate love of stories. Stories create magic and a sense of wonder. Stories teach us about life, about ourselves and about others. Storytelling is a

unique way for students to develop an understanding, respect and appreciation for other cultures. They can promote a positive attitude to people from different lands, races and religions.

The Stages to be followed during the Process of Translation

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St Andrew the First-Called Georgian University
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The paper deals with the process of translation and its different phases. It aims at providing beginning translators with recommendations that can help them produce adequate translations based on the principle of orientation to both the original and the target reader (the principle of double-bind relationship suggested by J. House). Such recommendations were inspired by the experience of practical translation and the observations made during the pedagogical activity. They have incorporated the phases of the translation process marked out by different scholars and have been developed as a more detailed and thorough description of the translation process with seven successive stages. Considering the fact that creating a correct translation requires correct interpretation of the original, it is advised that the translation process begin with analyzing the original, giving a due regard to such factors, as polysemy, the use of figurative language, etc. For gaining a better understanding of the source text, a translator may need to obtain relevant information from external sources. This phase of preparatory work is followed by actual translation beginning with creating a gloss (literal translation), which needs to develop into an adequate translation sounding natural in the target language and having the same effect on target readers as the effect produced by the original. That would be impossible without making a stylistic analysis of the original, identifying the expressive means used by the author and seeking the ways of their reproduction in the translation. When the translation is worded according to the norms of the target language, it is reasonable for the translator to put it aside for a short period in order to clear the mind and assess it more objectively later. The final stage of the whole process is revising, editing and proofreading.

Gender and Modernism: Lawrence and Woolf – Pioneers of Liberation

Sergo Eliava
International Black Sea University

Gender Studies established itself as an important contributor to Literary Theory. This paper examines the representation of gender in English Modernist Literature and the significance of feminist, masculinist, and queer criticism in order to thoroughly understand this literary movement. The paper focuses on two major representatives of English Modernism, David Herbert Lawrence and Virginia Woolf, who were the first among the authors of the period to depict gender issues in their works. As a result, they are considered to be the pioneers of liberation. Exploring their major works, the paper highlights the role of authors in altering traditional views on gender and sexuality.

Grammatical Tense Alternation while Changing Direct into Indirect Speech in the Implementing Drama and Role Play Activities to Enhance Young Learners' Communication Skills in English as a Foreign Language (EFL) Classroom

Recep Emre
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The purpose of this paper is to discuss how to implement drama and role play activities to enhance young learners' communication skills in English as a Foreign Language Classroom (EFL). Teaching English has been a great challenge for decades. English language professionals always look for a way to expand communicative approach in EFL classroom. The study aims to demonstrate the benefits and risks of applying drama/role play in EFL classroom. It also explains why teacher should apply drama and role play in their EFL classrooms.

Teachers' Readiness for Creating a Learning Environment

Natia Gabashvili
Iakob Gogebashvili Telavi State University

The paper deals with the necessary characteristics and qualities of a teacher. Being a good teacher is the most rewarding and responsible profession. Teachers are some of the few people who have the power to change the world because the future of the world is sitting in their classrooms. Teachers need to have those characteristics that help them organize and manage the classes successfully. Classroom management aims at encouraging and establishing student self-control through a process of promoting positive student achievement and behavior. Thus, academic achievement, teacher efficacy, teacher and student behavior are directly linked with the concept of classroom management. Educational leaders and researchers agree that teachers have an immense impact on student success. A teacher's ability to create an effective learning environment, including cultivating a sense of mutual respect with students, is an important indicator of success in the classroom and is something to look for in a teacher candidate. Different ways of classroom organization are discussed in the paper. The given work offers key strategies and principles for being ready for the teaching job. The paper also involves a small survey conducted among students in Telavi State University. Advice for being a good teacher is given.

The Impact of Self-Awareness on Students' Success

Natia Gabashvili
Iakob Gogebashvili Telavi State University

The paper deals with the concept and essence of self-awareness and its effect on students' success. Self-awareness is considered to be the ability of being a true judge of one's own performance. It is the process of looking at oneself in order to assess the aspects that are important to one's identity. Self-awareness is about understanding one's own needs, desires, feelings and habits. Self-awareness is an important part of the learning process. It is vital both to a students' academic success and their social and emotional growth. It is a valuable learning tool and it helps students evaluate their work, abilities and skill gaps. Understanding how to learn better is one of the keys of growth as human beings. The article presents two major types of self-awareness - private and public. We deal with the self-awareness in the classroom which is an important skill that can also help students learn how to self-advocate and embrace good study habits. Self-awareness leads students to a true self-assessment of their strengths and weaknesses. With the awareness of how they acquire knowledge, students study to regulate their behavior in order

to optimize learning. They begin to see how their strengths and weaknesses affect their performance. The paper discusses metacognition as well, which is a component part of self-awareness and is regarded to be   the ability to think about one's thinking. Metacognition plays an important role in all learning and life experiences. It enables students to be successful learners. In the article important strategies are offered that teachers can use to raise students' level of self-awareness. The paper includes a short-term research which was conducted in Telavi State University. It might be of great help for teachers to improve their attitudes, methods and ways while working with the students having low self-awareness.

Visual Manifesto

Nino Gadelia
English Language Center, Georgia

Presentation suggests using visuals in teaching results in a greater degree of learning. The basic premise of this paper is the concept of visual literacy, defined as the ability to interpret images as well as to generate images for communicating ideas and concepts. This paper provides an introduction to visual literacy and includes practical activities that incorporate varying degrees of visual components including no visual support, still visual aids, and short films. The purpose of this paper is to stimulate interest in using visual enhancements in teaching and to promote the development of learners' visual skills in combination with their development of audio, verbal, and reading skills. Integrating visual literacy instruction into classroom curriculum begins by asking a few key questions to spark the critical thinking process. How can I visually depict this message? How can I make this message effective? What are some visual / verbal relationships I can use? Once students internalize these questions, not only will students be prepared to recognize and decode subversive advertising messages, but also will they be prepared to communicate with a level of visual sophistication that will carry them through the multimedia-dependent environment of higher education and the modern work environment. The presented EFL lesson plan is designed around a short film produced by Anna Whitcher and the themes of images and visual literacy. Students choose an image they like, describe it to other students, watch a short film with the sound off, write a voiceover for the film - a narrative to go with the images they see, using the vocabulary which appears in the word cloud. In small groups students write their narratives, and talk about images and visual literacy.

Figurative Language of English, French and Georgian Advertisement

Manana Garibashvili, Inga Tkemaladze, &
Nunu Geldiashvili
Iakob Gogebashvili Telavi State University, Telavi, Georgia

"The air we breathe is a mix of nitrogen, oxygen and advertising" (Guérin, 1957:9). We are in everyday touch with advertisements; we see/listen them everywhere: in the street, on/in the transport, on TV, on the Internet and we even receive them on our mobile phones. By carefully observing the figurative language of the English, French and Georgian advertisements, various stylistic devices are found, such as: metaphor, metonymy, synecdoche, etc. They contribute much to the creative development of the advertising language. Whereas figurative language requires special interpretation, learners of a foreign language probably have problems in understanding the meaning of words and expressions which are employed in a non-literal sense. The paper investigates and analyzes the role of figurative language in the English, French and Georgian advertisements, especially commercial and social slogans, from the linguistic point of view; similarities and differences are outlined.

Mechanism of Quality Assurance in Georgian Public and Private Schools

Nino Ghachava

International Black Sea University, Georgia

The education system is one of the most fundamental things for the country development, on which the development of both individuals and the society depends. The paper views the levers and the mechanisms which are used to provide quality assurance in secondary education, such as school authorization and accreditation. The improvement of the system of education is one of the priorities for the government. The Ministry of Education and Science is carrying out reforms the goal of which is to provide an effective learning environment and the optimal development of each individual student's potential.

ESP Needs Analysis of Public Administration Students

Ana Gigauri

Iakob Gogebashvili Telavi State University

The paper focuses on teaching English for Specific Purposes (ESP). More precisely, it deals with the needs analysis of public administration students. Examination of students' needs is a complex process that plays an essential role in the teaching of ESP. It gives teachers chance to arrange course appropriately. The significance of the issue triggered our interest. In order to assess students' needs we have surveyed thirty Georgian students. The subjects of the study were second and third-year students. This study aimed at examining the necessities, lacks and wants of public administration students. The findings are based on the analysis of the questionnaire that comprised various types of questions. The questionnaire consisted of a range of questions about frequently used language skills, the area where students need to use English, the form of language use, students' expectations from the course, the areas where students need help, etc. The results of the study will hopefully help teachers and other interested parties and provide them with the necessary information. In the conclusion of the article recommendations and pedagogical implications are also suggested.

Using Movies in EFL Classrooms

Ramazan Goctu

International Black Sea University, Georgia

The paper examines the attitudes and awareness of English as a foreign language (EFL) learners to the integration of English movies in their classes in terms of improving their foreign language skills. 25 intermediate level students studying English at the Faculty of Education and Humanities in Philology Department at the International Black Sea University, Tbilisi, Georgia, participated in the study. Students watched movies at home and they were analyzed at the lectures. After analyzing the films seven various questions were asked to students in order to obtain their awareness towards using films in EFL classrooms. The findings of the study indicated that students have positive attitudes towards the use of movies in their classes in terms of improving their language skills. Until quite recently it was difficult to find pedagogically sound film material to help students improve their language through watching film, and teachers had to spend many hours creating their own materials. However, with the advent of the internet there is now a wealth of online resources for both language teachers and their students. This study is applicable for teachers who are willing to use movies in their classes as a tool to improve their learners` foreign language level.

Effect of Georgian Language on Learning English as a Third Language

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Shahla Simin
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Third language acquisition (TLA) is a broad, new, and complex topic of research that has drawn the attention of scholars during the last two decades. The present research aimed at finding out the role of language typology in third language acquisition. This important point has been neglected in many researches. In this study, the participants were monolingual as well as bilingual. Monolinguals live in a monolingual area where people just speak Persian and bilinguals live in a bilingual region where Georgian and Persian are spoken. In none of noticeable previous research have been done, the first language is completely different from the second and the third one. Here in this research, the majority of participants' first language is Georgian that belongs to Kartvelian family. Georgian belongs to a language family rather different from both Persian and English. Monolinguals live in Golpayegan, which is a monolingual region. Bilinguals live in Fereydunshahr, which is a bilingual area. All the participants were divided into two groups A and B. Each group included 40 participants, equal number of male and female students, who were 14 to 18 years old. Monolinguals were studying English at the intermediate level in Arad private institute and bilinguals were studying English at the intermediate level in Pegah Omid private institute. The participants were asked to complete some questionnaires and tests. As the results showed that the difference between means of monolinguals' and bilinguals' groups was less than 0.05, and it was not noticeable. So it can be concluded that there was no significant relationship between languages typology and the third language acquisition.

Picture Exhibition, Short Movie Festival, and Concert as Forms of Authentic Tasks for Foreign Language Teaching to Arts Students

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Nowadays authentic tasks are viewed as effective activities and assessment tasks. From this point of view art students will simultaneously develop their professional and English skills, if they participate in picture exhibitions, short movie festivals, and concerts, on condition thirst they are held in English. This may be a simulation of real events or real events. If they apply electronic technologies, they can organize international online exhibitions, make short movies with their mobile phones, and hold concerts with international participants. Role play may be employed: jury members' discussions, visitors, interviews held by journalists, etc. Real events would be especially exciting, but they require administration and majors teachers' involvement, while simulations do not necessarily require a high quality of students' works (the emphasis is on the program and 'advertisement' of the event, on its critical analysis, etc.).

Role of Technology in Adult Learning

Nana Gorgodze & Zinaida Chachanidze
Akaki Tsereteli State University, Georgia

This work identifies some central premises of adult learners that influence both understandings of formal and informal learning, and of teaching practice in different areas. The first, and most defining, of these is that what adults bring to any learning context are individual experiences of life, of the world, and of prior learning. The paper

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argues that the starting point of adult learning is learners and their reality: Every adult person finds himself in specific situations with respect to his work, his recreation, his family life, and his community life – situations which call for adjustments. Exploring the technology application in formal adult learning identifies how institutional perspectives on the role of technology in particular subject teaching are influential in teacher decision-making. Institutional drivers might mean that teachers find themselves able to be more or less autonomous in their decision-making concerning approach, materials and means, including use of technology. This might be immediately observable in technology access. Variations may be explained by the type of institution in which a teacher works, often seen in differences between the public and privately-funded ones. Learners and teachers may be engaging with very high-tech environments, possibly described as technology-supported, and this is borne out in interactive whiteboards in the classrooms, relatively easy access to mobile recording devices, and the facility to download different software.

Shifting the Focus of an Activity from the Teacher to the learners

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Learner-centered teaching methods shift the focus of an activity from the teacher to the learners. These methods include active learning, in which students solve problems, answer questions, formulate questions of their own, discuss, explain, debate, or brainstorm during class. Rather than sitting in class copying from a book, or listening passively to a teacher, student-centered learning encourages students to be actively engaged in their learning and can promote a higher engagement and motivation in the classroom. Student-centered teaching has been proven effective in its ability to teach students the material they need to know. The active nature of the student-centered approach helps students actually work with information and therefore learn it and store it. In a student-centered approach, it is students themselves who are responsible for the success of a lesson and therefore they tend to feel more responsible for the success of their own learning.

Articulation, Mobility and Progression between Educational Pathways, as Described by the National Qualifications Framework of South Africa

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This paper will discuss the higher education system in South Africa with reference to the newly implemented National Qualifications Framework (NQF), and the articulation possibilities between the qualifications contained therein. The NQF is an integrated system for the classification, registration and articulation of qualifications, and comprises three sub-frameworks for Higher Education, General and Further Education and training, and Trades and occupations. One of the key objectives of the NQF is to facilitate access to education as well as articulation, mobility and progression between qualifications or pathways. Articulation of students between Technical and Vocational Education and Training (TVET) colleges and University of Technology (UoTs) should be a straightforward and common occurrence but this is not necessarily the case. Previous Initiatives to improve articulation between the TVET Colleges and UoTs have proved challenging. In addition to the general frameworks of articulation as defined by the NQF, this paper will also describe a programme of research entitled Developing understanding of the enablers of student transitioning between TVET Colleges and Higher Education Institutions, recently undertaken by the South African Qualifications Authority (SAQA) ande Durban University of Technology (DUT). This project attempts to address gaps in the understanding of articulation and learning pathways, specifically to improve

articulation between the TVET Colleges and UoTs and understand the factors that promote such successful articulated learning pathways where they exist.

Clinton's Discourse and Trump's Victory: The Linguistic Analysis of Clinton's Speeches

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Yerevan Brusov State University of Languages and Social Sciences, Armenia

The topicality of this study is based on the fact that speeches of politicians play a crucial role in their career. The aim of this study is to analyze the linguistic nuances in Clinton's speeches, which influence people's minds and reveal her persuasive techniques, as well as to identify the frames she uses to influence the moral worldviews of Americans. The material for this study was collected from three types of sources that are the online reviews of the first, second and the third US Presidential Debates Trump vs. Clinton. The results of the study proved that Clinton's speeches failed to introduce the national values of the major part of American voters. A skillful politician should understand how framing, especially framing of "trust", works, as framing is not obvious. She was mostly interested to construct a narrative of herself, which definitely influenced the results of the elections.

English as a Foreign Language Teachers' Roles and Competence in a No-textbook Classrooms

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The study deals with analyzing which roles English as a Foreign Language (EFL) teachers must play when conducting lessons without relying on a course book and what sort of competences they must bring into such an enterprise. On the one hand, the paper presents findings and conclusions based on literature review concerning the issue and, on the other hand, it supports these conclusions with teacher surveys. The aim of the study is to raise EFL teachers' awareness in terms of challenges and requirements they face when endeavoring to arrange lessons without a textbook.

Knowledge, Relationships, and Supervision of Education: A Qualitative and Quantitative Study of the Perceptions and Relationships of Homeschooling Inspectors with Those They Inspect

Oz Guterman & Ari Neuman

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The considerable expansion of the practice of homeschooling in numerous western countries and the transformation of homeschooling from a marginal phenomenon to a growing trend has increased the need for policy-makers to address and set a clear pedagogical and administrative positions towards homeschooling. Nevertheless, in many cases there is no clear policy, and in some cases, such policy relies, at best, upon unreliable data. Against this background, it is important to understand the viewpoints and modes of action of the decision-makers in the field in order to examine the decision-making process and its relationship to the practice in the field. In the present research, information was collected from homeschooling inspectors based on a qualitative and quantitative approach, by means of interviews as well as questionnaires on the attitudes and perceptions of this population. Analysis of the results revealed a loaded and complex relationship between the inspectors of homeschooling and the parents and children with whom they worked. The examination of this relationship may contribute to the understanding of how these systems work and inform the management of their relationship with the parties being inspected.

Investigation of Passive, Topicalization and Cleft Structures in Written Persian: A Register Analysis

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This study aimed to investigate the function and frequency of three basic syntactic structures in three different registers of written Persian, namely scientific articles, short stories, and newspapers. Passive, topicalized, and cleft structures are three main syntactic tools which represent the information structure of sentences in texts. The data were collected from ten short stories as narrative register, ten linguistic articles as scientific register, and also three newspapers with different political inclinations. The collected data were analyzed based on Lambrecht's theory of information structure and the type of focus and topic which these syntactic structures could get, were determined. As the next step, the frequency of each syntactic structure in the tree registers were counted and compared. The data analysis indicated that these three syntactic structures are more frequently used in scientific articles than the other two registers. The comparison of texts in these three registers proved that this difference is due to high information load of sentences in scientific texts. In this regard, the writer resorts to complex syntactic structures in order to manage the information structure of these long and complex sentences and create a smooth flow of information in text. However, the low frequency of these syntactic structures in the other registers is because of the relatively flexible word order of sentences in Persian. Persian employs topicalization and scrambling in order to focus on constituents in the sentence instead of using cognitively and syntactically complex structures like passive and cleft constructions. Furthermore, in the scientific register of Persian, passive structure has a much higher frequency than other syntactic structures. This can be accounted for by the principle of objectivity and also process-orientation in scientific discourse. Passive and cleft structures are rarely used in narrative texts mainly because of agent-orientation of narrative discourse and also partly due to the fact that this register uses syntactically and cognitively simple structure of topicalization for focusing on a particular element in the sentence. The findings of this research exhibit a negative correlation in the frequency of topicalization and more complex structures, such as passive and cleft sentences among different text registers.

Lessons Learnt for Online Legal English Course

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In the recent decade the Legal English has been acquiring more and more demand in Armenia due to the increased internationalization of ties, in general, and the ratification of the European Convention on Human Rights in 2002 and the right to apply to the European Court of Human Rights, in particular. The increased need and awareness of Legal English urged many EFL professionals to turn to Legal English seen in the overall context of ESP sharing the most important aspects of need analysis, syllabus design, course design and materials selection and development. Nevertheless, lack of time and need to work overtime, as well as minimum English language requirements in their higher studies deprive the legal professionals from being competitive in the international legal practice. Thus, it was high time to provide online courses in Legal English. The article discusses the lessons learnt in providing an online Legal English course, how to make study materials motivating, how to balance between the student workload and the study materials, and to integrate learning facilities to make the materials more functional and realize the importance of the instructional feedback.

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A Culture-Oriented Investigation of Effect of Translation Strategies on Marketing: Language and Advertisement

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With a simple investigation with language learning and translation process, researchers are able to capture all educational business institutions' chief goals in bringing up the educated and experienced marketing interpreters and translators both in oral and textual business discourse. Therefore, all educational business institutions' major aims are focused on the notion of assuring learning marketing guidelines and translation strategies as important elements to transfer advertisement ideas and messages in the best way. It is generally believed that the fundamental purpose of international marketing institutions is to train professional interpreters and translators as the main factors to start the work; educators are supposed to acquire one language in line with cultural values and points with marketing process together with translation strategies to transfer massages from SL to TL. So, a given language reflects the cultural values of the society in which the language is used and spoken. To this aim, the theories of Cateara and Graham (2002), Forcevill (1996), and Lakoff and Johnson (1980) in line with Tylor's (1987) on culture or civilization, advertisement, metaphors, and domestication were applied in this study. Pairs of advertisements between Persian and English were compared and significant positive correlations were found between the language learning and cultural translation within the context of advertisements. Results showed that culture must be fully incorporated as a vital component of language learning and translation strategies in the business world. Also, advertising images are complex cultural artifacts and their interpretation orally and textually requires complex domestic interpretation for the TL culture and language.

The Atlantic Slave Trade's Influence on the 'Englishes' of the Carribean

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This paper explores the influence that the establishment and subsequent consequences of the Trans- Atlantic slave trade had on the development of the 'Englishes' of the Caribbean Sea. This trade saw millions forcibly displaced from Africa to the British colonies in the Caribbean and created an environment where a multitude of 'Englishes' developed. The trade with the colonies brought economic success to England encouraging sustained political control and linguistic influence on the region. In this context, 'Englishes' is used as an all-encompassing term for English-based Creoles, Englishes on the Creole spectrum, de-creolized Englishes, Ebonics, and standard Englishes.

Rubrics for Essays and the L2 Writers

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Rubrics have long been used to increase validity and reliability in evaluating student research writing. However, little research has been done on the use of rubrics with Non-Native English Speaking (NNES) students (Becker, 2010; East & Young, 2007). Because of the fundamental differences in NNES student writing, a new, task-driven rubric is proposed for NNES writers learning to write through a process approach. This rubric focused on the accomplishment of tasks set out throughout the writing course rather than evaluations of the final draft. Results

indicated increased overall reliability as well as improved teacher and student impressions of the rubric. Qualitative analyses also indicated that several traditional rubric categories were particularly problematic when used to evaluate NNES student writing. Suggestion for teachers and writing evaluators include research-informed rubric design, category reliability characteristics, and feasibility of rubric use for teachers.

Using Corpora to Develop Authentic Tests

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One common issue in test creation for language learners is validity. While an increasing number of language teachers are trained in assessment theory and practice, test designers of all backgrounds are challenged with testing a language with many varieties spoken by more than one billion people (Melitz, 2016). Additionally, about 1,000 words are added to the dictionaries on an annual basis (Oxford Dictionaries, 2013). Corpus Linguistics (CL) and tools that use CL allow for perspectives on a variety of linguistic features in natural language. Their use teaching and testing is ever-more important with the increasing diversity of types of English spoken around the planet as well as new words and new uses of words being introduced on a daily basis. This workshop will introduce participants to the principles of CL, emphasize the importance of natural language, and challenge the native-speaker model. Participants will then be guided through using three free CL resources to create tests, review tests, and evaluate test results using natural language.

Effective Strategies to Raise Writing Competence of High School Learners

Meri Iobidze

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The study deals with analyzing different strategies which are helpful for students to become more competent in writing. The paper presents findings and conclusions based on literature review concerning the issue. The aim of the study is to inquire the existing problems concerning learners' proficiency in writing and to find possible ways to solve them. Based on the research to be conducted, several recommendations and conclusions will be drawn which can be helpful for teachers and students in order to make the language learning process more productive and to develop high school learners' writing competence.

Dilemma of Effective Teaching English

Ia Ioseliani

Guram Tavartqiladze Teaching University, Georgia

All teachers and learners bring possess a philosophy of what teaching and learning is. Pedagogic principles and practice are instilled in trainee and they carry these into the classroom with them. Very rarely are the roles of teachers and learners examined and questioned. In spite of the efforts to encourage learner development, learner independence and even autonomous learning, most classroom situations are still teacher- centered. Today a professional language teacher has a good grounding in various techniques and new approaches, and they know and understand the history and evaluation of teaching methodology. Modern teachers will in fact use a variety of methodologies and approaches, choosing techniques from each method they consider effective for teaching English and applying them according to learning context and objectives. These days, we can observe how English

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language lessons try to fulfill students' needs for communication using different strategies and methodologies such as team or individual work. Learning styles are partly innate and partly learnt. We are all born with abilities and aptitudes and then we are exposed to education in all its forms, at home, in society, in formal education and in non-formal education. During the process of learning learners imbibe the learning norms of their cultural context. Students will learn to respect, obey, fear, hate, question or rebel against authority. Authority comes in the form of teacher and studying process hierarchies. During these formative years students will learn to be more or less competitive to think in terms of success and failure; to experience fear in the classroom; to know what we can and cannot do; to accept our limitations. Teachers prepare their lessons to facilitate the understanding of the new language being taught and not rely on one specific 'best method'. Teacher proposes a variety of exercises, both written and oral, to improve the learner's accuracy, fluency and communicative ability. Teacher develops all four linguistic skills (reading, writing, speaking and listening). Teacher helps the students personalize the use of grammatical and lexical elements used in class. Teacher understands that a didactic program has to include not only grammar and lexis, but linguistic function, colloquialism, idioms, metaphors, etc. At times teacher may translate – but only if students know both languages very well - and it is the most effective way to provide the meaning of a new concept in that moment, especially for abstract ideas. Teacher is committed to developing a wide range of resources in order to give relevant, stimulating, and productive lessons.

Surveying the Notions of Identity and Religion: A Comparative Reading of "American Dervish" by Ayad Akhtar and "A Portrait of the Artist as a Young Man" by James Joyce

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A Portrait of the Artist as a Young Man is the first novel of Irish writer James Joyce (1882 –1941). A Künstlerroman in a modernist style, it traces the religious and intellectual awakening of young Stephen Dedalus, a fictional alter ego of Joyce and an allusion to Daedalus, the consummate craftsman of Greek mythology. Stephen questions and rebels against the Catholic and Irish conventions under which he has grown, culminating in his self-exile from Ireland to Europe. Ayad Akhtar (1970) is a Pakistani American playwright, novelist, screenwriter and actor. American Dervish is a 2012 novel by Ayad Akhtar. The novel tells the story of a young Pakistani-American boy growing up in the American Midwest and his struggle with his identity and religion. The novel has been published in English, Italian, Norwegian, Dutch, Danish and Spanish. As an adult, Akhtar often wondered how the lives of the women he had known in his childhood were affected by their faith. He decided to explore the idea through the novel: "My sense of the polarities at play for the Muslim women I saw in my childhood is a good part of what makes up the central story of American Dervish". This paper aims at studying the questions of identity and religion which are raised in both novels.

Dilemma-Based Learning

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Rapid changes in technology and fast communication caused great changes in the field of education. It requires relevant knowledge and special skills. Student-oriented learning, which takes its origin from a long time ago is becoming more and more necessary and active today. The paper deals with Dilemma-Based Learning (DBL), which is one of the most important approaches of student-oriented learning. This approach gives an opportunity to the

instructor to teach the language in a communicative way. In case of dilemma there is not one right answer. This makes the activity more interesting. Using this approach requires logical reasoning, critical thinking and taking decisions. It also discusses the processes of dilemma-based learning (giving a dilemma, students working on the dilemma in groups, sets of questions given to students, discussion of the decisions first in groups, then with the whole class and choosing the best solition).

A Semantic Analysis of Modal Verbs in Barak Obama's 2012 Presidential Campaign Speech

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The main idea of this paper is to analyze the English modals in Obama's speech semantically. Therefore, the main objectives of this research are to analyze selected modal auxiliaries identified in selected Obama's campaign speeches based on Coates' (1983) semantic clusters. A total of fifteen Obama's campaign speeches were selected as the primary data and the modal auxiliaries selected for analysis include WILL, WOULD, CAN, COULD, SHOULD, MUST, OUGHT, SHALL, MAY and MIGHT. All the modal auxiliaries are interpreted based on the framework of Coates' (1983) semantic clusters. Qualitative method of analysis was applied in this study. The analysis was carried out to examine how modal auxiliaries are used in Obama's campaign speeches in the context of persuading people. It was found that modals of intention/prediction/futurity and modals of possibility/ability/permission are mostly used in Obama's campaign speeches.

Content and Language Integrated Learning (CLIL) in Kazakhstan: Case Studies of Teachers at a Nazarbayev Intellectual School (NIS)

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Trilingual education is currently on the agenda in Kazakhstan. Since 2007, several pilot schools have been implementing trilingual education in Kazakhstan. Beginning from 2018-2019, all Kazakhstani secondary schools will move to the instruction in three languages. It is expected that Kazakh will be the language of instruction for History of Kazakhstan, World history will be taught in Russian, and Biology, Chemistry, Physics and Computer Science will be taught through English. To learn content subjects in second (L2) and third (L3) languages students should be at intermediate level in these languages. As it is not the case in Kazakhstan, content teachers are expected to implement Content and Language Integrated Learning (CLIL) approach. This means that content matter drives learning in content classes, while teachers simultaneously provide support in language learning. Since CLIL is an essential component of trilingual education pedagogy, it is very important for teachers to develop a sound understanding of CLIL pedagogy and implement them effectively. The purpose of this study is to understand how teachers in Kazakhstan conceptualize CLIL and how they implement CLIL in teaching various subjects through L2 or L3. With this objective in mind, case studies with six CLIL teachers were conducted at one of the pilot schools. Interviews, focus groups and lesson observations were used to get in-depth information about the CLIL implementation in Kazakhstan. The research revealed that in Kazakhstan, CLIL is not conceptualized as a teaching approach with an equal focus on language and content. Teachers' concepts of the integration of content and focus depended on their background, the subject, received trainings, and students' L2 ability. Interestingly, the study demonstrated that teachers of social sciences were more mindful of the role of language in CLIL. However, none of the teachers formulated language objectives, and assumed CLIL as a mere change of the language of instruction.

Importance of Digital Marketing Skill for New Generation of Marketers in Georgia: Inconsistency between Educational Programs and Practical Skills that are Required for Future Students' Employment

Anastasia Karpliuk

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The paper aims at solving a problem of discrepancy between knowledge that students get in Georgian universities and real-life business requirements for future employees. The goal of the research was to analyze the most common requirements for marketers in Georgia and to compare these data with educational programs that exist nowadays. The paper discusses the evolution and transformation of marketing studies in Georgia. Nowadays, making the move towards digital technology and in particular communicating brand through digital marketing is an important step for any business, large or small. A survey conducted as part of the 2015 Digital Trends Briefing showed that although two thirds of the respondents wanted to get their digital marketing journey started, only 23% felt that they had the right technology to succeed, while others worried that lack of skills were a major issue. Educationalists' goal is to raise the next generation of professional marketers who will have enough skills and knowledge to develop local businesses. The article explores and examines educational programs of Georgian universities in the field of Marketing. The component of Online or Digital marketing in it was identified some recommendations for future improvement were given. To make the landscape clearer, successful international cases were analyzed. The paper provides an overview of Digital Marketing syllabuses from the leading international universities. The paper also describes the development of a new syllabus for marketing faculties.

Creative Writing through Stories

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Teaching writing has always been a challenge. It is often considered a boring activity by both teachers and students. It is a complex skill demanding paying attention to both fluency and accuracy as well as to the plot of the story. In this paper teaching writing will be looked at from different angles. It will be shown how stories can be used for developing students' creative writing skills and increasing their motivation. Some of the ways helping students develop their creative thinking skills and improve their imagination will be discussed. They will also assist their students gain the skill of editing their stories and evaluating their friends' ones. A teacher can only be a facilitator in such an interactive lesson. After viewing one sample story, teachers will be able to use this technique in their classrooms with students of different levels, from elementary to advanced one.

Distance Education system and the Media Literacy

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In Distance Education (DE) system, students must be equipped with skills of media literacy and hence they must have high media knowledge to analyze meaning and message. This paper aims at investigating the effect of DE system on the media literacy of MA students in Tehran University. The design of this study is quasi-experimental. Pretest and posttest were used in both control and experimental groups to undertake the study. The population of this study was students who participated in traditional and online education. In order to gather the required data, a researcher-made questionnaire consisting of 28 items according to Thoman approach was used. Data were

analyzed by SPSS 16. In order to analyze the data, the following features were measured: frequency, percentile, standard deviation, T, covariance analysis, Kolmogorov-Smirnov test. The mean of pretest about media regime variable in media literacy has been 3.12 which after the experiment have increased to 4.16. The mean of pretest about critical analysis variable in media literacy was 3.36 which increased to 4.11 after the experiment for DE group. There was no statistically significant difference between control and experimental groups regarding the content analysis variable of media literacy. DE has a more significant effect on media regime and critical analysis variables in comparison to traditional education, so to increase students' media literacy they have to take a course which is relevant to media literacy.

A Stylistic Analysis of Esmail Shahroodi's Poems

Leila Khalili Sarafi

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Shahroodi (known also as Ayandeh which means 'future' in Persian), is among the famous characters in contemporary Modern Poems, and also effective in socio-political poems. He was one of the Nima Yushij's enthusiastic followers who seriously began to write and publish his poems in 1325. Therefore, to thoroughly and more completely know Persian Modern Poems, it is necessary to scrutinize Shahroodi's poems. The present study, following a descriptive-analytical approach and based on library sources as well as theoretical research studies on text analysis, investigated the thinking style, linguistic and literary methods of this poet. The main characteristics of Shahroodi's style in writing poems regarding post-method were introduced and analyzed. The findings suggested that, at the level of thinking style, the poet was extremely affected by "commitment" in the first years of writing his poems, while he deviated from this style in his later works. The poet also had effectively used repetition, nostology, simile, metaphor and symbolism in his literary and poetic works.

Significance of Using Concept Checking Questions (CCQ) in English as a Foreign Language Classroom (EFL)

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The Concept Checking Questions are a vital part of EFL lessons, as they make both teaching and learning processes more effective. This paper sheds light on the effectiveness of integrating CCQ in EFL teaching and suggests other ways of checking the meaning of the target language. "The purpose of concept questions is to check a student's understanding of the information presented in the teaching progression" (Ruiter & Dang, 2005, p.87). Presenting the target language is not enough, if it is not followed by CCQs .They are useful in order to make sure that the students have grasped the target language fully. Most EFL teachers tend to ask students 'do you understand' or 'is that clear' rather than good concept checking questions. These types of questions are not valuable in EFL classroom, as the students' comprehension may be different from what they should understand. Therefore, the goal of the paper is to raise awareness among ELT teachers concerning the significance of constructing CCQs. Besides, it discusses various ways of conveying the meaning of vocabulary items and their efficiency. There are a number of ways how the meaning of the target language could be conveyed, for instance: using realia, a cline, mime/facial expressions, from a situation/setting the context, visual aids, etc. After this presentation stage, CCQs are essential in order to achieve the lesson objectives. Furthermore, the paper illustrates how good concept questions should be formed and discusses their practical application in EFL classroom. The survey was carried out among university and high school students in Georgia. The results of the research reveal that 44.26% of the learners are asked everyday

'do you understand' instead of checking their understanding in various ways. Therefore, this result leads to the fact that 70.49% of the survey participants answer to this question is 'yes' even though they could not comprehend a new topic.

Semantic Relatedness versus ESP Vocabulary Retention

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Teaching semantically related sets of vocabulary is common practice among ESP instructors. The current research was conducted to compare teaching vocabulary items through related and unrelated sets to Iranian ESP students. This study was conducted with 90 university students over 4 weeks. To have a comparison between the effects of presenting semantically related words and unrated words, an experimental approach using two groups of participants (experimental and control) was employed. All the participants learned the same 35 English words through one of the two methods (the experimental group was taught using related vocabulary instructional method while the control group was taught using unrelated clustering method). Then, the participants were asked to complete a recall matched post-test to measure the impact of both techniques on learning. The results showed that while both techniques were effective in acquiring new words, presenting words in unrelated sets in ESP classes seems to be more effective in comparison with presenting words in related sets.

Lexical Collocations Used in Iranian versus English Elementary Textbooks

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Habitual co-occurrence of individual lexical items is defined as collocation. It plays a crucial role in language learning. The current study was aimed to examine the distribution of lexical collocations in two selected series of general English textbooks; English for the schools Prospect (Iranian elementary English text book) versus *Let's go* series. As far as the results are concerned, two types of lexical collocations, verb + noun and adjective + noun, were much more common in series than other types. Another finding of the study regarding lexical collocations was that in some situations textbooks do not refer to actual use of language by native speakers in choosing and presenting collocations.

Teaching Speaking Skills: A Survey of University Students

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Speaking is generally thought to be the most important of the four skills. The mastery of speaking skill is a priority for many second and foreign language learners. Despite its importance, for many years, teaching speaking has been undervalued by teachers. Students have problems in speaking, especially in the use of grammar tenses and they consider it as the main skill that should be improved. The aim of the paper is to present some of the ways of teaching speaking skills in the classroom focusing on fluency; it offers a variety of practical techniques which can be used in the classroom. These techniques are based on different approaches. The concept of teaching speaking skills is presented with respect to the notion of communicative competence. The paper is the empirical phase of this study. The research tools and procedure used by the researcher to collect data from 70 EFL learners from Tbilisi, Telavi and Gori State Universities in 2016 are described thoroughly. The analysis of EFL learners' questionnaire and discussion of the obtained results are presented.

Civic Education in Ukraine

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Democratic modernization involves a process of social transformation in which policy formation to facilitate changes in political and civic culture must occur alongside economic and technological development. Indeed, civic and political culture is an important indicator of constitutional order and social stability. National security, respect for law and order and the success of policy are determined by citizens' readiness to obey these laws and at the same time to monitor and criticize the authorities. Ukraine is the same size as Texas with a population as large as France. It is situated strategically between Russia and the rest of Europe. This country continues to face numerous challenges and barriers in its successful transition to democracy and market economics. These problems include a weak economy, regional centrifugal forces, and nascent state institutions. Ukraine's prospects to be a sovereign, stable, secure and prosperous democracy depend not only on politicians' activity, but also on common citizens. It is difficult to expect much progress in economic transformation and improvement in the quality of life, but the main changes at this time will take place in the sphere of citizens' consciousness. The success of democratization in Ukraine depends mostly now on strengthening civil society. To influence the real development of the situation in Ukraine it is necessary to place stakes not on this or that political person, but on the people as a whole, on improving men's and women's political culture and citizens' education, as well as cultivating the values of open society. Civic education is one way to develop civil society since it is able to provide an essential antidote to political destabilization, confrontation, and threats to national security. As a society in transition, Ukraine strongly needs a developed system of civic education. This kind of education system is a powerful means for political socialization, involving the individual in the political system, and strengthening civil society on the basis of equality, mutual responsibility, and civil self-respect. Civic education must help people overcome political apathy, teach more peaceful forms of political and civic behavior, and help provide tools to solve social problems in non-violent ways. One of the ways the state may do this is through civic education conducted by nonpolitical institutions. Citizens may be trained for public life. Financing the development of civic education in Ukraine is a serious problem.

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Wiki: the Best Educational Tool, Theoretical Approach and Practical Application

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Wiki is the most suitable tool for class collaboration. In this paper it will firstly explained what the merits of the aforementioned method are and then an experimental lesson on wiki will be presented. First and foremost, Wikis should be used because they are reliable, user-friendly and available for free. They are the ideal tools supporting writing instruction with many significant advantages. Among others, Wikis are considered fun, involve reading, reviewing and tracking of the original work and do not require high-tech knowledge, while they make it feasible to expose the learners' project to a wider audience. Obviously the main advantage of wikis is the "open editing" (Leuf and Cunningham, 2001 cited in Augar et al, 2004). Apparently, the individual's role is important because each student's contribution can be critical for the success of the whole project; nevertheless, the unsigned and multi-edited work promotes cooperation instead of competition. Regarding the lesson entitled "Greece 4 Teenagers", it is a project where the group knowledge outweighs the individual one. This is important, since Wiki as a "crowdsourcing" mechanism ensures a successful end state through fruitful interactions. The tangible aim of this lesson is for the students to write a report on a topic concerning Greece; this can be a story about a place, a person, traditions or the compilation of a "youth glossary". However, reviewing their classmates' work and having their own revised by other learners, would lead to metacognitive awareness of writing missteps. The students are divided into pairs/teams, discuss and upload their work regarding a Region in Greece and then change teams in order to follow the same procedure for their second project, concerning culture, famous Greeks and a youth glossary. As regards storytelling, the learners will work individually, putting the final touches on their own story about the significance of a particular place, cultural aspect or important figure of their homeland in their life. This story will be locked and no changes will be allowed by other students. This is an open-ended, active learning task; a cross-disciplinary and cross-thematic project. Wiki is used as a stimulus to enhance the student motivation and team work. Towards the end of the class, the teacher will show the final result, explaining that it is just the beginning of their wiki quest. Concluding, Wiki appears to be a perfect tool that facilitates not only all educational purposes, but also the evolution of team spirit and respect of others.

Epiphany in James Joyce's Aesthetic Theory

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The paper is an attempt to decipher the development of the concept of epiphany in James Joyce's A Portrait of the Artist as a Young Man. The paper contains a brief introducing of Joyce's early theory of epiphany, which he developed in Stephen hero, and its later development in his aesthetic theory introduced in the fifth chapter of Portrait. The existing differences between the two are discussed on the basis of some of the classical articles written on the above-mentioned subject. To achieve the purpose of research, the paper additionally focuses on exploring the close connection of Joycean aesthetics and Thomist theories of beauty, goodness, etc.

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English Language Lessons Garnished With Biology Vocabulary

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The aim of this conference paper is to present the ways of holding an integrated lesson as well as to present its importance in Georgian school reality from a number of perspectives. Nowadays, according to the Ministry of Education of Georgia, holding an integrated lesson is one of the ways and components for Georgian teachers to gather credits. Gathering credits is quite vital for Georgian teachers. It is due to the credits that teachers have a possibility to maintain their title of Practitioner or to gain higher titles such as Chief, Leader or Mentor. Although, taking into consideration the fact that there are no guidelines provided by the Ministry of Education about how an integrated lesson should be held, very few teachers are aware of its techniques. Furthermore, integrated lessons can be seen as a tool to help students develop meaningful understanding of a particular topic and promote critical thinking - the skill that is highly valued in the 21st century. This paper will try to shed some light on this challenge on the example of the English language lessons integrated with biology lessons as a way to develop Georgian high school students' reading skill for academic purposes.

Blended Learning - an Educational Challenge

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Blended Learning has become one of the most common ways to teach EFL (English as a Foreign Language) due to its double component, which integrates Face-to-Face classes with virtual learning in order to offer students a wide range of materials and resources organized in a methodological way. The article deals with the model of Blended Learning, its advantage at foreign language teaching, and also some problems that can arise during its use. The Blended Learning is a special organization of learning, which provides an opportunity of combining classroom work and modern technologies in an electronic distance teaching environment. Nowadays a lot of European educational institutions and companies use such technological approaches. Through this method students are given the ability to learn in a group (classroom) with a teacher and additionally at home at a convenient time; student him/herself sets the optimal speed and intensity of the learning process. This method helps student to discipline him/herself and learn to work independently.

A Framework for Phenomenological Analysis and Classification of Troublesome Knowledge in the Engineering Domain

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The design of effective teaching and learning activities must create an experience able to elicit the intended learning outcomes of the educational unit. For this purpose, it is then fundamental to account for the different ways students can experience the specific content taught. This paper introduces a structured approach to perform phenomenographic studies aimed at disclosing the most common student perceptions of a given topic and highlight the patterns that can bring students with poor understanding of the target concept to a more

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sophisticated perception. The method has been formulated based on a broad literature analysis of related literature. The resulting methodology can be described as follows: the first step is to describe, according to a thorough analysis of the up-to-date literature, both the subject of the study and its domain. This description is then considered the target perception of the focal topic. In the second phase the students who have already been assessed for the educational unit in exam must be interviewed with open questions about both the subject and the domain of the given topic. Their answer must be plotted according to sound parameters along two dimensions (again subject and domain- related) of the increasingly sophisticated level of understanding. The result of such an interview must be then classified in clusters of understanding that will give a different common perception of the students about the given topic. Finally, the relation among the clusters must be studied with the aim of disclosing suitable teaching and learning activities to help students migrate to a perception cluster close to the above-mentioned target perception.

Overview of Methods of English Language Teaching

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A teaching methodology is a historically formed unity of teaching theories, goals and ways. A language teaching method is also usually based on some linguistic theory. Changes in language teaching methodology throughout history have reflected the recognition of changes in the kind of proficiency learners' needs, such as move toward oral proficiency rather than reading comprehension as the goal of language study. They have also reflected changes in theories of the nature of language and of language learning. Learner roles in any instructional system are closely linked to the teacher's status and function. Teacher roles are similarly related to assumptions both about language and language learning. Some methods are totally dependent on the teacher as a source of knowledge and direction; others - on the teacher's role as catalyst, consultant, guide, and model for learning, still others try to limit teacher initiative and build instructional content and direction into text or lesson plans. There are several different methods in English language teaching: The grammar translation method, the direct methods, the audio-lingual method and oral approach language teaching method, the communicative methods, the silent way, and suggestopedia. Also, there are some psychological and linguistic theories on which different methods are based: Behaviorism, Cognitive Theory, Innate Theory and Interactionist Theory

Psychological Aspects of Teaching and Learning Writing

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Writing is considered to be one the strongest tools for making people's thinking visible, giving them an opportunity to express their personalities. It also represents a picture of an individual's perception of the world. Composition is a reflection of one's education, views, attitudes and talents. For all these reasons writing can be metaphorically referred to as a process of painting, as while writing we reflect the world inside us and around us in different palette of colors – words. It should be noted that teachers evaluate and assess the writing product without being aware of the cognitive processes experienced by students while composing texts. It is believed that the best way to analyze the writing process is to examine and observe the writer in the process. The present article will analyze the literature in the field of writing and observe thinking processes behind texts experienced by students which will give the

reader inside out knowledge of the cognitive processes of writing not only through theory, but also proved by empirical study by putting to use thinking-aloud practice as a qualitative research method. The present study will have a practical value for scholars, educational experts, teachers, writing tutors and students contributing to raising their awareness towards composition and enhancing the quality of teaching and learning writing.

Dictation as an Efficient Pedagogical Device in Teaching Listening to English as a Foreign Language Students (Case of International Black Sea University)

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Listening plays an important role not only in daily communication, but also in educational process. It is a fundamental skill in language acquisition. Listening comprehension has long been a "somewhat neglected and poorly taught aspect of English in many EFL programs" (Mendelsohn, 1994, p. 9). In recent decades, communicative approach to language acquisition has paid the utmost attention and focus on teaching listening skills. In order to succeed in communicative learning process it is important for the student to have effective listening skills. Unfortunately, for many reasons, teachers still face some problems in teaching listening effectively and for many students it is still related to some frustration. There are different approaches to teaching listening.   Mostly the top-down   approach is considered more effective. However, it is   worth mentioning that the bottom-up approach also plays an important role in developing listening skills. Recently, dictation as one of the bottom-up approaches and the oldest teaching activities, has been neglected by teachers, claiming that it is old–fashioned, too teacher- centered, boring and uncommunicative. Dictation is not widely used in EFL programs and the purpose of this paper is to re-introduce dictation as an efficient language learning device. It suggests interesting ways of application in teaching listening skills. The article will also discusses on its efficiency among freshmen students of the faculty of Education and Humanities at International Black Sea University.

Integrating Computerized Lexis-Based Instruction and ZPD-Activated Language Learning to Enhance Iranian L2 Students' Lexical Achievement

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Recent L2 research has witnessed the integration of computerized instructional course modules and lexis-based views of language emphasize teaching or learning of multiword lexical chunks. Besides, L2 education has welcomed the application of sociocultural notions, such as collaborative dialogue and social mediation. This study sought, firstly, to examine the effect of lexis-based instruction employing software programs and, secondly, to probe the possibility of integrating ZPD-based language learning into the lexical view. A cohort of 75 Iranian junior high-school students participated in this pretest-posttest quasi-experimental study. The control group was taught only using their mainstream EFL textbooks focusing on discrete vocabulary items without any use of computer-mediated platforms. The lexis group, however, received instruction on L2 lexical chunks (e.g., concordances, polywords, or formulaic sequences) mainly using a teacher-designed multipurpose lexis software, or LexisBOARD, which offers further practice or feedback affordances through lexical exercises and quizzes for self-assessment. Meanwhile, the ZPD group was taught through ZPD-activated collaborative dialogue, or language learning, using output tasks besides the LexisBOARD applications. Students' verbal interactions were audio-recorded and transcribed for subsequent qualitative analysis while they were using language to mediate lexis tasks. Subsequently, ANCOVA

results indicated that the lexis group made greater vocabulary gains as compared to the control group, pointing to the effectiveness of the lexis-based view (using LexisBOARD). More specifically, completing the collaborative tasks in pairs, the ZPD group developed a greater task-completion accuracy than the lexis group, but did not necessarily achieve significantly greater gains of vocabulary knowledge. Further, the results showed differential effects for task types in that the dictogloss task was most effective in promoting negotiation and learning. The findings have implications for implementing corpus-based software programs and ZPD-based activities in L2 classrooms.

The Evaluation of Outputs, Outcomes and Impacts of the Local Learning Enrichment Network Program of Children and Teenagers in the Northeastern Area of Thailand

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The objectives of this research were 1) to evaluate the successful, development, and sustainable of the Local Learning Enrichment Network (LLEN) Program in the northeastern area; 2) to study the factors affecting the outcome development, the research impacts; and 3) to analyze the factors affecting the research successful. This evaluation included only 7 research projects in the northeastern area under the Thailand Research Fund (TRF) with completely research reports from 4 provinces, Khon Kaen, Nakhon Ratchasima, Maha Sarakham, and Ubon Ratchathani. The evaluation results indicated that: 1.The evaluation results of the LLEN program successful in the northeast area indicated that: 1) all research projects of the investigating local resources met the criteria of all indicators. All research project outputs were corresponded with research objectives. 2) All research projects developing the local learning enrichment network met all four criteria. 2. The evaluation results of the development and sustainable of the LLEN program in the northeastern area indicated that all research projects met all four criteria. The networks still operated continuously. The networks utilized the research results such as the development of instructional media. The networks had an impact on students, teachers, schools, researchers, communities, and society. All research projects had the congruence among research objectives, outputs, outcome and impacts. 3. The factors affecting the outcome development continuously composed of four factors: researchers' team, teachers, students, and network partners. 4. The factors affecting research impacts composed of five factors: researcher team, administrators, teachers, students, and network partners. 5. The factors affecting the research successful composed of five factors: researchers, administrators, teachers, network partners, and management. The problems and obstacles of research operation composed of three factors: administrators, teachers and network management.

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Training of Students for Differential Diagnosis of Diseases

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Differential diagnosis is based on the comparison of resembling signs of a disease, in an examined patient, with manifestations of all the diseases with similar clinical presentation. The criterion of probability of clinical diagnosis is the convincing exclusion of all, except the one, possible diseases, based on the signs that confirm this disease. In the course of differential diagnostics process, it is necessary to adhere to the following methodical sequence: determining a number of all the diseases with clinical manifestations and findings of additional methods of examination similar to the patient's ones; tabulation of symptoms, syndromes, functional tests, findings of other methods of examination of the patient and of similar diseases; making up a summary table which is to contain the most complete list of clinical signs and findings of supplementary methods of examination of similar diseases in the abstract (classical) manifestation; structure of the table is to be resembling with symptoms of the examined patient; comparing sequentially clinical signs of the disease in their classical manifestation and, by means of the exclusion method, emphasizing the distinguishing features in the setting of seeming resemblance; in methodological aspect, performing the comparison of patient complaints with the complaints, which are characteristic for such a disease; anamnestic data are to be compared with anamnestic ones, objective manifestations with results of objective examination, and findings of supplementary methods with the same ones in a similar disease; differentiation, beginning with the most pronounced manifestations in resembling diseases, which are the most dangerous for surgical patient; differentiation, lying in detection, by comparison, of inequalities between patient symptoms and symptoms of a resembling disease; exclusion of a resembling disease is based on the considerable distinctions in symptoms, which are under comparison in these diseases, by character and intensity, presence of opposite symptoms, and also by absence of pathognomonic symptoms and unusual findings of auxiliary methods of examination. The methodological sequence of the differential diagnosis performance is based on the comparison of complaints, findings of anamnesis, physical examination, other methods of examination of the supervised patient, with similar findings at the diseases of resembling clinical presentation.

An Approach to Generalization Discourse Markers in Rhetorical Moves of the Argumentative Essay Writing

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The purpose of this study was to explore types and functions of the Generalization Discourse Markers (DMs) used in rhetorical moves of argumentative essay writing. The researchers employed a mixed method approach of quantitative and qualitative methods for data analysis. For this purpose, sampling of the 35 highest scores argumentative writing texts of the Malaysian undergraduate students was conducted in selecting the corpus. Findings indicated that all writers of selected texts were aware of applying the correct moves genre of essay writing in their writing. The data analysis showed that the Generalization DMs to some extent received the low usage by the Malaysian students in order to generalize their evidences. Moreover, writers of such texts used the Generalization DMs for some different functions in different moves of the written essays. However, variation use of

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such DMs by the writers of these essays in the moves of analyzing corpus was too limited with low varieties. A number of reasons were discussed for this limitation to underlie the lack of using some other Generalization DMs on top of which were the limitations of time and text length.

Evolution of Temporal Mentality in Western Culture and its Reflection in Contemporary English

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Time is becoming an increasingly popular research topic in contemporary Humanities due to its central role in shaping and structuring subjective human experience. New research paradigms and conceptual apparatuses enable us to approach the issue of temporal experience from a new angle, focusing on its embeddedness in culture. Multiple research, conducted at the interface between Psychology, Sociology, History, Philosophy, Culture Studies and Linguistics convincingly demonstrates the relativity of time, its inseparable connection with culture, which shapes it by determining its flow, principles of its structuration, its meaning and value. The complex of culturally specific ways of perceiving time can be termed "temporal mentality". As was shown by E.T. Hall, contemporary western culture has a linear, monochronic concept of time, interpreting the latter as a line which connects the past, the present, and the future. This vision, however, is the most general, basic notion, which allows a considerable variation as to the division of the time line into segments, the particular significance attributed to each of them, correlation between what is seen as "objective" time flow and subjective temporal experience and other culturally relevant phenomena, all of which appear to be subject to historical change. The current period in the development of temporal mentality in the West is characterized by "demassification" of time (T.F. Alexina). It means that time is becoming an increasingly individual experience filled with unique, subjectively meaningful events. It inevitably affects the ways of conceptualizing and verbalizing temporal experience restructuring the mental space of time, changing the semantics of language items that represent it and fostering individual cognitive and language creativity. The paper aims to reveal current trends in the development of English temporal vocabulary in connection with the evolving temporal mentality. It shows the rapidly increasing saturation of temporal vocabulary with the semantics of eventfulness and defines the role of bodily experience in perceiving and verbalizing time. It demonstrates the scope of language creativity in denoting time and reveals new types of conceptualizations co-existing with the traditional and well-studied TIME IS SPACE metaphor.

Teacher Beliefs as a Starting Point for Pre-Service Teacher Training (PRESETT)

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The paper describes a part of an ongoing project that aims to fill a gap in existing pre-service teacher training courses by addressing teacher education as more than information gathering and skill development. Educators have long realized the role that teacher beliefs play in their practice and consequently, the importance these beliefs have for the outcome of teacher education courses. This is particularly true for contexts where the educational system is in a state of constant change and innovation, as is the case with Georgia. The article describes a study conducted at the beginning of a pre-service teacher education course and aiming to discover what beliefs the trainees bring with them with regard to teaching, learning and their future role as teachers. This small-scale study used questionnaires and semi-structured interviews to elicit those trainees' beliefs who had no prior experience of

methodology courses or any training related to language teaching. The analysis attempted to establish how consistent their attitudes and beliefs were with their stand on the issue of 'traditional' vs. 'modern' methodology. This served as an indication for how receptive they would be to the PRESETT course they were about to start and that was entirely based on learner-centered constructivist approaches.

Neuro-Linguistic Programming in Teaching English as a Foreign Language

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'The map is not the territory: we all have different maps of the world.' This phrase used by Neuro-Linguistic Programming (NLP) practitioners nicely sums up the concept that what we see on the surface may not actually be what is going on in reality. Teachers searching for different ways to reach their students may find that a number of NLP techniques can help them to improve communication, establish and maintain a rapport and create a supportive atmosphere in their classrooms. Based on the idea that we all perceive the world around us in different ways gives teachers insight into the 'territories' inhabited by their learners. The founders of NLP, John Grinder and Richard Bandler, observed excellent communicators and analyzed what exactly they did in order to be able to teach it to others. This was the beginning of NLP, "Neuro" representing the brain and the nervous system which is the home of our behavior, "Linguistic" meaning the words that we use to express our thoughts and feelings, and "Programming" which refers to the actions we use to produce results and achieve our goals. NLP (Neuro- Linguistic Programming) has been around in language teaching longer than we may realize. Those teachers who incorporate elements of Suggestopedia, Community Language Learning, music, drama and body language into their lessons are already drawing on NLP as it stood twenty years ago. The aim of this paper is to introduce the scientific and practical value of NLP techniques in EFL, to present a brief guideline of implementing the NLP techniques in the classroom, to investigate the effect of anchoring – an NLP technique - on establishing a rapport with General English freshmen students of the International Black Sea University.

Students' Attitudes towards the Use of Virtual Reality in Classroom Practice

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The purpose of this study was to investigate the prep class university students' attitudes towards virtual reality tools. Also it was aimed to find whether there is a difference in the students' attitudes towards traditional activities and virtual-reality-supported ones. The participants of the study, 28 university students, not majoring in English, who had two-hours of writing lessons per week, used a virtual learning environment. In order to investigate the attitudes, the participants were administered a readiness scale at the beginning of the study. At the end, one questionnaire was administered, and twelve participants were interviewed. The results show that the tools in virtual learning environment have significant positive effects according to the participants' opinions. The students significantly have positive attitudes towards the virtual reality tools, although they have not had enough experience of virtual reality gadgets. Also the students do not have very positive attitudes towards traditional activities.

21st Century Trends in Education and Future Challenges

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We live in a weird world full of changes, contradictions and challenges, and the key to understanding these phenomena, as often stated, is globalization – the word that is none-the-less weird. Whichever definition or explanation of globalization is used, one is beyond all arguments – globalization has brought the nations closer in a sense of geography and communication, and this closeness has led to the formation of the reality that equally affects countries in different parts of the world. The aim of the workshop is to explore what trends have been developed globally that influence the field of education. Certain major trends are easy to observe – education internationalization, marketization, competition, quality, broader access to education and massification, standardization, decentralization, and many others. The workshop will try to outline major 21st century megatrends in the field of education and explore future challenges that nations world over might face in their systems of education.

Social Constructivism and Human Dignity - Revisiting Steinbeck in the 21st Century

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Technocratic world of the 21st century has ousted feelings and emotions, passion to live and quest for new sensations. People are mainly preoccupied with their efforts for survival. This is the reality created by the modern world; but what is the nature of reality, and how it is shaped? The answer to this question is not an easy one as the reality is a multi-faceted notion and the members of society need to come to an agreement as to how to define and shape the reality. From ontological perspective, social constructivism, a theoretical framework used as the basis for analysis in this paper, rejects the idea of single objective reality. Human beings need to try to construct the reality which is not incongruous and has a potential to accommodate the societal needs. How can human beings agree on how to shape the reality if it is not single and objective? The paper tries to seek answer to this question through Steinbeck's literary work – *The Winter of Our Discontent*.

Incidental Vocabulary Learning versus Output Tasks

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The current study is a quasi-experimental pre-test / post-test in design. It was aimed to investigate the effect of different output tasks on incidental vocabulary learning. To this end, 100 students with intermediate level were selected randomly. Among them, 80 students were randomly selected as sample size based on their English professional scores. They all were Persian native speakers and were taking an English course at English institutes in Tehran. Data collection was done by means of three instruments including the standardized language proficiency test which was used for homogenizing the participants, regarding students' proficiency level. Another instrument included 75 vocabulary items as well as multiple choice items to assess students' vocabulary proficiency level and the last instrument included cloze and editing tasks. Data analysis was done in two parts, including descriptive analysis (frequencies, means, and standard deviation) and inferential analysis (Multivariate analysis and Levine test).

The results of the study indicated that individual and collaborative oral output tasks have significant effects on incidental vocabulary learning; furthermore, the results revealed that individual and collaborative written output tasks have no significant effect on incidental vocabulary learning.

Electronic Portfolio Assessment and its Effect on Learning Metacognitive Strategies of Reading Comprehension

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Mostafa Shahiditabar
Imam Sadiq University, Iran

This study was aimed to investigate the impact of electronic portfolio assessment on the learning metacognitive strategies of reading comprehension of Iranian EFL learners. The study was conducted in two phases. In the first phase, 80 students of Koosha Modern Language Institute (KMLI) took a TOEFL test. Those whose scores ranged from one standard deviation above and below the mean on the test were selected as the subjects of the study. Afterwards, the concepts of metacognition, metacognitive strategies, self-management and self-monitoring as the two types of the strategies, were taught them. The subjects were divided into the experimental and control groups randomly. Furthermore, the concept of portfolio was taught to the experimental group. In order to check the subjects' effective use of e-portfolios and its impact on metacognitive strategies, the researchers selected eight reading comprehension skills chosen from a TOEFL book which were taught to the students. After the teaching period, the researchers gave the subjects ten reading comprehension quizzes and had the students answer the questions metacognitively aware. The experimental group kept the results in folders in the computers. These folders are called electronic portfolios. The results of the analyses related to the scores obtained from a post TOEFL test revealed that being metacognitively aware in taking the quizzes proved a progress from the pre-test to the post-test in both control and experimental groups. Moreover, a more significant progress from the pre-test to the post-test proved in the experimental groups' results due to the use of e-portfolios. In this regard, the null hypothesis was rejected.

The Impact of Direct and Indirect Corrective Feedback on the Improvement of the Grammatical Accuracy of Iranian Intermediate EFL Learners' Writing

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Mostafa Shahiditabar
Imam Sadiq University, Iran

This study strived to examine the effect of direct and indirect corrective feedback on Iranian intermediate English learners' writing skill. To this end, a group of 60 female Iranian EFL learners was randomly selected from the whole population of the lower intermediate learners in Safir Language Institute through running a standardized language placement test (OPT). Then the homogenized participants were randomly divided into two experimental groups and one control group each involving 20 participants. Before starting the treatment, the pretest was administered to all groups and the results revealed no significant difference among them. Treatment lasted for 12 sessions in which participants in the first experimental group received direct feedback related to grammar problems; however, the participants in the second experimental group were only provided with some codes regarding their errors and

were asked to correct them by themselves. It should be mentioned that the control group did not receive any kind of feedback and the participants in this group only worked on the organization of the English paragraphs. After finishing the treatment, a post-test was run and pre-test and post-test scores of the three groups were compared through using dependent t-test. Results showed that the grammar accuracy of both experimental groups were significantly improved. Moreover, post-test scores of the three groups (Direct, Indirect and Control) were also compared through using One-way ANOVA. It was found that there is a significant difference among the groups. Comparing the mean scores of the three groups revealed the superiority of the indirect feedback group over the other groups on the post-test.

The Effect of Reflective Learning on Communication Skills: The Case of Reflective Strategies

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The purpose of this study was to compare the effects of reflective and language learning strategies on improving Iranian EFL Learners communication skill. To do so, seventy five upper intermediate learners, randomly were selected from one of the language institutes in Saveh based on their scores on PET test. Then, they were randomly assigned to one control and two experimental groups. Before starting the treatment, the pretest was run to all groups and the results of the one-way ANOVA revealed no significant differences among the groups regarding their oral communication skills .During the treatment, the first experimental group received explicit instruction related to the debriefing and questioning strategies. The second experimental group worked on the language learning strategies and the control group received none of these strategies. Results of the t-test and ANOVA conducted on the post-test scores showed that both groups of strategies including reflective and language learning are effective in improving learner's oral communication skills. However, the reflective strategies were more effective.

Languaging in Grammar Exercises by Iranian EFL Learners of Differing Proficiency

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'Languaging' is a kind of verbalization that is mostly used to facilitate cognitively demanding activities while producing and comprehending languauge is a main source of L2 learning (Swain, 2006). The purpose of the present study was to examine the effects of two types of languaging, namely private speech and collaborative dialogs on the comprehension and production grammar exercises by Iranian EFL learners with high and low elementary level language proficiency. To fulfill this purpose, 38 female students in one of the classes of first grade of high school participated in this study; the students' language proficiency level was confirmed by administering a Quick Placement Test. Based on their scores, they were divided into high and low elementray levels. After being taught the grammar material (passive form), participants were asked to do production and comprehension grammar exercises by usig private talk and collaborative dialogs. They were also asked to specify exactly which items were answered by consulting with other classmates, or were answered privately. The results of running one-way ANOVA

showed that both language proficiency and types of grammar exercise (production and comprehension) have effects on using the type of languaging. In other words, the lower level learners used collaborative dialogs more than private speech. Moreover, the participants with high elementray proficiency level mostly used private speech for doing grammar exercise.

Exploring the Knowledge, Skills and Attitudes Related to the Educational Innovation Management which can be used for Improving Teacher's Teaching and Research

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The purpose of this research was to explore the knowledge, skills and attitudes related to the educational innovation management which can be used for improving teacher's teaching and research. The research designed to collect quantitative data by using questionnaire with 543 teachers in Bangkok and surrounding provinces who work in the school belong to: Office of the Basic Education Bangkok, Office of Education Bangkok, and Office of Private Education. The tools used in the research were the knowledge, skills and attitudes related to the educational innovative management scale which can be used for improving teacher's teaching and research. The content analysis by IOC were between 0.60 - 1.00. The research found that Factor 1 is the knowledge of educational innovation management with four indicators which are the innovative using)mean=3.69(, the innovation choosing)mean=3.68(, the innovation evaluation)mean=3.51(, and the innovation dissemination)mean=3.27(. Factor 2 is the skill of educational innovation management with four indicators which are the innovative using skill)mean=3.56(, the innovation choosing skill)mean=3.53(, the innovation evaluation skill)mean=3.42(, and the innovation dissemination skill)mean=3.21(. Factor 3 is the attitude of educational innovation management with two indicators which are the attitude toward self)Mean=4.08(and the attitude towards others)Mean=3.93(.

From Socrates to Sugata Mitra: A Dialogue with Digital Natives

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Digital technology is changing our world, including our classrooms, in radical ways. The author's aim as an English language educator is to meet our students' needs: to do this we need to motivate them to become actively involved in the learning process. Socrates motivated his learners by engaging them in dialogue, an early form of critical thinking. His equipment was minimal: language itself. His method, too, was simple: asking questions or 'elicitation', as we would call it in ELT. Today, we have at our disposal the most sophisticated and diverse range of digital devices, from interactive whiteboards to iPad and the humble mobile phone. In spite of these radical changes in the way people learn, the fundamental aims of education over the centuries remain the same: to help the students fulfil their aims in learning and in life. The paper will explore the far-reaching changes which have taken place in our lives and our classrooms – and in our brains, according to some research – as a result of the digital revolution - and encourages teachers to take nothing for granted, but to question, in the best Socratic manner, to get at the truth behind the hype and to ask what good comes of whatever pedagogic proposals are put forward by experts, colleagues, salespeople, researchers and educational authorities. The generational change will be described captured in the dichotomy digital native/digital immigrant. The paper will ask: is it true that 'young people are

natives of a digital world and so they think and learn differently from the past; teachers who are 'digital immigrants' are unable to relate to their students' affinity with ICT'. Research into the claim that 'multi-media deepens comprehension and strengthens learning' will be examined. The author concludes by suggesting we should always bear in mind what good and effective teaching means in a digital age and how to combine what is important from the past with the tools of the present and future.

Textbooks: Curse, Crutch or Good Companions

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Course-books have been around for centuries. They have been a constant feature of foreign language teaching from the word 'go' – but what is their role in the hi-tech times of the 21st century? What overt and covert messages do they convey? What are the arguments for and against? How can we teach well with them and without them? The paper takes a look at textbooks from the very early days of language teaching to the present, in order to observe the principles that gave them shape. The author identifies ways in which course materials reflect the time and place in which they are written but at the same time, we notice certain stable if not universal, timeless, features. The paper focuses on the recent past of course-books, of which the author has had personal experience; he will try and explain why some books are enormously successful with teachers: what is the secret of a good course-book? And what else does a course-book, however successful, convey, apart from the English language? Do course-books have a hidden agenda? The paper provides a context for understanding the structure and content of textbooks and to do this the author draws on the major methodological landmarks of recent ELT history: the Direct Method, Structural Syllabuses, Audio-Lingualism, the Communicative Approach, CLIL and so on. Why do fashions in course-books change? Methods come and go, but grammar and vocabulary reign supreme; why should this be so? The author links the textbook with socio-economic factors and particularly the prevailing ideology of our times; neoliberalism: the power of the market to shape our and our students' behaviour. The paper concludes with the arguments for and against textbooks and suggests ways of teaching well with the course-book and without one.

Effect of Multimedia self-made instruction on improving learning among agriculture high school students in Hamedan, Iran

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Multimedia have a critical role in learning and its development in educable students. This study has been conducted to evaluate self-made multimedia instruction on promoting the highest level of learning in the third grade educable mentally retarded students in Hamedan, Iran. The sample population of this study consisted of the whole learning disabled male students in the third grade of agriculture high school course in Hamedan. Among them 40 people have been selected using simple random sampling. The design of the study was quasi-experimental, with a pre-experimental and post-experimental test held with the control and experimental groups. The experimental group

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was trained by means of educational self-made software during 2 months; but the control group was trained traditionally with no multimedia at all. First of all pre-test has been conducted with both groups. Then, the experimental group was exposed to the independent variable and then a post-test was held. After a period of 9 weeks, the post-experimental test was held to evaluate the level of material acquisition. The data obtained were analyzed, obtaining mean results and standard deviation (SD). One-way covariance was analyzed for each item. Result of the study showed that the level of learning on judgment and evaluation (P<0.001), applies of knowledge (P<0.001) and development of analysis (P<0.05) in the experiment group was significantly different with the control group. According to these results it was concluded that teaching and learning by using multimedia for educable students is effective.

Whose Ceremony Is This? Senior Graduation Ceremonies as a Means of Social Control

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This research explores the process, and the cultural and social significance of producing graduation ceremonies in an Israeli high school. It seeks to uncover the dynamics of structuring the ritual over time through a comparative study of two schools. The aims of the research are to analyze the structuring process of the graduation ceremony throughout the final year of high school, by focusing on the inter-generational and inter-group relations within the school; to examine various graduation ritual models, as an expression of the organizational culture of the school; and to compare the graduation ceremonies and the process of producing them in two schools, similar in socio-economic status but distinctive in their organizational culture. The research is based on participatory observation conducted in two schools: a municipal school and a community school, throughout one academic year. During that time, observations of the planning and preparation meetings on the topic of graduation events and of the rehearsals themselves were made. Throughout the planning sessions, as well as during the event itself, intensive note-taking was conducted, the rehearsals were videotaped and formal and informal interviews held. The main assertion of this study is that, as an extension of the literature that explores rites of passage, the graduation ceremony constitutes a mechanism for social control of adolescents about to leave school, and through this ritual the adults attempt to regulate the transition; to soften criticism and resistance and to maintain the inter-generational relations. However, the manner in which this mechanism works varies in accordance with the organizational culture of the school, and these differences are expressed in the dynamics of building the ceremony, and in the cultural product. The study has three primary conclusions: 1. In each school an individual dynamic developed generating a control pattern for regulating the tension between resistance (the students) and control (the adults). 2.   Each school developed an individual model of ritual. The rituals are examined by the features that organize the performance, the sources of cultural inspiration and the nature of resistance. 3. In both schools, strict control processes oversee the graduation ceremony. The various control mechanisms lead to the eruption of fierce expressions of resistance outside the ceremony, as well as to the development of alternative rituals in a less controlled manner.   However, by the very nature of resistance rituals, even if the order is upset temporarily, and foundations of anarchy and chaos rise to the "spotlight", ultimately social stability is maintained and order is regained.

Exploring English as a Foreign Language Learners' Learning Style and Oral Communication Strategies and Their relationship with Emotional Intelligence

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Knowledge about students' learning style, communication strategies, and emotional factors can be used to increase their potential for foreign language learning. This study explored Iranian EFL learners' perceptual learning style (LS) preferences and oral communication strategies (OCSs) among the English as a Foreign Language (EFL) learners with high and low level of emotional quotient (EQ). Moreover, it examined the relationship between emotional intelligence with their LSs (visual, auditory, tactile, and kinesthetic) and OCSs (strategies for coping with speaking and listening problems) among the high and low EQ groups. To these ends, three self-report questionnaires were used to collect data from 108 EFL participants selected from Shahrekord and Isfahan universities. The data were analyzed descriptively and inferentially through correlational statistical procedures. The descriptive results showed that the EFL learners with a high EQ favored kinesthetic and visual styles and disfavored individual style, while the learners with low EQ favored kinesthetic and auditory styles and disfavored group style. Among OCSs, *accuracy-oriented* and *negotiating for meaning while speaking* strategies were mostly perceived to be used by the EFL learners with a high EQ, while the most frequently used strategies among the learners with a low EQ were *word-oriented* and *scanning* strategies. Besides, *message abandonment* and *attempt to think in English* strategies were the least frequently used strategies among the EFL learners with a high and a low EQ, respectively. The results of correlational analysis indicated that emotional intelligence did not significantly correlate with any of the learners' LSs in the high and low-EQ groups. Also, the EFL learners' emotional intelligence did not significantly correlate with the OCSs (strategies for coping with speaking and listening problems) in the high EQ group. However; there was a significant positive correlation between the learners' emotional intelligence and some OCSs (strategies for coping with speaking problems) in the low-EQ group. The findings have implications for L2 teaching/learning.

The Analysis of the Bottom-up Model of Conversational Dialogues in Joseph's Verse

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Most of conversational forms are characterized by a set of conversational features that are found within conversation constituents. The main constituents are the sentences, sequences and turns. Both the smaller units which are the sentences and the larger units which are the sequences and turns work collectively within the structural and lexical features. This study adopts a bottom-up analysis of situational dialogues in Joseph's verse based on a framework developed for this purpose. The framework is based on Maskey & Hirschberg (1980) who classify conversational features into structural and lexical. The framework adopts views proposed by Couthars and Montgomery (1981); Sacks et al. (1974); Richards (1980), Jackoboson (1980); and Paltridge (2012) to identify the role of turn-taking, adjacency pairs and opening and closing sequences in the data. The qualitative method of analysis is applied. The study aims at discovering how participants' choices affect the type of sentences, turns and sequences. The bottom-up analysis shows that sequences are classified differently based on the participants' needs and that turn forms and length are highly dependent on the involved type of conversation. The central issue is that the variations within of sequence-type and turn-type help in categorizing different labels and functions of the situational dialogue constituents.

Educational Innovation

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Education, being a social phenomenon serving the needs of society, is indispensable for society to survive and thrive. It should be not only comprehensive, sustainable, and superb, but must continuously evolve to meet the challenges of the fast-changing and unpredictable globalized world. In the U.S., underlying the pressure to innovate comes from political, economic, demographic, and technological forces from both inside and outside the nation. This evolution must be systemic, consistent, and scalable; therefore, school teachers, college professors, administrators, researchers and policy makers are expected to innovate the theory and practice of teaching and learning, as well as all other aspects of this complex organization to ensure quality preparation of all students to life and work. The paper presents a systemic discussion of educational innovations, identify the barriers to innovation, and outline the potential directions for effective innovations. The paper discusses the current status of innovations in the U.S. education, what educational innovation is, how innovations are being integrated in schools and colleges, why innovations do not always produce the desired effect, and what should be done to increase the scale and rate of innovation-based transformations in our education system. Recommendations then are offered for the growth of educational innovations. As an example of innovations in education, online learning will be highlighted.

Native and Non-Native English-Speaking Teachers

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Nowadays English is becoming a global language, and the demand for English language teachers is increasing significantly. The question arises, should the teachers of the English language be native speakers (NEST) or non-native speakers (NNEST)? This paper highlights the characteristics of both NESTs and NNESTS, based on the study of Peter Medgyes (1994). Analyzing the differences between NESTs and NNESTs, another question comes to mind, who is a native speaker? In this paper, several definitions given by different researchers (Crystal, 2003; Nayar, 1994; Liu, 1999; Davis, 2003) are provided. Moreover, the Teach and Learn with Georgia programme will be discussed, and the results of a small research, analysis of the expectations and reality of having NESTs at IBSU will be introduced.

Potential of Cooperative Learning to Augment Iranian EFL Learners' Autonomy: Age, Gender, and Proficiency Level in Focus

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This study aimed at investigating the effect of cooperative learning (CL) on the autonomy of Iranian EFL learners with different age groups, gender, and proficiency levels. The participants in this study were the intermediate and advanced EFL learners at Safir and Sadr English language institutes in Isfahan, Iran. To achieve the objectives of this study, 136 male and female English learners studying at intermediate and advanced levels between the age of 13 and 45 were assigned to four groups based on their performance on the Oxford Quick Placement Test (OQPT). All

learners were asked to fill out an autonomy questionnaire at the outset of the study, and then, while the control groups were exposed to the traditional approach to reading comprehension, the experimental groups were subjected to three approaches of Jigsaw Reading, Reading Puzzles, and Newspapers, which all required group work. All the participants were then given the post-experiment autonomy questionnaire in order to examine the effects of cooperative learning on learners' autonomy. The results of data analysis revealed that (a) the treatment (i.e. CL) helped intermediate and advanced EFL learners improve their level of autonomy, (b) gender did not affect the way cooperative learning improved Iranian EFL learners' autonomy, and (c) adolescents and adults were considerably different with respect to their autonomy gain scores. The implications of the study for learners, material developers, and teachers are presented at the final section of the paper.

Commodification of Education in Iran

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Over the last two decades, a complicated set of factors like over-expansion of the Iranian higher education system, high rate of unemployment among educated people, personal demand for academic accomplishment on the young high school students' part, among others, have contributed to creation of what may be called "commodification of education in Iran." For centuries, education has been praised as a virtue in itself. Great philosophers have proudly called themselves "teachers" and education was thought of as a kind of gift to young gifted people. But, in our world, in which everything, including even human feelings, have become commodified, education has not been an exception. This paper, therefore, endeavors to provide a picture of how and why education has become commodified in Iran in the last two decades.

Using Technology to Assess Students' Achievement in Teaching English as a Foreign Language

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The study aims to assess the impact that technology has on the development of language skills of English as a Foreign Language (EFL). There are so many options for creating online assessments by using tools available today. Using technology as a tool for assessment, instructors can find new ways to meet these requirements. These new and innovative ways to assess students are attractive and allow students to use the technology they are comfortable with, and to learn about new technologies available to them. Instructors can apply in their classes various assessment tools. The method used in the research was a mixed type questionnaire carried out among EFL students and instructors. The results of research reveal that online assessment tools can have a positive effect on students' learning regarding their assessment and these tools that enable instructors to conduct this type of evaluative work faster. They decrease paperwork, and provide more time for working with students using the data. Consequently, this study has provided information about why it is so important to assess students' achievement while instructors are using online tools.

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Some Typical Cases of Violating Cooperative Maxims

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The research paper deals with the study of the phenomena of misunderstanding and self-repair in dialogical discourse. The paper focuses on the analysis of those linguistic, psychological, socio-cultural and pragmatic factors that lead to misunderstanding between the communicants, which finally might end in a discourse failure. The author regards as one of such factors the introduction of a new conversation topic (i.e., subject matter) with the help of proper names and third person pronouns which, due to their sign peculiarities, lack in conceptual meaning and informativeness. Their usage as identifiers violates the principle of communicative cooperation, particularly the maxim of manner, when one tries to be clear and avoids obscurity and ambiguity. Sometimes the phenomenon of misunderstanding may be provoked by the addresser's psychological disposition at the moment of speaking, as well as by the diversions in the socio-cultural background knowledge and pragmatic attitudes of the communicants. In connection with this, the paper concentrates on the study of the cases of self-repair. Hopefully, the analysis and generalization of the phenomena of misunderstanding and self-repair will be helpful both to English language teachers and learners.

Arab Authors in Israel Writing in Hebrew – Fleeting Fashion or Persistent Phenomenon?

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The paper reports on the phenomenon of Arab authors in Israel writing in Hebrew. "Writing in Hebrew" refers to literary works originally written in Hebrew or translated from Arabic to Hebrew. The paper examines the status of Arabic for Israeli Arabs, the scale of the phenomenon of writing in Hebrew, the bilingual literary works of Arab authors in Israel, and Israeli society's acceptance of Arab authors writing in Hebrew. About ten Arab novelists are currently writing in Hebrew in Israeli, an apparently growing trend among Arab authors. The choice of these Arab authors to write in Hebrew is a conscious aesthetic choice and a reflection of their natural gift for writing and mastery of Hebrew. These writers are: Anṭūn Šammās, Naʻim Arāydi, Sayyid Qaššuʻ, Aṭalla(h) Manṣūr, Ǧiryis Ṭannūs, Muḥammad Ġanayim, Aosāma(h) Abu-Ġūš, Aūde(h) Bšārāt, Ayman Siksik, and Salmān Naṭūr.

Analysis of Students' Situational and Individual Interest in Teaching-Learning Process

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At the present time, a statistically significant number of students in higher education institutions have a low academic achievement. One of the main reasons of this is their low level of learning motivation. To build up students' learning motivation, it is a good way to target student's individual interests on a task. In the teaching process there are some stages of interest to set up student's individual motive on a task. The first stage is *triggered situational interest*, which is important in catching students' attention. It refers specifically to initiating interest. The second stage of interest is *maintained situational interest*. This is focused on the development of triggered situational interest. Individuals begin to forge a meaningful connection with the content of the material and realize its deeper significance on this stage. The last stage of interests' development is *individual interest*. According to Hidi and Renninger, individual interest is individual's long-term, deepening personal connection to a domain. This connection affects students' learning motivation. So, it would be important to study how students' situational and individual interest are presented in higher education institutions. This research was focused on the analysis of

teaching-learning process focused on students' interests towards a task. The applicants were bachelor students of universities and the number of participants in the study was 105. According to the research aim, a specific instrument was created which would measure students' situational and individual interests in the teaching-learning process. This instrument measured all three types of interest with Likert five-point scale. The research results indicate that there is a weak positive connection between *individual interest* and *academic achievement.* This result points out that only individual interest is not enough to achieve academic accomplishment. The results also showed the connection between *triggered situational interest* and *maintained situational interest,* which is highly positive. In the study there is an explanation which shows how the teaching-learning process is directed in higher education institutions. Also, there are some recommendations and conclusions about the interpretation of the obtained results which could be important for specialists in the field of education and for psychologists, also for people who have interest in educational discipline.

The Dialog between Students and Lecturer in an Action-Research Course and Its Implication for the Students' Learning and Research Processes

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This paper focuses on the reflective journals written by students in the action-research course in which we, the researcher-lecturers, collaborate as readers and respondents. Based on the ideological and practical goals of action-research, we aspired the students to undergo a holistic process encompassing emotional, professional, moral and personal change. The implications of ongoing collaborations for student learning processes, primarily in forming awareness to existing patterns that make them uncomfortable, and actions that promote change will be viewed. The research method involved analyses of the content of some 20 journals (out of 80 in total) written by students throughout the 2016 academic year. A critical examination of the journals reveals that our active participation as guides and writers who take on the role of friendly critics to our students, formed a dialogue, a reflective discourse of the students between themselves, and with us as well. The students were given a safe, intimate, yet open space for professional and personal deliberation. Lecturers' responsive writing encouraged awareness of ideas and actions, transforming the students from objects conformed by reality to subjects who operate within reality and change it. Thus, the journals helped the formation of conceptual change within the students, and changes - often dramatic - to their demeanor in schools, in the classroom, and opposite the training teachers.

E-Teaching: The Same as "Brick & Mortar" Teaching?

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The present paper addresses the practice of a new English classroom on the model of e-teaching/learning which may pose innumerable problems if approached with the same methods and techniques utilized in brick-and-mortar classrooms. The aim of the paper is to highlight the most common errors that are committed while teaching online. In doing so, methods and techniques will be compared, which are used in traditional classroom with the ones exercised when delivering lessons online. The comparison between "brick-and-mortar" vs. "click-and-mortar" approaches will help to disentangle the tip of the iceberg and dig deeper trying to reveal the gallimaufry of problematic issues that can arise if no distinction is drawn between the traditional vs. online teaching. The topics

to be covered include: activities such as "Ice Breakers" aimed at generating the interest of participants to make sure they are involved in the task and are not mechanically answering the questions, the way it happens in the majority of online courses; motivating students from the beginning and throughout the whole process to minimize dropout rates; providing feedback and discussing the conduct and manners of an online tutor based on authentic materials (two extracts from the videos of people teaching online).

Education of Medical Students on Syndromic Principle of Diagnostics

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Syndromic diagnostic principle includes the recognition of diseases that is based on the mental processes only with that range of pathological conditions and diseases, which manifest themselves with a single leading syndrome, regardless of affiliation to different nosological units. At the beginning of the examination of a patient, a doctor must actively identify symptoms of the disease. Herewith the researcher does not know which disease is characterized by this or that symptom as a set of the same symptoms may occur in various diseases. At the same time, only complete identification of all clinical symptoms and features of their manifestation gives an opportunity to form isolated syndromes, which make it possible to recognize and substantiate provisional diagnosis. The main syndromes of surgical diseases include pain syndrome of various location, fever, jaundice, motor evacuators disorders of the gastrointestinal tract and other disturbances. In other words, syndrome is a complex of symptoms, outwardly unified for various diseases of the various organs and systems regardless of the etiology and pathogenesis of the disease as well as the affected organ or system. The most important advantage of the syndromic principle of diagnostics is that the syndromes are so obviously different from each other that they cannot be confused. Already this first, rather simple stage of medical thought should become a basis of boundary economical diagnostic thinking. All the subsequent mental activity is going on inside the given syndrome, at that, its features, manifestations, connections with other symptoms and syndromes are analyzed. In consideration of the importance of rapid and qualitative analysis of the revealed symptoms and syndromes of the disease, a certain sequence of elementary mental operations that can be represented as a specific diagnostic algorithm is required. Moreover, it is the stage of education that is very important for mastering the principles of unified and standardized approach to the detection and analysis of the findings. At the same time, it is the rapid and accurate recognition of the disease that makes it possible to start early and targeted treatment. This is the improvement of the effectiveness and quality of medical diagnostics that forces to modify some of the principles and thinking processes at learning that can provide higher probability of diagnostics and bases of high quality treatment.

Resisting Negative Stereotypes in Oral Histories of Arabic-Persian Bilinguals

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This study examines the discursive structures deployed in resisting negative stereotypes of Arabic-Persian bilinguals, who were studying English as a Foreign Language in an Iranian community. Data for the study were drawn from focused group interviews of 10 participants, applying a discourse historical approach (Wodak et al.

1999), and contain a large number of narratives in which participants storied negative stereotypes and individual positive practices. Further applying Reisigl and Wodak's (2000) presentation of the discursive strategies, by focusing particularly on the discursive construction of national/ethical sameness and differences, the study reveals that in adjusting the strategic resources, the participants have tendencies to discursively construct strategies of mitigating negative attributes which the out-group foregrounds, and to highlight positive attributes which the out-group seemingly downsizes or ignores. The study concludes that bearing ethnical/national image identification flourishes new images and associations which are enacted by ethnic participants, while the old negative ones are refuted. The implications of the study stand for larger socio-linguistic processes that give space to the complex relationships among language, ethnicity and national identity.

Methodologies Applied for Teaching Children with Dyslexia

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The paper seeks to analyze the needs of special education needs (SEN) children and provides teaching methodologies to help teachers make the learning process easier. Special education is the practice of educating students with special educational needs in a way that addresses their individual differences and needs.   The term 'special educational needs' was originally intended to provide an opportunity for schools, education authorities and other service providers to ensure that pupils who have difficulties in learning or accessing the curriculum receive appropriate levels of support. Children with dyslexia are required to have this kind of support from educational institutions. Dyslexia is a common condition that affects the way the brain processes written and spoken language. The central issue addressed here is that there are children out there who see life through a different window and it is about teachers to see the able, not the label. Teachers and educational institutions have to help those children become educated, no matter what kind of problem they are facing.

Efficiency of Measuring Reliability and Validity in Assessing English Language Proficiency Requirements of Georgian Pilots and Air Traffic Controllers

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Reliability and validity are two important indicators of a useful test. Reliability is defined as a consistency and stability of the scores. As for validity, it refers to accuracy of the test score interpretation. Reliability and validity with respect to proficiency testing in aviation needs external reassurance, since outcomes of testing impact world in terms of career and safety, micro and macro levels respectively. It is important to ensure that a reliable and valid test is chosen for aviation test population, namely, pilots and air traffic controllers, therefore inherent relation between reliability and validity provides necessary information pertains to efficiency of proficiency testing. Educators have to identify the source of measurement errors and minimize their impact on the obtained scores. A proficiency test should be free from measurement errors and measure what it is supposed to evaluate. The research will consider the proficiency testing style in Georgia including testing population and as a result will estimate efficiency of reliability and validity in assessing English Language Proficiency Requirements of Georgian pilots and air traffic controllers in order to eliminate sources of measurement errors.

Assessing Writing -What are the Challenges?

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The paper will highlight the differences between formative and summative as well as subjective and objective assessment. The presenters will elicit from the participants the importance and characteristics of standardized testing. Participants will work in small groups and share ideas on assessing and marking writing, as one of the most challenging language skills. Participants will be given an essay to mark. The results will be compared and discussion will be stimulated.

Making EFL Grammar Teaching Genuinely Communicative –Trends and Innovations

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The paper is an attempt to revisit those approaches and methods which have been used in teaching EFL grammar in a communicative mode. Several recent, hence, modern advanced English grammar textbooks are analyzed in order to pinpoint those trends and innovations which are introduced in them for making EFL grammar learning and teaching truly communicatively. The study in this way aims to demonstrate how grammar teaching has altered from a superficially communicative to genuinely communicative stance.

Logoepistem as Fixed Linguistic Unit in Cross-Cultural Communication

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The aim of the paper is to explore a language as the best bearer of the national code of the ethnos within its cultural as well as national diversified character within the logoepistem as the ethnolinguistic phenomenon. The urgency of the research is caused by the increasing interest towards the intercultural and social communications. Language is not only releasing the information, but also it bears the inner organization of the fixed knowledge of the universe. Thus, language bearers create their own worlds. The research methodology is based on contrastive-comparative method of linguistic study of systematically different languages (English and Georgian). A language is described as a picture made of different colors of mythology, metaphor and other constituents. Our world vision is discussed under the influence of the world language picture. Every single language is acknowledged as a national independent system. So that it conditions the world vision of the bearers of the given language. For many scientific conceptions the central figure of modern linguistic research is a human being. It is impossible to draw the thorough picture of the ethnolingual consciousness. Thus the paper aims at studying the concept of a human being to describe the general characteristic features of a linguistic phenomenon of a concept in English and Georgian. The

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phraseological or fixed linguistic comparison of a human being makes a strong bias for the theoretical and practical research of fixed linguistic comparisons. Our choice can be justified by the universal nature of the concept revealed in form of a logoepistems. The formation of the concept of a human being is based on the inner language links. They reflect different angles of a human's existence. In result of the research activities the interpretation of the ethnoligual phenomenon of a man is reflected within four valleys - physical, intellectual, solely and social ones. Thus, the outcomes of the text-based analysis has shown that the world picture studies are closely connected to the picture of a conceptual worldview. It reflects a human's mentality, his life conditions and his approach towards the universe in systematically different languages.

Investigation of Teachers' Opinions Regarding to Positive Psychological Capital

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Positive psychology has an approach that focuses on the positive aspects of the individual rather than focusing on the individual's negativity. Positive psychology in the context of human capital has been seen as a separate capital in recent years when the concept of man-oriented management has developed. Within positive psychological capital there are components such as psychological resiliency, self-efficacy, optimism, hope, extroversion, trust and so on. Positive psychological capital is found to be related with burnout, organizational happiness, enthusiasm to work, performance etc. Therefore, it is thought that teachers with high positive psychological capital will provide positive contributions to many situations in the education process. The purpose of this research is to examine teachers' views on positive psychological capital. Teachers were asked what the positive psychological capital implied, which factors decrease the positive psychological capital, and what to do to increase it. The research is limited to these three sub-goals. The study group of this research, which is designed by qualitative method, constitutes 23 teachers working in Mardin province. A semi-structured interview form has been prepared for the research. The data were collected by researchers and analyzed by means of descriptive analysis. At the results of the research; first of all, the teachers recall positive psychological capital as being positive, self-empowered, money, pollyannaism, and so on. When teachers were asked about the source of the factors that decrease the positive psychological capital, they named educational administrators and politicians, parents and environment, besides, students, teachers, the school climate and the education system. Finally, the teachers were asked to propose solutions for each component in order to increase positive psychological capital, and the results were presented.

Differences in the Perception of Giftedness among Jewish and Arab Students in an Israeli Teaching College

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Although giftedness is perceived as a cognitive trait, culture is responsible for much of its molding. Each culture defines what and who is a gifted person. Athens, for instance, valued words and dialogues, while Sparta glorified the ethos of battle. The current research goal is to find out the differences in the perception of giftedness between Israel's Arab and Jewish students. Two groups live side by side: Israeli Jews, and Palestinian, Arab citizens of Israel. The two communities are educated in separate educational systems, united only in college and universities. Jewish

students speak the Hebrew language, while Palestinian student - Arabic. One group is privileged and the other is a repressed minority. As expected, there are significant differences in lifestyle and values. How is the difference in norms, beliefs, and values expressed in relation to giftedness? A questionnaire survey was completed by 82 students aged 19-25 at a local teacher training college. All students are studying for a teaching certificate and a bachelor degree. The sample involves 37 Arab and 45 Jewish students. A few differences arise when comparing the two groups. For example, the students were asked to put themselves in the shoes of a school principal with a limited budget. The principal must choose only three enrichment courses from a list of 12 options. The subjects chosen revealed differences between both cultures. Specifically, "current affairs and politics" and "fostering leadership" were selected by Jewish students considerably more often than by Arab students, whereas "programming games for mobile phones" was preferred by Arab students. These findings represent evidence of how the political situation in the Middle East permeates into every dimension of life. Arab students are detached and excluded from the political realm. The arena of politics and current affairs is a threat and a source of distress for them. Mastering new technologies is a way of promoting oneself without being dependent on any establishment. On the Jewish side, choosing rhetoric, politics, and leadership as a proper enrichment course for gifted pupils demonstrates the effect of globalization. The survey was conducted a short while after the election of Donald Trump to the USA presidency, and the idea of charismatic leadership prevails in public discourse. Ultimately, the analysis of findings reflects differences in the social position of the two communities more than in cultural values.

Teaching Creative Writing via Media Lessons

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Newspaper articles can be used as samples of writing in such genres as news and reviews. This is especially useful for students of journalism specialty, however, it may be an enjoyable activity for students majoring in various specialties. The lecturer can make a special selection for students, to demonstrate the genre peculiarities and style of newspaper articles on topics interesting for students, not necessarily politics. These may be educational, cultural, scientific or sports news or reviews of recent events in the spheres. Students will be asked to create their own texts about events in their university, using the suggested selection as samples. In this way students will practice writing, as well as improve their vocabulary and grammar skills.

Nurturing Complex Cognitive Processes in Learners

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One of the most important goals set by educational institutions in the 21st century is the development of higher-order skills in learners. These skills involve: problem-solving, critical thinking and decision-making. In our competitive world employers have desire to hire staff that are both full of fresh theories from colleges and universities and at the same time, ready to solve real life problems at their work places; who are smart and quick in creative decision-making and those who critically evaluate the situation. Besides, the occupational use of problem solving, critical thinking and decision-making skills, everyday life present many situations for humans who either solve them effectively, think productively to evaluate the evidence or just fail in doing so. Thus, these complex skills are crucial for people. Educational psychology and pedagogy try to help teachers and learners to meet the goals. The aim of the study is to help individuals understand the complexity of these complex cognitive processes and to assist educators in nurturing problem solving, critical thinking and decision-making skills in learners.

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Translation and Culture: Poetics in the German Translation of Chimamanda Adichie's *Blauen Hibiscus and Americanah*

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Translation studies have become a means of integration of culture under all its forms, language, literature arts, etc. in the world circuit of cultural values. It has gone beyond linguistic activities between two languages, rather it has become interaction among cultures. Culture and translation are among the most determining and influential variables in human communication, because culture influences the translational discourse in a number of ways. These paper discusses the poetics in the German translation of Chimamanda Adichie's *Blauen Hibiscus and Americanah.*

Foreign Language Course Content Development: Psycholinguistic Nature of Speaking Skill

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Foreign language teaching and learning is a complex phenomenon that involves four interconnected language skills of reading, writing, listening and speaking. Despite the importance of mastering proficiency in each skill to become a well-rounded communicator, the most popular and effective way to communicate is through speaking. Regarding the fundamental role of speaking in communication, this study aims to investigate the way in which operations of the human mind make the speech production possible to enable educators to design a foreign language course more profoundly. Taking into consideration the processes happening in the mind during the act of speaking, teachers have an opportunity to develop the course content, including teaching methodology, techniques, activities, and assessment.

Baloon-Powered Vehicles: Global Collaborative Stem Education with Undergraduate Students from Taiwan

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In this paper, the process and outcomes of a global collaborative STEM (science, technology, engineering, and mathematics) education project conducted with undergraduate students studying technology education at National Taiwan Normal University in Taipei, Taiwan is discussed and evaluated. The project served as a practical pedagogical model in applying global collaborative STEM education in a general education classroom. As researcher and his partners were in two countries, the project called for the planning, designing, constructing, testing, and modifying of two distinct vehicles each powered by two balloons, while each addressing a different law of physics. Significant emphasis of the project was placed on the collaborative aspect of the assignment, as such was necessary to promote engaged collaboration between both parties and to ultimately achieve the final products, all while being in two different regions of the world. Email messaging and the video conference application, Skype, were the mediums used as the main source of communication for planning and design, while construction, testing, and modifying of the vehicles were conducted asynchronously. Furthermore, in the final section of this paper, current research on global education was examined and some suggestions on how this budding field of education may be accomplished in the general education classroom.

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Purpose, Pedagogy, and Praxis in the UOG English Placement Essay Scoring Rubric

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The University of Guam English Placement Essay Scoring Rubric was used to assess the writing of incoming college freshmen for placement into first-year college English courses. Given that its last revision was in 2006, questions arise regarding the rubric's responsiveness to the university's student diversity and to student learning. By examining the purpose and development of the rubric and pedagogies that inform it, it is hoped to articulate how the rubric can be reconstructed for more responsive praxis. The following suggestions for increasing the responsiveness of the rubric to the local context are offered: *Pitfalls: Resisting the Deficit Model*, *Perspective: Using Holistic Criteria Effectively*, *Punctuation: Avoiding the Focus on Correctness*, *Population: Evaluating Racial Validity*, and *Program: Alignment with Learning Objectives*. Within the framework of O'Neill, Moore, & Huot's (2009) guide to college writing assessment, it is maintained that placement assessment is a local, contextual activity requiring local knowledge and expertise. If assessment is meant to improve pedagogy, then rather than just looking at theories underlying teaching, those involved in the work of writing assessment should look at the theories underlying the development of these assessments. The examination furthermore operates within the belief articulated by O'Neill (2011) that reframing values helps writing teachers and administrators discuss and negotiate appropriate writing assessments with institutional administrators and others in more nuanced ways. The collaboration of stakeholders is integral to the teaching of English in an institution and to the sustainability of any writing program assessment. By using the descriptors of the rubric as primary data and communicating with writing instructors and administrators, the study follows in the tradition of examining how assessments are locally constructed and revised. The concern, above all, is the type of decisions being made as a result of the assessment and how students' learning of English is directly affected by these decisions.

Developing Reading Ability in Students with Reading Difficulties through a Peer-Supported Program

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This study aimed at 1) examining reading ability of students with reading difficulties after the use of a peer-supported program 2) comparing the reading ability of students with reading ability before and after the use of the peer-supported program. The subjects of the study were 15 Grade 1-3 students with reading difficulties. The instruments used in this study included a short-passage reading measure, lesson plans for the peer-supported program, a form for individual monitoring progress of the students with reading ability. The experiment lasted for 6 weeks, 5 days a week, one 20 minute-session per day. The statistics used were descriptive statistics, particularly percentages. This study found that: 1) The reading ability of students with reading difficulties after the use of the peer-supported program was at good level. 2) The reading ability of students with reading difficulties after the treatment was higher than prior to the treatment.

The Impact of English and Other Major Languages on the Indigenous and Endangered Languages of Northeast India

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India is a multilingual country inhabited by people of different ethnic and cultural diversity. There are more than one thousand languages and dialects spoken across the country. Since the introduction of English during the British rule, it has evolved within the country to become an official and working language of India. The north-eastern part of the country consists of eight states in total with every state possessing unique cultural and linguistic identities. The region is isolated from the rest of the country owing to numerous factors like languages, political borders, religion, geography, ethnicity and cultural differences. There are more than two hundred ethno-linguistic communities across the region. Only a few have scripts of their own and most of them use Roman Script to write. Oral tradition acts as the vehicle to preserve and pass down cultural history. The region falls under the language hotspot for housing a large number of critically endangered languages. The immergence of English as a subject in Northeast India dates back to the onset of Christian Missionaries who frequented the region during the period of British colonization. The paper will emphasize on the impact and issues of English and other major languages on the indigenous and endangered languages of Northeast India. The sensitive issue of language identity which leads to identity politics in the region will be discussed as well. The paper will focus on how the political aspirations and language practices of the minority groups differ from the major language groups. The paper will also state how language has worked as a factor for instigating nationalism and regionalism resulting in denouncement of certain languages. The paper will also highlight the issues of why some indigenous communities are developing scripts to replace Roman Script.

Conceptual Blending and Its Manifestation in Silvia Plath's Poem "Tulips"

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The paper deals with the notion of conceptual blending in cognitive linguistics. Conceptual Blending (or Conceptual Integration) is a theory of human cognition. It has a fascinating dynamics and a crucial role in how we think and live. Conceptual blending is a deep cognitive activity that creates new meanings from old ones. Conceptual blending theory was proposed by Fauconnier and Turner and further developed by Coulson, Oakley and Grady. Conceptual blending is "a basic mental operation that leads to new meaning, global insight and conceptual compressions useful for memory and manipulation of otherwise diffuse ranges of meaning" (Fauconnier and Turner, 2003: 57). It plays a significant role in the construction of meaning in our everyday life, in both arts and sciences. Conceptual blending is described and studied scientifically in terms of conceptual integration networks, which are the mechanisms that enable the creation of meaning. A conceptual integration network consists of four connected mental spaces: two partially matched input spaces, a generic space constituted by structure common to the inputs, and the blended space. Conceptual blending theory provides interesting insights into the possible creation of metaphors. The value of conceptual blending for stylistics is that it can account for particular stylistic effects.

Art of Symbolism in E. Hemingway's Short Story "Hills like White Elephants"

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The paper deals with the concept of symbolism in. Hemingway's short story "Hills like White Elephants". Symbolism in literature is one of the many tools that writers employ in order not only to generate interest in their work, but also to create another level of meaning. From Greek ('symbolon') "token", a symbol is a sign, whether visual or verbal, which stands for something else within a speech community. A symbol is a person, object, action, place, or event that in addition to its literal or denotative meaning suggests a more complex meaning or range of meanings. In literature, symbolism is an important device and a powerful tool for writers to pass their message along to the reader and to invoke his/her imagination and emotions. It is often used by writers to enhance their writing, making it more interesting. A symbol is an expressive way to depict an idea. Symbols shift their meanings depending on the context they are used in. The ability to recognize and interpret symbols is essential for a full understanding of literature. Ernest Hemingway, one of the greatest American writers of the twentieth century, is well-known for his effective use of symbols as a technical device in his novellas and short stories. He uses this technique to emphasize the importance of ideas, suggesting that he leaves out the important details of the story by symbolizing their meaning. "Hills Like White Elephants" is one of the most brilliant short stories by Hemingway. The symbolism implicit in the title and then developed in the story contributes to making a powerful impact on the reader. Through symbolism, Hemingway creates the world around the couple waiting for the train and evolves the trivial dialogue between them into a fight against a difficult human situation.