

ABSTRACTS

PRISONERS OF DREAMS AND DEFEATED DREAMERS: DESIRE UNDER THE ELMS VS. THE CONSUL, THE TANNER, AND THE ACTRESS

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The present paper attempts to offer a comparative study between Eugene O'Neill's drama *Desire under the Elms* and *Diplomatul, tãbãcarul și actrița* (*The Consul, the Tanner, and the Actress*) by Carol Ardeleanu. I will undertake to compare two stories about aspiration towards high-class status, beauty, happiness, freedom, and justice paid for by sacrifice, suffering and extreme passion that dominate the characters' lives.

Both in *Desire under the Elms* and in *The Consul, the Tanner, and the Actress* the characters are prisoners of their own passions, vices and dreams. The walls, the ground, the protagonists' manner of speaking, etc. become signs of imprisonment as well. Eugene O'Neill's drama and *The Consul, the Tanner, and the Actress* therefore draw their 'life' from what is genuine in the human experience and existence.

In the end, the characters cannot find a way to escape from their houses and environments, and become prisoners of disillusionment, coffins, or unrealistic aspirations. Both authors share a tragic vision of existence, and focus on tragic stories about "prisoners" of dreams and defeated romantic dreamers.

Key words: imprisonment, disillusionment, vice, passion, dream

Metacognitive awareness of using reading strategies in SLA

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While use of reading strategies is considered beneficial to second language learners, metacognitive awareness of using reading strategies is a critical aspect to skilled reading, especially in the academic contexts. This presentation is part of a large-scale study which aims to investigate a) the metacognitive awareness of reading strategies among non-native undergraduate students of Arabic, and b) if there is any relationship between the students' awareness of the reading strategies and their reading comprehension. 122 undergraduate students, who were studying Arabic as their second language, participated in this study, which took place at King Saud University in Saudi Arabia. This presentation will start by providing a brief theoretical background of the study then an overview of the methodology will be outlined, which include the self-report questionnaire (Survey of Reading Strategies SORS) as well as the reading comprehension test. This presentation will also show the preliminary results of the study along with its implications for teaching reading strategies to second language learners of Arabic. It is anticipated that this study will provide a better understanding about the reading strategies and behaviors that those students use when reading Arabic academic texts.

Afterthoughts on Stability of Idioms

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Recent linguistic and psychological research in this field has shown that the traditional approach to the study of idioms should be reconsidered from a new angle. In numerous publications on the subject it has been convincingly shown that in a particular context such units undergo semantic changes as a result of which the original and figurative meanings of the components are brought back to life to make a new metaphoric sense.

In the frame of this presentation we'll make an attempt to prove that in a definite speech idioms undergo not only semantic but also *structural* changes. Semantic and structural aspects are considered as two sides of the same coin and therefore should be analyzed in one complexity. There has been established a set of elementary devices every one of which is metalinguistically designated: substitution, insertion, ellipsis, etc. What we actually find in speech is the combination of these devices which results in very complex metasemiotic process when a new metaphor or "metametaphor" is created.

The examples of various kinds account also for a much greater *syntactic flexibility* of an idiom that linguists used to claim: in a particular discourse situation the order of constituents is changed.

Keywords: metametaphor, metasemiotic process, syntactic flexibility, discourse situation

LINGUISTIC ANALYSIS OF CROATIAN MEDICAL DISCOURSE

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Medical language is aimed at communication among physicians and (or) other health professionals and patients. Undoubtedly, it has been affected by globalization, a process that has an impact on socioeconomic, political, cultural and language dimension of society. The development of globalization has been closely associated with the power and dominance of English. It influenced the languages for special purposes (LSP), which are liable to changes and innovations on all levels. The aim of this paper is to examine the linguistic features of Croatian medical discourse. Functional styles relevant to medical discourse, frequent usage of anglicisms, unnecessary abbreviations, changes on the syntactic and semantic levels will be analyzed as well as attitudes of health care professionals towards the influx of anglicisms into Croatian medical terminology.

Key words: LSP, medical discourse, Croatian medical terminology, attitudes

FREQUENCY, TYPE AND EFFECTIVENESS OF COMMUNICATION STRATEGIES OF PROSPECTIVE TEACHERS OF ENGLISH IN TURKEY

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When the basic purpose is conveying the messages and remaining in a conversation in an EFL context, communication strategies are of great significance for learners of English. Knowledge based on these strategies is extremely important for prospective teachers of English, who will teach such strategies to their students in the future. The aim of this research is to identify the difficulties and the frequency, type and effectiveness of the communication strategies used to cope with these difficulties by the prospective teachers of English at a Turkish University. The findings will be discussed in detail during the presentation.

Key Words: communication strategies, prospective teachers of English

A Comparative Study of Football Commentators' Discourse in English and Persian Languages

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In various contexts, different types of language are selected to make the language forms appropriate to situations. In this spirit, in sport context, without much planning time, sport commentators have to use language in a form that would make them able to quickly describe the activities as fluently and accurately as possible. Thus, a particular use of language is demanded in commentaries.

Beard (1998) defines commentary as reporting simultaneously what is seen on the screen. Under time pressure, as Holmes (2008) notes, they use a telegraphic grammar which involves syntactic reductions and inversions of normal word order. According to Kuiper (2000), they also use special kind of formulas and routines in order to help them to speak fluently during a running commentary. Thus, their language follows certain linguistic formulas and has got distinctive vocabulary and grammatical features. Ferguson (1983) has suggested a framework for analyzing the language of a sport commentator. These are six selected syntactic characteristics including, simplification, inversions, result expressions, heavy noun modifiers, tense usage and routines.

This study wants to compare the similarities between English and Persian commentators' language use according to Ferguson's (1983) suggested framework. Using one English and one Persian Football matches' transcriptions, the study will examine only three of these features including: simplifications (subject, main verb, auxiliary be and pronoun plus to be), inversions (passive construction) and heavy noun modifiers. In order to have a better picture, the frequency and percentage of similar points will be evaluated and presented through separate graphs.

REASONS FOR USING OR AVOIDING GAMES IN AN EFL CLASSROOM

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The aim of the present paper is to determine the reasons why teachers` and students` either use or avoid games in the classroom, as well as to discover the possible obstacles of using games in an EFL classroom. The research was conducted on teachers and students of the English language in Leskovac and Nis, cities in southern Serbia. The main research technique employed was a questionnaire. 197 participants, 178 students and 19 teachers, participated in the afore mentioned questionnaire. The results of the research prove that teachers as well as students have more reasons for using than for avoiding games in the classroom. Along with the research, the paper outlines certain obstacles that may appear when introducing game in the classroom which must be overcome. The results suggest that games should be introduced since both the teachers and students have found sufficient beneficial reasons for their usage. Furthermore, the research highlights some significant disadvantages of using games that teachers should beware of and try to overcome along with their students.

Keywords: EFL, educational games, teachers, students

Reflections on teacher trainees' understandings about teaching English that are gained through a kindergarten practicum

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In the teaching of very young learners, who are developing their L1 proficiency at the same time they are learning a foreign language, oral language ability and literacy skills in English are often assumed to develop concurrently and even to facilitate one another. Few studies, if any, have considered possible differences in approaches to language and literacy in teaching English as a foreign language to very young Turkish learners in the EFL classroom context. Thus, in this presentation, I suggest ways to teach very young Turkish EFL learners with a focus on oral language skills. For this purpose, 55 English language teacher trainees studying at their 3rd year at Muğla University typed reflective papers first at the beginning and then at the end of their kindergarten practicum experience. Each teacher trainee is asked to describe the following points in their reflective papers:

- Your knowledge about the linguistic development of children at the age of 5 in their first language (L1) and second/foreign language (L2)
- Any experience of teaching L1 and English to a child at the age of 5 you may have had
- Your thoughts and feelings on teaching English to very young learners in a Turkish EFL classroom context
- Your own definition of children at the age of 5 linguistically, cognitively and psychologically

The reflective papers are collected and analysed by the researcher. The reflective papers show teacher trainees personal and professional growth over the semester by revising and developing points made in their 'first day' writing. Moreover, each trainee is observed at his/her kindergarten practicum by the researcher. The researcher also conducts a semi-structured interview with each trainee on their first reflective paper and the teaching experience that they gain during the practicum. After the interview, each trainee is asked to write a reflective paper for the last time. Comments from these papers, classroom observations and interviews will be discussed in the light of trainees' understandings gained through the course and be supported with notes from their reflective papers.

Keywords: Teaching English as a foreign language to very young learners, oral language development in EFL children, Turkish EFL children, kindergarten practicum, English language teacher trainees, personal and professional growth in teacher education.

Personalization in Advertising Discourse

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This article describes the concept of personalization as one of the strategies of advertising discourse. Under the personalization the author understands the use of language means in ad texts to release the recipient as an individual personality. Particular attention is paid to the tactics of dialogization, which is regarded as a special feature of personalization.

Effective Teachers' Behavior in ELT from Students' Perspectives

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In this research, it was aimed to find out the “Effective Teachers’ Behavior (ETB)” used by the teachers in preparatory classes of Higher School of Foreign Languages in University of Gaziantep (HSFLUG). This study was carried out from students’ perspective since they are at the core point of the teaching/learning process. 170 preparatory students at HSFLUG (n= 56 females and n= 114 males) participated in the study. Data was collected through a developed questionnaire which had thirty-five items. The reliability of the questionnaire was .96. The data analyses were conducted by descriptive and inferential statistics. Chi-square was applied for each item and it was understood that there were no significant difference between the English proficiency level of students and the way they evaluated their teachers. Significant difference was found only for eight items. Students’ success was correlated with the scores that they gave to their teachers ($r = -.063$ and $.411$). As a result, no significant relationship between students’ success and teachers’ effectiveness was found. It was found that effective teachers’ behavior does not have effect on students’ success ($t=14.87$ and $p= .62$).

MAMMA LI TURCHI: OTHERNESS IN WORLD LITERATURE

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**And now, what's going to happen to us without barbarians?
They were, those people, a kind of solution.
Kavafis**

Deep structure between societies and nations have been included much more than religious, politic and social confrontations. For analysing this deep structure there have been lots of studies in different disciplines. Literature teaching is one of the this areas, too.

Image perception between cultures and societies has been recently studied in literature teaching. One of the important material about cultural perceptions for other societies in terms of others is widely-esteemed artificer's works. Because of this reason, to determine and identify image of people in determined period, these artificer's works will give us to lead. And we can gathered essential information for image perceptions from a novel, poem or any other artistic material.

During historical processes societies's ways have been constantly intersected but sometimes contradicted. Even though these conflintings have been solved, sometimes some of them have been postponed without finding a solution. Surely, these problems have been arised from confrontations in deep structure.

In this study, image of Turks in 21st century world literature has been evaluated through cultural and historical backgrounds. For this aim, 10 novels from world literature have been detected and evaluated through different disciplines. These novels have been selected from African literature, American literature, Arabic literature, Asian literature, Australasian literature, English literature, European literature, Indian literature, Latin American literature and Russian literature. 21st century has been classiflicated a multicultural and multilingual world. In this respect, this study also has been tried to determine the term of "other" for societies and these findings will be important for multi-cultural world.

Narrativity Effect in Abstract Vocabulary Retention

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There is considerable evidence from different studies that narratives and stories are effective assets in many areas of education, particularly those which have language as a goal. Learning the vocabulary of a language is both important and demanding. It is even more of a challenge when it comes to words with no palpable reference in the world outside, which is the case with abstract words. What proves to be an effective teaching strategy in many fields of education-- stories or narrative genre in general-- might be helpful with learning abstract words, too. So, this study investigated the effect of narrativity on the immediate and delayed retention of abstract words. The participants in the study were 40 female university students from different majors ranging from 18 to 20 in age and learning general English in a compulsory course. They participated in a two session vocabulary instruction program taught by one of the researchers. The teacher taught them forty-seven abstract words embedded in two stories and two non-narrative expository texts, which were paired two by two in terms of difficulty level and the abstract words they included. After administering a proficiency test for including homogenous subjects in the experiment, who could connect to the chosen texts and target vocabulary, the screened learners were randomly assigned to two groups of 20. During two sessions, the experimental group studied the forty-seven abstract words in the context of the two short stories, while the control group studied them through the two non-narrative passages. The results of achievement tests, administered immediately after the study sessions and after a one-week delay showed that those who studied abstract words in narrative texts outperformed those who studied them in non-narrative texts in both immediate and delayed recall. T-tests showed that the narrative group maintained a significant and substantial advantage in recall of abstract words over control students on each occasion.

Key words: abstract vocabulary, narrativity, stories, vocabulary retention, text genre

**Acquisition of derivational morphology in the Serbian EFL context:
insights
and implications**

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Although it has long been an under-researched topic in the field of applied linguistics, morphological knowledge is nowadays regarded as a key component of vocabulary acquisition. The past two decades have witnessed a proliferation of studies of both L1 and L2 learning contexts which shed light on various issues, ranging from morphological processing to receptive/productive knowledge of derivational and inflectional morphology. However, investigations into the acquisition of English morphology by Serbian EFL learners have, to our knowledge, been scarce. The purpose of this paper is, therefore, to explore the productive derivational knowledge of upper-intermediate Serbian EFL learners, first-year students majoring in English at the Faculty of Philology and Arts in Kragujevac, by means of three different instruments: a test focusing on the knowledge of the four main word family members (nouns, verbs, adjectives, adverbs), a test of cognate and non-cognate derivatives employing six cognate English-Serbian suffixes (**-ous/-oz(a)n**, **-ize/-izovati**, **-ation/-acija**, **-ism/-iz(a)m**, **-ist/-ist(a)**, **-ity/-itet**) and a contextualized word-formation skill test. A combination of a qualitative and quantitative approach to data analysis has revealed the difficulties Serbian EFL learners have been experiencing in their morphology/vocabulary classes and it has enabled us to identify common mistakes and weak spots. Our results have pedagogical implications and could be put to use in curriculum design and methodology.

Applied Linguistics University Courses Among English Language Students

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Applied linguistics is a very young interdisciplinary field, having language and linguistics as its cornerstones, but also including psychology, sociology, pedagogy. It has been enormously growing in its scope ever since it first appeared. Highly respected by most practitioners, neglected by others, it is the discipline struggling for its final recognition among scientific disciplines.

Among other courses, English language students at some departments attend applied linguistics courses. It is interesting to find out what they think of these courses. Therefore the aim of this article is to explore the attitudes of English language students towards courses of applied linguistics at their BA studies. The method used is a questionnaire designed so as to provide answers to the basic groups of questions: whether students find these courses as important as linguistic courses (morphology, syntax), whether they find them interesting, and whether they would like to broaden their applied linguistics knowledge.

Key Words: linguistics, applied linguistics, attitude, usefulness, students

A Comparative Study Of Compliment Responses in Russian And Turkish

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Nowadays as international relationships are increased in every area of our life the need for intercultural communication is becoming crucial. Intercultural competence is needed for an effective intercultural relationship. Especially, in foreign language teaching in order to learn a foreign language properly one needs to know the culture -the way of thinking, social values and the norms- of that society.

The empirical researches carried out so far on differences in making refusals, thanking, apologizing and responding to compliments make it clear that the same speech act can be realized quite differently across different cultures. All these studies show that not knowing the sociolinguistic rules of the target language may cause a pragmatic failure.

This study investigates compliment responses (CR) among Russian Turkish and Turkish speakers. The data were collected through the use of written Discourse Completion Task (DTC), with 20 questions on 4 topics (appearance, character, ability and possession). Total 45 university students participated in the study. The study aimed at comparing and contrasting CRs in Russian and Turkish, helping students from different cultural background to understand each others better, reducing the possibility of intercultural and pragmatic failure.

Key words: Compliment Responses, Intercultural Communication, Foreign Language Teaching, Pragmatic Failure

Reducing The Anxiety Level While Developing Communicative Skills In English As a Foreign Language

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While developing communicative skills in a foreign language a teacher has to remember about individual preferences of students, their subjective expectations and different learning styles. Thus, a teacher has to vary the speaking techniques to offer as much opportunity as possible to make all learners find something interesting. Developing speaking skills definitely deserves a closer look.

Adult students in particular during the early and intermediate stages of learning experience anxiety while speaking in a foreign language because they do not know enough words and phrases to express concepts they would like to. The causes of students' reluctance to speak are varied. In my presentation the major problems of Polish adult learners while speaking English will be discussed. In addition, a few effective techniques in reducing the anxiety level while speaking in English will be analysed.

Modernism vs. Postmodernism: A Study of Sam Shepard's Dramatic Dilemma

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The American dramatist, Sam Shepard (1943-present) has now gained a reputation as one of the icons of the postmodern aesthetics, actively engaged in American stage. In his plays, he traverses the modernist borders of logic, order and social coherence in order to picture a fractured mythic and cultural territory, filled with disintegration, loss of identity and bafflement. In some of his best dramatic works, he artistically portrays heroes who struggle to preserve their old self, while being inevitably entangled within the challenging games and rules of a wholly postmodern condition

This paper attempts to analyze the various interpretive dilemmas and tensions in Sam Shepard's writings which can be seen as representing an unresolved conflict between modernist and postmodernist perspectives on such issues as fragmentation of language, nature of subjectivity and the search for coherence and meaning in mass culture. In doing so, attempts have been made to demonstrate how this challenging shift from modernist high arts to postmodernist embracing commercial forms, suggested in Shepard's discourse of popular culture, is marked by an awareness of the latter's limitations and obstacles and would ultimately reveal an ambivalence toward postmodernism itself. This undertaking will be an endeavor to answer these key questions:

How is the erosion of distinction between high and popular culture, rendered in the conflict and tension among characters in the play?

How are the dark possibilities of postmodern fractured discourse contrasted with the modernist notion of a centered and unified language?

How do the plays impart the postmodern sense that subject is constituted in language and discourse?

Key words: dramatic dilemma, Sam Shepard, language fragmentation

Croatian translations of Eugène Ionesco

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Eugène Ionesco's work is present in Croatia since 1956 when his first play, *The Bald Soprano*, was staged in Zagreb. During the same decade two more of his plays (*The Lesson*, *The Chairs*) were also translated and staged. In the 1960's and 1970's a considerable number of Ionesco's essays and theoretical texts was translated, which is understandable considering the fact that Ionesco was an unofficial spokesman of the so-called the Theatre of the Absurd. Most of the translations of Ionesco's plays were published during and after the 1980's when he has already become a classic of the World literature and became a part of the School study program. The aim of this paper is to present the Croatian translations of Ionesco's work, taking into account a literary and historical context when the translations were made and published. A part of the paper will focus on a comparative analysis of the two existing Croatian translations of the Chairs, made by Radovan Ivšić and Ivan Kušan. The paper will also consider the translation strategies (used in the translation of the titles and characters' names) adopted by the Croatian translators and the fact that a dramatic text cannot be translated in the same way as a prose text because its full potential is realized only in the performance.

How Does Washback Influence Reading Comprehension in ESP Classes? Implications for Iranian Medical Students

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Theoretical Background

Good examinations are part of the education, without them education would be less effective. In fact, as Alderson (1984) mentioned, examination has a powerful influence on teaching. This influence of tests on teaching and learning is commonly referred to as washback. Literature indicates that testing washback is a complex concept that becomes even more complex under a variety of interpretations of the washback phenomenon on teaching and learning. Although it is widely perceived that washback exists, surprisingly little experimental research has been conducted into its existence in education in general, much less in language education.

Aims

The study has aimed to find convincing answers to the following questions:

- (1) Is there any relationship between continual formative tests and reading comprehension?
- (2) Does washback have any influence upon the EFL learners' English reading attitudes?

Sample

There are 130 medical students who enrolled at Mashhad University of Medical Sciences and have English course1 in four different classes, which two classes were randomly chosen as experimental and two classes as control group. By administering the Michigan Test of English Proficiency, in the very first session, the homogeneity of two groups was approved. This test served as the pre-test for this study. At the end of the course, both groups will receive the same test as post-test to specify the effects of washback on their progress in reading comprehension.

The participants' mother tongue is Persian, and all participants have been learning English as a foreign language at least for five years. Their age ranges between eighteen to twenty one years of age, and the average is nineteen years old.

Method

The material will be taught to both groups based on the method, which is prescribed by the Center for Studying and Compiling University Books in Humanities (SAMT), the researcher uses Chastain (1988) teaching reading strategies too. In experimental class after covering each lesson, students will receive a specific related formative test for that lesson. These tests meanwhile are the independent variables of this research. At the end of the course, both groups will receive post-test, to specify the effects of washback on their progress in reading comprehension.

To know whether these formative tests have any effect on experimental students' attitudes, the data from the pre-administration of the English Reading Attitude Questionnaire (ERAQ) developed by Hung's (2000, cited in Chiang, 2005), which was held at the early stage of the course, will be compared with its post administration which will be held one month after post test.

Analysing of this study will have three sections in terms of treatment and measuring instruments utilized. The first section deals with reliability and descriptive statistics related to the reading comprehension tests applied. The second section discusses the students' performance on pre- and post-tests. Moreover, the third section reports the findings of the students' attitudes towards reading in English as will be measured by the English Reading Attitudes Questionnaire (ERAQ) in pre- and post-administration

**Arabic-English bilingual children's metalinguistic awareness:
Evidence from typological bilingualism**

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This paper examined the effect of relative language typology on bilingual children's metalinguistic awareness. The participants were 37 Arabic-English bilingual children and 22 English monolingual children in grades K and 1. They received two tasks: word size judgment and lexical segmentation. Arabic-English bilinguals received similar tasks in Arabic. The English Peabody Picture Vocabulary Test (PPVT) was administered to all children. Arabic bilinguals were classified as balanced or unbalanced bilinguals based on their scores in the English PPVT and its equivalent test in Arabic (APVT). Overall, the results showed that children's ability to solve metalinguistic tasks improve with age and/or school experience regardless of task processing demands, bilingualism, relative language typology, or language of testing.

Teaching Global issues through intercultural communication, critical thinking & multiple intelligences

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English language teaching has always been accused of three important problems: lack of bringing real life to the classroom; the gap between EFL and main educational ideas; and the lack of content on its subject matter. Introducing global issues in EFL classes will not only resolve the aforementioned problems to some extent, but also will enable students to effectively acquire a foreign language while being empowered by the knowledge, skills, and commitment required by the 21st century world citizens.

The presentation will introduce three areas to include global issues in EFL classes: intercultural communication, critical thinking and the theory of multiple intelligences. The presentation will especially focus and emphasize the 10th intelligence and how it relates to solving global problems. The speaker will be advocating an exciting approach which promotes global awareness, international understanding, and a commitment to working for a better world.

One Language, Different Worlds – Aspects of Cross-Cultural Communication Training in a Business English Course

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Verbal communication between the individuals belonging to different cultures is usually carried out in the language they all understand. Globalisation has placed English at the top of the languages used in international business. However, language is more than just vocabulary and syntax – language is a tool of communication, delivering a message. As business cooperation becomes increasingly culturally diverse, the need for understanding how ideas are expressed in individual cultures arises. Today, a vast majority of business communication in English is carried out by non-native speakers of English. The nationals of different countries use their language and speech in different ways and professionals using English for international business should be aware that the patterns of communication vary across the globe and that non-native speakers tend to apply the patterns of their native language when communicating in English.

The main objective of the contribution is to highlight the differences in communication patterns of individual nations and how they relate to the use of English in international business. In our opinion, a business English course should provide the students with a core understanding of how communication differs across cultures despite being carried out in same language. The contribution first addresses the main dimensions of culture. Second, the use of language in bridging the communication gap is presented. The main focus of the paper is on different culture-specific communication patterns of business meetings, negotiations, presentations and written communication and how these aspects can be presented in a business English course.

Key words: English as *lingua franca*, Business English, language teaching, communication patterns, specifics of culture, business meetings, business negotiations, intercultural competence

Turkish EFL Preservice Teachers' Characterization of EFL Teachers: A Survey Study

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One of the key questions educational researchers investigate involves better understanding what it means to be a teacher. Researchers in general education have identified several universal teacher characteristics that transcend various disciplines. While educational researchers agree that these characteristics are relatively consistent across different subject matters, there is little agreement regarding discipline-specific teacher characteristics (Bell, 2005). The present study aims to investigate Turkish EFL preservice teachers' perceptions of the distinctive characteristics of EFL teachers. The data were collected by means of a questionnaire adopted from Lee (2009). Eighty-five freshmen level and ninety-eight senior level Turkish preservice teachers of English enrolled in a highly competitive state university in Istanbul, Turkey participated in the present study. Data were analyzed by using Statistical Package of the Social Sciences (SPSS) 13.0. The findings of the study will be discussed by referring to the relevant literature. By gaining a better understanding of what it means to be an EFL teacher in various settings, language teacher education can offer more nuanced portraits of the distinctiveness of EFL teachers in particular and English language teachers in general.

The awareness and preferences of EFL students on their perceptual learning styles

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This study aims to examine the awareness and preferences of the students of EFL (English as a foreign language) at Bahçeşehir University Prep School on the perceptual learning styles. In this research, an interview and a learning style (VARK) inventory in a close-question format were conducted with 10 students by random sampling in order to identify the learning styles of the students. Before applying the questionnaire an interview with open-ended questions was applied in order to raise the students' awareness and to check out if they were aware of their own learning styles. This study also aimed to examine whether the students' awareness on their learning styles affects their academic performance. The results of the study showed that majority (%60) of the students are visual learners while the rest %20 appeared as auditory and the other %20 was included in both kinesthetic-visual and auditory in equal rates.

SECOND LANGUAGE DEVELOPMENT THROUGH FOCUS ON FORM IN MEANING-FOCUSED INSTRUCTION IN TWO EFL CLASSES

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This paper sets out to report on an empirical scrutinization of effects of the form-focused instruction and one of the techniques of corrective feedback viz. recast on the accuracy of the EFL learners' performance in using third- person possessive determiners **his** and **her** while doing meaning –focused oral tasks by intermediate EFL learners in a language institute in Tehran , Iran. This study compared two EFL classes in which 15 learners were present. One group of learners received corrective feedback concerning third-person possessive determiners in the form of intensively recast- enriched classroom activities and the other control group was merely exposed to meaning-focused instructional interventions in which frequency of recast significantly was low compared with experimental group. Over two-week period, the instructional interactions and exchanges of 12 hours between teacher and students in both classes were video-recorded and transcribed. Participants' knowledge of third-person possessive determiners was assessed on the pre-post test basis drawing upon oral communicative tasks and the results were compared with one another aiming at shedding light on the effects of recasts on the interlanguage (IL) development of the learners and more specifically on the accuracy of the learners` performance in using one of the most difficult aspects of English grammar for learners of English whose mother tongue is Persian. The results suggest that frequency of recast as one of the conscious-raising techniques and treatments may yield significantly more accurate third-person possessive determiners use in learners' language production whose consciousness rose about targeted grammatical structure compared with learners who just were engaged in meaning-focused interactions in EFL class. It seems, therefore, that corrective reformulations in the form of recasts entail promotion of at least short-term accuracy in language use and interlanguage development of EFL learners` communicative competence

On the compounding and derivation in English: a report of a corpus investigation

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In the theory of lexical phonology and morphology, phonological and morphological rules are assigned to separate levels of the lexicon which are supposed to define their domain and manner of application. According to Kiparsky (1982), lexicon is divided into hierarchically ordered levels:

(1) Level 1: 1st order affixes and irregular inflection

Level 2: 2nd order affixes and compounding

Level 3: regular inflection

Postlexical level: syntax

On the bases of the corpus of more than 7000 compounds extracted from Longman (2003) I analyse the distribution of affixes in the structure of English compounds, and conclude that both the first order and the second order affixes can take part on the building of compounds, while only the second order affixes can be affixed to compounds. I further analyse the cases of conversions, backformations and paradigmatic formations involving compounds having in mind hierarchical relations shown in (1). I particularly note derivations which violate or transgress these relations.

Literature

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Evaluating the Bridge Between the Target and Learning Needs of Students

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This study aims to investigate the English Language needs of the students in the Intensive English Program at the School of Foreign Languages and the first-year students at the Faculty of Engineering in Muğla University. The needs analysis in the study was conducted based on the three systematic steps suggested by Brown (1995). Answers to the following research questions are sought through a needs analysis study:

- What are the English target language needs of preparatory school students who will attend the Faculty of Engineering in Muğla University?
- What are the English language learning needs of first-year English-medium department students in the Faculty of Engineering in Muğla University?
- What are the differences between the target and learning needs of preparatory school and first year of English-medium department students in the Faculty of Engineering in Muğla University?
- What are the differences between the perceptions of preparatory school and departmental instructors on the students English language needs?

Hutchinson and Waters' (1987; 54-55) define needs as "the ability to comprehend and produce the linguistic features of the target situation" and their further distinction between *target needs* and *learning needs* are taken as the basis of this research study. The needs analysis in this study was conducted followed the three systematic steps suggested by Brown (1995): 1) Making basic decisions about the needs analysis, 2) Gathering information, and 3) Using the information. The data for the study was obtained through a questionnaire adapted from Canbay (2006) and the participants involved in the study are both instructors and students from the preparatory school and the faculty of engineering in Muğla University. SPSS14 packet program is used for analyzing the data and analysis of variance (ANOVA) is used to analyze the differences between the independent groups. Frequencies and percentages demonstrate the perceptions on the target and learning needs of the students attending the preparatory school and English-medium departments of the faculty of engineering in Muğla University. And finally, conclusions are drawn and implications are identified accordingly.

Teaching Cultural Subtext of the Post-War British Cinema

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This paper will aim to investigate the applicability of film to teaching English language, literature and culture, with the special focus placed on teaching British culture to university students. Although films represent original cultural phenomena, the theory of film has always been influenced by and perhaps dependent on other fields of study, including linguistics, literature and sociology. The first part of the paper deals with the analysis of cultural aspects of the classic comedies produced by Ealing Studios during the 40s and 50s. In exploring the conflict between individuals and the establishment, these comedies often made considerable use of the characteristically British humour, gallows humour and satire, the understanding of which requires comprehensive knowledge of the English language and British cultural idiosyncrasies. The Ealing Studios comedies provide a unique perspective on the spirit of post-war times, which makes them untypically useful in teaching the history and culture of the period. The second part of the paper deals with students' feedback on the use of films in academic courses and the analysis of the media's didactic value.

RELATIONSHIP BETWEEN PHONEME-PERCEPTUAL, PHONOLOGICAL AND ARTICULATION ABILITIES

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The report focuses on the question for the content of phoneme-perceptual and phonological abilities in preschool-age children. Old and new theories in these areas are analyzed. The author presents a research on the ability of recognition of speech sounds into words in 268 preschool-age children with and without specific (functional) articulation disorders. The purpose is to explore the ability to identify (to recognize) the sounds in words in children from both groups as an indicator of the relationship between articulation, phoneme perception and phonological knowledge; to reveal the influence of the phonetic characteristics of speech sounds (phonemes) and of sound's position in words on their identification. Quantitative but not qualitative differences are found between the two groups - all children use common identification strategy in respect of all sounds and for all children certain sounds are easier to identify than others. Moreover the research shows the influence of psychophonetic factors on the process of recognition of speech sounds into words. The main factors are the acoustic features of the speech sound and its position into the word. The results reflected in the speech-language therapy and in the teaching of native and foreign language.

Key Words: speech perception, phonological knowledge, articulation disorders, phonological disorders, recognition of speech sounds into words.

The Evaluation of Technical English Course at ESOGU FLD

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Eskisehir Osmangazi University Foreign Languages Department supplies an English preparatory program for the Mechanical, Computer and Electric-Electronics department students of the Engineering Faculty. As of 2009-2010 academic year, the FLD added an ESP course in the curriculum for the students so that they can become familiar with the technical vocabulary and phrases. The course was delivered in the second term of the academic year as two hours a week. A technical textbook was chosen for the students and the instructors delivered the course for 15 weeks. During the term 3 pop quizzes were applied and some questions related to the course were included in each mid-term.

300 students were involved in the study and they were given a Likert Type questionnaire containing questions about the course and if the course was useful in their first year academic courses. Most of the students expressed that the course was good in supplying them technical vocabulary and they felt themselves ready for the technical courses in the department.

Student Teacher's Professional Learning in Teaching Practicum

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Mentorship in the teaching practicum is a key question in pre-service teacher education. The popular model is that student teachers (STs) get guidance from their teacher mentors and/or university supervisors. Distinct from the dominant global model, the practicum model of TCSL (Teaching Chinese as a Second Language) in mainland China is featured as non-mentorship, i.e., STs of TCSL are not provided with mentor support or other professional guidance in the teaching practicum. Given this context, how STs undertake their professional learning and achieve professional growth has rarely been addressed.

This research aims to understand the learning experience of student teacher in a context devoid of teacher mentor. The target program in this study is a master program of TCSL in Beijing. Informed by Wenger's social learning theory and Brookfield's significant personal learning perspective, this study follows four STs during a four-month practicum and explores how they utilize resources available to undertake professional learning and achieve professional growth. Research methods in this study involve STs' reflective journal, interview and classroom observation.

This paper will mainly discuss the initial finding of one case participating in this research. The findings reveal how the ST's effort to widen her professional community was demotivated by the context and how she achieved professional growth by resorting to her personal community. The findings shall shed light on the improvement of the current teacher education programmes of TCSL and also enrich our understanding towards the prospective teachers of teaching second language in diverse contexts.