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The Business Mobility in New Era: New Generation 4G Technologies in Organizations

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Abstract
The rise of technology has led to the development of a global digital eco system. This eco system has championed various digital trends like electronic commerce cushioned by virtualization and lately, the rapid growth and use of mobile phones leading to the development of a new term: mobile commerce. Consumers like things nice and simple like the convenience of being able to pay or be paid for goods and services anytime and anywhere and also access to data over the internet using devices like tablets and mobile phones with consumer electronic features (music, camera, video players etc). This has revolutionized Mobile computing and highlighted the relevance of Mobile commerce thereby causing a wave of disruption as organizations and countries around the world are rapidly adopting and integrating mobile computing and commerce technologies into their business models and infrastructures to exploit opportunity created and to provide better services for its citizens respectively. Mobile computing and commerce demands a more dynamic, flexible and personalized experience hence the synchronization of mobile and wireless computing via 4G technologies; an advanced version of 3G technology is a force influencing the demand curve for mobile commerce and computing. This article posits on how 4th Generation technologies is metamorphosing the entire domain of Mobile commerce and mobile computing by providing path-breaking speed and impeccable broadband internet connectivity to mobile phone users.

Keywords: Development; M commerce; Mobile computing; Trends; 4G technology; metamorphosing; ubiquitous features.

Introduction
The shift from traditional computing where connectivity was achieved between computers to other computers and servers with wires to the use of portable devices such as PDA’s and other handheld devices has eliminated the constraints of gaining access to information ONLY in a specific location. The connectivity by wires limits the access to the computing landscape for people on the move like law enforcement agents, service based employees, sales representatives, and individuals with transactions while travelling outside their homes or wired connectivity. Thus the first solution employed to tackle this limitation was to shrink the size of computers so it could be cartable. The Laptop computers were invented and over time smaller and smaller computing devices such as PDA’s(personal digital assistants) emerged. Also advance in technology disrupted the wired communication with wireless communication medium hence it was naturally adopted in the mobile computing environment for ubiquitous connectivity on smart phones. This has fostered user’s continuous reliance on the mobile devices hence stakeholders like IT researchers, government and businesses in order to communicate/interact with its users have since adopted and integrated mobile computing and commerce.
The advent of electronic commerce remains a precedent of mobile computing. Drivers of mobile computing are the amalgamation of computing, communication and consumer electronics (3 C’s) and ultimately wireless connectivity resulting in two major characteristics that differentiates it from other forms of computing being mobility and broad reach thereby giving rise to mobile commerce - any electronic commerce or business activity performed in a wireless environment.

**New Generation of Wireless Technology for Businesses in Mobile Computing and Commerce**

Mobile computing trend has been as a result of certain drivers initiating the demand curve in mobile commerce. These factors include saturation of mobile devices in the global market, its ubiquitous value and ultimately instant connectivity to the internet via wireless networks.

The mobile wireless communicating evolved from 1st Generation in the early 1990’s otherwise called 1G. This network was based on FDMA multiple access, channel Bandwidth of 30 kHz and had provisions for voice calls only. The 2nd Generation featured specific digital modulations to solve the problems of the 1G with 2 standards (TDMA and CDMA) and 270kbps Data rate and could support electronic mail system (email) and not browsing the internet. The breakthrough of the 2G network could boast of digital radio services and could support limited graphics (EDGE & GPRS) however, it didn’t support video, had limited coverage and transmission quality as well as low system capacity. The disruptive nature of mobile wireless technology presented its third Generation network also known as 3G. This technology proposed the most driver for mobile computing as it led to the development of smart phones which supported services like video, voice and non voice data transfer, high data rate(384kbps to 20Mbps), delivering broadband capacity( less complex and faster transmission), increased spectrum efficiency (5Mhz) etc. Escalated speed and enhanced connectivity via 3G provided users with a compelling, satisfactory web surfing and shopping experience using smart phones however, mobile computing was limited by slow connectivity that impeded the transition.

Studies conducted revealed a consistent problem with users saying, “We cannot (yet) do with mobile devices all the things that we do with regular computing”. With the next 4th Generation technology featuring high speed networking and connectivity, GPS, video conferencing/streaming/calls etc ensured that mobile users have the same quality computing experience as on a laptop. This has revolutionised the relevance of mobile computing as 4G enabled smart phones is positioned as a more efficient substitute for computing.

**Importance of 4G Technology in Mobile Computing and Commerce for Organizations**

It is common knowledge wireless communication remains a necessary infrastructure for the success of mobile commerce. The global saturation of mobile devices and rapid rise of mobile traffic via the 4G technology has ensured that the mobile industry is increasingly helping various Governments across the globe achieve economic growth via increased entrepreneurial activities as well as creating multiple platforms for government to provide better services for its citizens in its economy. Mobile technologies and services provide progressive benefits to an economy by improving social cohesions, education, financial inclusions and healthcare services.

The benefits of the new mobile ecosystem are not limited to the developed world. Mobile internet access can create a virtuous cycle in developing countries and Innovative mobile solutions thereby helping to provide underdeveloped, underserved and poverty stricken regions with the opportunity to overcome socio-economic challenges. At the end of 2014, the number of people using the mobile internet reached 2.4 billion and supportive regulatory framework, the mobile sector will continue to drive socio-economic
progress, benefiting individuals, companies and governments alike. As a result, mobile is already helping to address a number of pressing social, economic and environmental challenges like emergency services, disaster response, facilitating health service delivery, empowering rural areas, employment etc also aided by GPS systems in smart phones and real time information etc.

Service technicians can be dynamically assigned new tasks and sent problem information while they are traveling. Sales people can go literally anywhere in the field and access product information and customer accounts on mobile devices, although the applications right now are still subject to certain constraints. Organizations must address the issue of designing complex, robust applications that work well within these current (and any foreseeable) device limitations. Flexibility can be integrated into designs to enable future functionality.

Businesses and individuals have opportunities to determine the basic position of its consumers using location based services like navigation, tracking, mapping, timing and advertising. Wireless technology is well suited for bringing e-commerce to automobiles and other forms of transportation. Traffic advisory systems applications can warn of impending traffic jams. Cars will eventually be able to report potential problems to service centers themselves. The service center might even make minor adjustments to the car online. Car-mounted devices will eventually allow regular Internet access, although safety issues of “browsing while driving” must be addressed.

E-commerce payment systems on mobile phones using wireless technology provide efficient services. One scenario involves a consumer not having to stand in line to make a purchase, but simply paying for an item through a smart phone. Final payments might even be billed to a telephone company. Bluetooth technology may enable a list of available services to be generated automatically on a device when a user walks close to a Bluetooth-equipped cash register.

Mobile computing using 4G technology can provide financial services like online banking; secure wireless payment tools, micropayments, wireless wallets, bill payment services, brokerage services, money transfer etc. These services have the potential to turn a mobile device into a relevant business tool thus replacing banks, ATM’s, credit cards and allowing users to conduct financial transactions anytime and from anywhere.

Entertainment in a 4G landscape is seamless and users can stream videos with their mobile phones, upload and download data, play games, hookup on social media and surf the web unhinged. There is a burgeoning demand for online marketers to grapple with the massive number of people browsing and shopping on mobile. This has enabled organization to communicate with their consumers fueled by rising internet penetration and broadband availability on mobile devices, online retail and marketing is becoming an interesting subject in smart devices, dangling as a tantalizingly big carrot for both domestic and international retailers. People are turning to their mobile devices to buy everything.

Problems of Mobile Computing and Commerce for Organizations

The global use of wireless technologies and applications adds another layer to the problems and issues in m-commerce. One important issue is the current lack of standardization throughout the world. Mobile phone standards vary from country to country and even within a country.

Usability remains a more critical challenge with handheld and smart phone devices in mobile computing which differ from desktop and laptop computers in terms of limited input devices, its smaller screen sizes, restricted power consumption and very limited memory. Some handheld devices are limited to a few lines of text, and do not have traditional keyboards. Organizations looking to transition to mobile
computing must determine how people can best use applications and access information through different devices effectively.

Wireless devices have forced developers to carefully revisit both operating systems and applications software on different platforms. Operating systems such as Microsoft’s Pocket PC and Palm’s PalmOS have been developed for handheld devices. Although this software meets some of the current needs, it has limited functionality. The creation of system software with increased functionality for devices with limited capabilities will be an ongoing challenge.

Privacy remains an ethical problem in the era of connectivity. The growth of the Internet, e-commerce and m-commerce has dramatically increased the amount of personal information that can be potentially collected about individuals by corporations and governments. Such data collections, along with usage tracking (clickstream data) and the sharing of information with third parties are always invoking issues of privacy, especially in view of the fact that they can be easily done through high-speed links and high-capacity storage devices in a very accurate fashion, and most often without the consumer’s or citizen’s expressed knowledge or consent.

Proposed Methodology
This paper studies the correlation between 4G technology in mobile computing and mobile commerce and also to highlight the role of wireless mobile communication network on boosting the relevance of Mobile computing & commerce. Hence the methodology adopted for this research is a thorough review of all the relevant literature in relation to the article and drawing inference on the positive correlation of 4G technology and mobile computing activities.

Basic Infrastructure Relevant to Mobile Computing and Commerce for Organizations
Innovation is happening at a much rapid pace in IT industry and Enterprises can no longer remain stranger to it. The key themes for most IT departments in coming years would be in cloud, mobile, collaboration, pervasive computing and analytics. It is common knowledge that the success of mobile computing depend on wireless communication and it remains a necessary infrastructure for mobile commerce however, the cloud computing is also relevant to the mobile commerce landscape. Mobile computing is among the major contributors to big data thus cloud services provide enterprises with new abilities to deliver technology solutions to their users while eliminating challenges. In other words, cloud computing is a virtual storage platform that enables mobile users access to remote data not available on their mobile phones
With constant changes in technology and continuous demands on hardware and software provisioning, IT departments face a constant challenge in catering to ongoing needs and meeting business demands in a timely and cost-effective manner. The ubiquitous feature of mobile commerce and computing requiring a more dynamic environment, the cloud provides flexibility and ability to quickly ramp-up with on-demand provisioning or change over without significant overheads or loss of time using 4G technologies.

Conclusion
Wireless networks and devices continue to change rapidly. The 4th Generation wireless network has fostered the convergence and interoperability of communicating, computing and consumer activities into one device leading to the adoption of mobile computing by users hence, it is attracting much interest from businesses and their stakeholders, as they come to realize its value and untapped potential.
In conclusion, while no one is quite sure what the ultimate wireless device(s) will be, the latest 4G systems with more security, higher speeds, higher capacity, lower costs, and more intelligent infrastructures and devices will help realize m-commerce landscape with increasing integrated functionalities. The establishment of a wireless infrastructure costs a great deal, and there will be many difficulties ahead for the researchers paving the way for m-commerce, but with the latest 4th Generation technology, the long-term prospects for mobile computing and commerce will not be rendered obsolete any time soon in view of the fact that it is just at its inception and optimum value is yet to be maximized.

References
Hegemony War In Bretton Woods: John Magnard Keynes And Harry Dexter White

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Abstract
Countries were obliged to cooperate since financial structure, which had become unsteady by two world wars and Great Depression, was reestablished. For this purpose, Bretton Woods Conference hosted by the USA was conducted by the participation of 44 countries in 1944 which it is called as new order building. Bretton Woods’s System demanded requirements of a period and it contributed development of Japan, Germany and many European countries during the period until it lost validity. Effects of Bretton Woods’s System have continued by IMF and WB which it was decided they were established by the conference and have been in the position of implementing neoliberal policies in our day. For this reason, purpose of this study is to review Bretton Woods’s System shaping capitalism of 20th and 21st century and compare two plans emphasized in the conference. Firstly, process designing Bretton Woods’s System is involved through payments system and then conceptual framework of the system is examined.

Keywords: Bretton Woods, Keynes Plan, White Plan. JEL Classification: B1, E42, E12, B19.

Introduction
While use of the currency through exchange function dates back to very old times, history of the applied international money systems can be considered relatively newer. In this direction, international financial system can be examined historically in four periods. Respectively, Gold Standard applied in 1970 to 1930, Great Depression period in 1930 to 1944, Bretton Woods’s period in 1944 to 1973 and combined period that has continued until today upon the system collapsed in 1973.

Bretton Woods’s System of the international currency systems takes place in economics field in many respects due to socio-economic returns of the system. System played active role to meet needs of one period and it made contributions by 4-5% growth rates which weren’t seen before in economic history. Although it lost validity in 1973, institutions that were founded by Bretton Woods and have applied neoliberal policies have been still efficient.

For this reason, it is aimed in the study to examine Bretton Woods’s System which contributed to structure economic order over the recent two centuries. In the study, firstly we examine elements that has required establishment of Bretton Woods’s system. It is aimed to comprehend conditions under which the system has been established by reflecting chart of economic outlook of that period. After that, rules of the system are explained in detail and it is tried to answer the question “why did system collapse?”

1. Process of Transition from Gold Standard System to Bretton Woods’s System

Monetary system applied from 1870s to World War I is Gold Standard System in which value in national currency of every country is specified against gold and the currency is fixed to a shared value (Eichengreen, 1996: 3). However, Gold Standard was abandoned upon World War I took place and rates were left to free float. Effort to turn back the same system for the second time after the war didn’t produce successful results because of restrictions in commercial and payments system applied in war economy (Cömert, 2016: 119).

Countries sought for an order again in payments system after World War I faced with Great Depression of 1929. It is the crisis that is known as Great Depression (great depression or black Thursday) in
economic literature and took place on international scale in 1929 to 1944 and for which classical economic thought remained incapable (Eichengreen, 1996: 12; Fields, 2010: 11). After Great Depression, unemployment increased all around the world and national income of the country regressed considerably (Nere, 1980). When considering in terms of international payments system, it became difficult to turn back Gold Standard System since countries employed applications for trade restrictions as a precautionary measure.

World War II that took place after Great Depression affected socio-economic order in international field changed balance of power. While Britain that was the most important power of the period before World War II lost its colonial administration on Africa, Pacific and Mediterranean, other countries which financed war expenditures by issuing money faced with high inflation (Engdahl, 2008: p.121-122). In spite of that, the USA overcame World War II with a little damage and could increase gold reserves up to 2.85 million dollars which it has been 1.57 million dollars before the war (Federal Reserve Bulletin, 1989: 425).

Countries were obliged to cooperate since the structure that became unsteady for international trade and payments system reduced the world welfare. However, the USA, which gained power within the changing balance at that point, planned to help indirectly other countries destroyed by the war instead of helping directly. In order to configure international economic cooperation and new international monetary order, it was decided to conduct a conference characterized as “construction of a new order”. Conference was conducted by the participation of representatives from 44 countries in Bretton Woods, New Hampshire state, the USA, 1 to 22 July of 1944 (Boughton and Lateef, 1995).

2. Plans Discussed in Bretton Woods

Two proposals were discussed in the conference which they had been prepared and issued as draft by two competitor countries, Britain and the USA, in 1943 (Thirlwall, 1976: 13). The first plan was prepared by John Maynard Keynes on behalf of Britain. The second plan was prepared by Harry Dexter White on behalf of the USA and proposed by Morgenthau, Undersecretary of the Treasury. Proposals that are basically similar to each other are explained in detail in the next section.

2.1. Keynes Plan

Within limited scope, plan that protects interests of Britain seriously destroyed by World War II is characterized as more democratic by the economists through the proposal eliminating pressure of the political circles in wide range. Proposals predicted to apply in Keynes Plan are presented respectively:

It was aimed at the heart of Keynes Plan to establish a central bank (International Clearing Union-ICU) called as bancor at international status. In the system, nominal value of bancor is fixed with the gold and value of every national currency is determined in terms of bank (Steil, 2013: 143-144). Central bank of every member country continues to keep account with ICU in order to keep the balance with other countries (Bordo and Eichengreen, 2007: 32).

Country accessible in payments balance can be balanced by withdrawing money from the system at interest; as for the country having payments surplus, it can keep the balance through the interest earned. Therefore, liability can be met by the surplus country (Boratav, 2016: 29).

- A quote is set for each member country in order to determine the limit over resources to use between 25 and 30 million US dollars (Bordo, 1993: 32-33). In the plan, rules are predicted to regulate
quotes for both debtor and creditor parties. Creditors take some precautions such as expansionary internal loan, evaluation of currencies, interruption of the duties and enlargement of international development credits.

- Another important feature of the plan is to ensure capital controls in order to prevent speculation generated at fixed rate against the market.

- Establishment of IMF and WB known as Washington consensus is one of the important predictions for the plan. However, since Keynes thought that institutions would be affected by political circles in case they were established establishment in Washington, he suggested establishing them in New York (Öztürk, 2002: 99).

2.2. **White Plan against Keynes**

System that contains different opinions and is more complex compared to Keynes Plan was the plan that had been accepted predominantly and put into practice after the conference due to predominant status of the USA at that period (Wherry and Schor, 2015: 251; Kuruç, 2016: 10). White Plan predicts a fixed exchange rate system that is built over US dollar and prevents convertibility of dollar to gold in the system. Main lines of the plan are respectively;

- In the plan, currency is determined by the unit called as unit at first and then as unitas that depends on a stable gold parity and 1 unitas unit corresponds to 10 US dollars (Mikesell, 1994: 10; Bordo, 1993: 33). Every country accepts 1 unitas as 10 US dollars and price of 1 Ounce gold is designated as 35 dollars (Stobbs, 1946: 37). Central Bank undertakes to convert dollar into gold upon the request of central banks of other countries.

- United Nations Stabilization Fund of which establishment was planned in White’s Plan constitutes the most important part of the plan (Bordo, 1993: 33). For the Fund to which every member country will contribute by a specified quota, it has been planned to interchange with currency of another country involved in the Fund for a country having disturbances with payments balance, instead of collecting it as predicted in Keynes Plan. The country used resources from the fund can pay back by a domestic currency approved by the Fund.

3. **Conceptual Framework of Bretton Woods’s System**

Proposal predominantly predicted by White Plan were put into practice in the conference gathered to reestablish financial order of the World. Bretton Woods’s system based on adjustable fixed exchange rate system and formal capital movement is also known as IMF system in economics literature (Seyidoğlu, 2003: 144).

It was decided by the system to establish International Money Fund-IMF International Bank for Reconstruction and Development- IBRD or WB) which are two important financial institutions. IMF founded to provide loan for member countries having deficits in payments system was put into practice in 1945 (Boughton, 1997). As for IBRD, it was put into practice in 1947 in order to provide reconstruction for the countries that had weaker economies after the world wars (Çeştepe and Genç, 2011: 56).
Furthermore, outline of the system, decisions made in the conference and deficiencies in the system are discussed in detail in next section.

3.1. Rules of Bretton Woods’s System

The system predominantly accepted over the plans discussed during the conference has been the plan prepared by White on behalf of the USA. Moreover, rules applied in the system are as the following:

- **Stabilization in Exchange Rate**: In the system based on fixed exchange rate, currencies of the member countries are accepted depending on dollar. In the system, dollar is indexed to gold and 1 ounce gold (31 gr) is accepted as equal to 35 US Dollars (Stobbs, 1946: 37). Full convertibility is applied between gold and dollar. Fluctuation of currency is accepted with ±1% margin.

- **Elimination of Exchange Control and Import Restrictions**: As mentioned before, GATT was planned to be founded in order to eliminate liberty of trade restricted under the conditions of war economy during two world wars and it was put into practice in 1948, and extensive concessions were included between the countries.

- **Assurance of International Liquidity**: Success of the economies applying fixed exchange rate system without restrictive applications depends on sufficient liquidity (Bordo, 1993: 32). For this reason, it has been decided to assign quota to every member country of IMF in proportion to domestic economic volume in order to supply sufficient amount of international liquidity in Bretton Woods’s System.

3.2. Deficiencies in Bretton Woods’s System

Bretton Woods’s System that had made considerable contribution to world economy accelerated movements of globalization and it remained in force for the first thirty years (Davidson, 2017: 148). However, troubles appeared in the system after the commencement of Vietnam War and the increasing reform expenditures in the USA late in 1960’s. At the first quarter of 1973, system lost validity after the developed countries left their currencies to flexible exchange rate. However, a clear consensus was not arrived between the reasons which caused subversion of Bretton Woods’s System. Some failures of the system emphasized in economics literature are differences between the USA and foreign currency policy, differences between the USA and external financial policies, failure of the countries in devaluation which had a deficit in payments balance, failure of the countries in revaluation which had a surplus in payments balance and Triffin Dilemma (Eichengreen, 1993: 624). If we collect factors accelerating the process under headings (Öztürk, 2002: 103-104):

- **Adjustment (Balance) Problem**: Adjustment in system is left to decisions of the country owing to the fact that the system has no automatic adjustment mechanism. In currency adjustments, devaluation is predicted for the countries having an external deficit as a solution but there isn’t any precaution of revaluation for the counties having external surplus. For this reason, contrary to what Keynes predicted in his plan, only one of the parties was blamed for disequilibrium of the payments system (Boratav, 2016: 29).

- **Seignorage Problem**: US Dollar has been regarded as key currency in the economy as dollar is instrument of payment, respondor tool and reserve currency in international status. As a result of this situation, the USA return on Seignorage that derives from issuing dollar is considered as a problem by other countries. De Gaulle, the French President, expressed the first reaction between the countries involved in the system (Scott-Smith and Rofe, 2017: 83). After that, other member countries frequently
criticized this situation.

- **Triffin Dilemma (Confidence-Liquidity Problem):** Success of fixed exchange rate system without restrictive applications depends on the presence of sufficient liquidity. As for the liquidity problem emerging in Bretton Woods’s System, the reason was that liquidity resources were not sufficient or reliable to finance development of output and trade (Bordo, 1993: 51; Eichengreen, 1993: 622). Dependence of the system on limited gold reserves and US dollars caused a problem which examines sustainability of this system. It was required to meet the liquidity with dollar as the gold is limited and external deficits thus increased in the USA. In case external deficit can’t be met, a crisis of confidence is caused by the idea, which was proposed by the system, that commitment to convert dollar into gold could not be realized. This situation is the hypothesis developed by the economist Robert Triffin (1978) which it is also known as Triffin Dilemma in the literature. System remains unprotected against speculative attacks upon the doubt of sustainability about the system.

- **Problem of Skipping the Underdeveloped Countries:** It contributed to development of Japan, Germany and many European countries by high economic growth rate (Bordo and Eichengreen, 2007: 78). However, policies applied for liberty of trade conflicted with the economic reality of underdeveloped countries and thus their current financial conditions had become much worse (Kuruç, 2016: 19). In addition, applications of IMF have changed over the time which it was founded in order to supply credit support for the countries having troubles in payments balance. It is frequently discussed in the economics literature that IMF gives orders under the conditional support for underdeveloped countries in the periods of economic depression.

**Conclusion**

World War I, Great Depression and World War II took place one after another in history of economics caused disruption of world’s financial system to a large extent and subversion of the economy. After that period, unemployment increased all around the world and economic growth rates decreased considerably and financial system collapsed. Countries had to work in cooperation as the financial order that became unsteady and disrupted was structured as well as a new monetary system. For this purpose, Bretton Woods Conference hosted by the USA, which was superior power of that period, was conducted by the participation from 44 countries. Two different plans prepared by the USA and Britain looking after interests of the USA and Britain were discussed in the conference. White Plan predominantly represented the USA was put into practice at the end of conference. In conclusion, Bretton Woods’s System remained valid for 30 years as from it had been put into practice and it made important contributions to world economy. Although the applied monetary system was abandoned, financial structures founded by Bretton Woods have been keeping its efficiency in our day. Besides, Bretton Woods’s System plays an important role in shaping today’s balances of power.
References


Reformist Outlook on Mainstream Economics: John Kenneth Galbraith

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Abstract
The economic thought has been developed through the revolutionary or reformist contributions of economists. John Kenneth Galbraith is an economist who has contributed to the development of economic thought in a reformist way. He is a reformer because he approaches the views of economic movements with an inquisitive, critical and modifier perspective instead of believing in them completely and absolutely. He is one of the the pioneers of the reactions against the review of classic economic thought by abstracting it from the institutional structures without economics, time and space. In this respect, contributions of Galbraith to Institutional Economic Thought is incontrovertibly important. The purpose of this study is to examine the contribution of Galbraith to the change of economic thought. The functioning, development, defects and evolution of the economic system are the starting points of the formation of Galbraith's economic thought. In this context, innovations and concepts introduced by Galbraith to the economic thought are explained within the study.

Keywords: countervailing power, mainstream economics, technostructure, Institutional economics

JEL Classifications: B15, B25, B52

Introduction

The basic element shaping Galbraith's mentality is pragmatic philosophy. Galbraith 's ability to examine the phenomena excluded by mainstream economics, to watch the changes occurring in time within the institutional structure and to show the political consequences of them, to formulate economic policy instruments accordingly, to show contradictions between the cold facts of society and the mainstream theory which he defines as conventional wisdom are reflections of Galbraith’s pragmatic thinking. Galbraith's ideas on the topic of mainstream economics are interesting. He speaks of the theoretical systems he describes as traditional wisdom (Galbraith, 1990) as follows:

“I respect the men who create these ideas, but I do not care about basic ideas of economics. At the highest level of social sciences, it is highly valued to say an old truth in a new way; trivial criticisms are so much adopted. Heated debates on details cause to find criticism towards the correctness of the general framework irrelevant and to push it aside. In addition, generally accepted ideas become increasingly processed by time, taking advantage of discussions. They have a wide range of literature, even a legend. So much so that its advocates can say that the critics can not grasp the subtleties of traditional wisdom ...”

Galbraith goes deep inside the issues excluded or not handled sufficiently by mainstream economics. Studies mostly concentrate on the problems that arise in the institutional structure where giant corporations dominate. Galbraith handled mutual balance between strong companies-strong syndicates, income inequality, welfare society that fails to satisfy the public services despite the glut provided by big companies, the separation of property and management in joint-stock companies and its impact of socializing the economic system, the emergence of multinational corporations, and the social, economic and political problems it caused within the world economy.

Galbraith's approach, called the Galbraithgil with his focus on the relationship between the firm, the state and power, enters into the comparative political economy as a combination of Institutional, Keynesian,
Post Keynesian and Radical Economic Approaches. This combination has apparently different characteristics (Dunn and Pressman, 2005; Canterbury, 1984; Galbraith, 1973):

- According to the Institutional and Post Keynesian approach, the economic theory should be realistic and it should describe the general characteristics of the real world. Both approaches contradict rational human analysis of the mainstream economics thought. In this respect Galbraith has many methodological similarities with the institutionalists and Post Keynesians.

- Galbraith's ideas on the impact of uncertainty on company behavior are consistent with the uncertainty analysis of the Post Keynesian approach and they contribute to the development of Post Keynesian firm theory. Post Keynesians traditionally focus on uncertainty at the macroeconomic level. Galbraith's modern corporate vision is consistent with Post Keynesian monetary theory.

- Galbraith’s planned and bi-directional image of the market sector matches with the modern economic view of the Polish economist Michal Kalecki, who approaches both capitalist and the socialist system critically. For both thinkers, the economy is treated as an oligopolistic sector dominated by parent companies. The firm power idea of Galbraith and “degree of monopoly” idea of Kalecki have many common points. However, their class conflict analysis is different. This difference comes from Galbraith's technostructure analysis.

- Like many Post Keynesian and Institutionalists Galbraith also agrees that the level of effective demand in a monetary economy will determine the level of economic activity. Galbraith rejects the Say’s Law.

- Like Post Keynesians, Galbraith rejects the idea of monetarist inflation, which explains that the increase in stock of cash would lead to inflation. According to Galbraith, the increase in inflation is caused by the increase in stock of cash arising from the income distribution problem among different groups within the society and the real aspect of economy. Galbraith recommends price controls for fighting inflation.

- Like many institutionalists, Galbraith draws attention to the dichotomy between financial system and technology.

- Galbraith accepts the financial instability which is an important problem of the capitalist system and suggests solutions. In his book ‘The Great Crash 1929’, Galbraith explains how human tendencies activates financial markets, how the changes in the economy cause extremism, fraud and ultimate collapse.

- Galbraith’s system tries to widen the General Theory of John Maimard Keynes, taking into account the institutional process changing the structure.

- Galbraith's system tries to generalize the General Theory of Employment, Interest, Money by considering the institutionalist process that changes the nature and structure of the economic
society and changes the effects of simple Keynesian policies.

Countervailing Power and Social Balance

Power means that an individual or group make their goals accepted by others. Power presence leads to three questions: Who holds the power, what purpose is it used for, what tools are used to persuade or subjugate others? In a planned system, power is within the hands of technostructure and the bigger a company gets, the stronger it becomes. Time is also important here (Galbraith, 1990).

The concept of power and social equilibrium that is not included in Classical Economic Thought is the basis of social intervention requirement in Galbraith’s model. Companies are supposed to have power in the future stages of capitalism as markets oligopolize. On the other hand, the number of units that protect the rights of buyers is increasing. Thus, there are strong buyers and syndicates before strong sellers in the markets. But with this structure, Capitalism can not provide the optimal conditions by itself. State intervention is necessary (Aktan, 2000).

The balancing process evolves spontaneously when any disadvantage comes up in the economic system, according to the concept of balancing power, which shakes up economic discipline and which was first described by Galbraith in the book of American Capitalism: The Concept of Countervailing Power. The balancing power, which resembles empathetic observations of Alfred Eichner and Hyman Minsky from Keynesian economists, was used to express the American industrial structure, consisting of several large corporations and a large number of small companies against them (Galbraith, 1963a; Kesting, 2005). Galbraith comes up with the concept of balancing power against the concept of the invisible hand of Classical Economic Thought. Putting forward that the concept of balancing power is the inevitable reality of the time within the monopoly World, Galbraith states that the main problem is creating mutual balance in terms of suppliers and consumers rather than removed monopolies. Stating that many problems stem from the superiority of one group over the other, Galbraith suggests to improve unionization and to strengthen consumer organizations against giant monopolies. While big business employs a large number of workers, it also offers a framework suitable for them to get organized. If this big business sells workers’ labor in a strong position, they will understand all sorts of benefits of appearing before the company with equal power. This is what Galbraith calls the balancing power. Thus, in response to the control of prices by large enterprises, the level of wages is controlled by syndicates. This is a new element of the inflation problem (Galbraith, 2002).

Capitalism’s invisible hand assumption, nowadays leaves its place to the hand, which divides the income, and distributes the resources in the economy. According to Galbraith, the enemy of the traditional mind in Classical Economics is the course of matters. In the advanced stage of Capitalism, a small number of vendors dominate the market in the marketplace, which also means they have power. Strong vendors leads to emergence of such limiting powers as strong buyers and syndicates. If balancing power spreads all over the economy, it serves economic growth. Capitalism cannot provide the optimal conditions by itself; state intervention is needed. Development inequality and income inequality that are socially harmful and coming into being as a result of power imbalance are often hidden or misinterpreted in the Classical and Neoclassical approach according to Galbraith (Galbraith, 1963b; Galbraith ve Salinger, 2002).

Since prices in perfect competition markets are data for suppliers and consumers, there is no power resulting from dominance of companies over price or production quantities. But as the markets get oligopolist, companies can get power. On the other hand, much developed production technique requires oligopolies to be successful in implementing technical change. Because the company that can apply the new technique before other companies has the opportunity to increase its profit. Failure in competition
conditions is not a tragedy, in this respect. Moreover, the oligopoly has also created self-limiting forces. There are strong buyers against strong vendors (Galbraith, 1990). It is the labor market where the balancing power is most developed. If balancing power spreads to all over the economy, it also serves the economic development. However, because of the structure of capitalism it cannot provide the optimum conditions by itself; government intervention in the market is necessary. Fighting against an order showing that the essence of the functioning of the economy is a reflection of power relations and that only the mighties have influence for life, Galbraith argues that the inequalities created by capitalism can only be eliminated by conscious state intervention (Galbraith, 1963a; Kesting, 2005; Sharpe & Galbraith, 1973).

Even when it is not explicitly stated in economic or political theories, emergence of countervailing power is highly important. These forces play a major role in government policies. In modern economies there are strong groups for the development of opposing forces. However, the group that wants to obtain countervailing power is a group of countless and unfavorable people who want to get organized because they confront with smaller and more advantageous groups. It is well-calculated situation to increase political support. The role of opposing forces in the economy points to two extensive problems on the policies of the government. Apart from the conditions of inflationary demand, counter power is a valuable adjuster in the modern economy. For this reason, it created pressure on the government for it to develop and to perform his duty in the best way. The government also faces the question of where and how to support the development of counter-power (Galbraith, 1962; Galbraith, 1963a).

Executive Class of New Industrial State: Technostructure

American economist Thorstein Bunde tries to determine the basic contradiction of modern society by using the term Veblen sabotage. According to Veblen, sabotage, an organic item of a money-centred (capitalist) society, means that the increase of industrial production is hindered by money traders therefore economic resources are used in an unproductive way. A wise saying of Galbraith (Galbraith, 2004a):

"Veblen suggests that in the modern society, there is a dilemma between the industrial and business world, in other words between those who participate in goods production with their skills and those who just want to make money. Those who chase wealth (leisure class) restrict the production to increase profits when they find it necessary, in other words it sabotages suppliers’ ability.”

Economic rationalism is the motive behind behaviors of wealthy, and in line with this motive, wealthy considers enrichment and development of life only as one of the instruments of monetary accumulation purposes. According to Veblen, in time money traders move away the profit to be made from production in line with economic wisdom and they focus on profit they can drive only through monetary means, (Veblen, 1963). According to Veblen, the main concern of businessmen is to make more profits from their
investments, rather than regulating production in order to maintain their lives and gain income. (Veblen, 1994, Öncü, 2003).

For the investor, rather than the production itself, its monetary return becomes important, thus the effectiveness of financial management comes to the forefront in decisions of investors. The importance of production management and the technical staff responsible for this function diminishes. It is important to ask why people who maintain their life with this production are indifferent to the control established in the management of the industry through monetary power of investors who can be indifferent to the production creating material well being of the society. Veblen explains the reason for this situation as the domination of the leisure class in society as well as increased material wellbeing of the society despite the sabotage. In the words of Galbright (Galbraith, 2004a): “Those who are looking for wealth (leisure class) restrict production when they think it is necessary to increase their profits, in other words they sabotage the suppliers’ ability.” The consequences of sabotage that could lead society to real poverty arise in the Great Depression in 1929 (Leathers and Evans, 1973, Ozveren, 2007).

According to Veblen, in the event of any economic crisis, capitalist enterprises have two main policy options for protecting profits of money traders: reducing production quantities or increasing production quantities by reducing production costs. It is clear that the first of these two options is not related to the production process, that is, the solution of the problem is expected to overcome it by pricing without any change in the structure of the current production. It is evident that the second one is that production management is involved in the area of responsibility and that it calls for technical staff for improvement of production technology. However, the monarchical governance in capitalist enterprises causes decisions to be taken in accordance with the first choice (Veblen, 1958). This situation leaves choice of production technology to the decision of financial management depending on Money traders’ preferences and puts pressure on technical staff to comply with these decisions. As a result, in order to meet expectations of money traders who are largely and actually disconnected from the industry in crisis conditions, the preference for shrinking production and controlling prices in the face of falling prices is preferred to being in search of continuing production by lowering production costs. For this reason, the moment of crisis is the moment when the sabotage of the material life of the society can be followed most clearly, thus eliminating doubts about the legitimacy of the capitalist ideology (Öncü, 2003).

Galbraith speaks on the technical structure as follows (Galbraith, 2004a):
“According to legend, there is a hierarchy, a sequence of stages, where instructions are transmitted from top to down within management of a modern company. As a matter of fact, the management of the modern company resembles nested apartments. At the center of the apartment there are top managers, such as president, vice-president. In the second apartment, there are managers of domestic and international companies affiliated to the parent organization. In the outside apartment there are engineers, scientists, legal advisers, economists, computer specialists, etc. who contributed to the decisions with their specialized knowledge. In the next apartment, there are secretaries, clerks in a modern saying white collar employees, in other words office employees. Then comes the people who actually audit the production and distribution of the goods. The outermost apartment has blue collar workers, labors.

The power within company's internal offices comes from position of the people. The power of middle apartments is based on their knowledge. The ones located in outer apartments are strong due to their
number and organization. Thus, the power flows from inside to outside as well as from outside to inside. Collaboration is the result of intense internal relations between these apartments.”

Technological development; brings about radical changes in the economic, political and cultural texture of societies. Competition gathering pace and intensity in all areas pushes resources of all institutions and organizations to get combined. In order to increase productivity in the production of goods and services, big investments are made in R & D works. Important decisions in big businesses are not taken by one person alone, but by many. None of these has all elements required to produce new goods, to open an additional factory, or to decide on penetrating new markets. It is an obligation to ask for information, experiences and judgments of technocrats. Each of them contributes with their own expertise area (Galbraith and Salinger, 2002). Galbraith calls this shared decision making tool a technological structure.

In the new economic structure, while the significance in production passes from manpower to machine power, the power passes to the ones with know-how from capital owners. In his book, New Industrial State, Galbraith discusses in detail the changes in the structure of large corporations that meet a significant part of the industrial production in America. Decision-making power in the industrial society falls into the hand of a new segment called technostructure by Galbraith. It is technocrats who have gained some kind of impunity in industrial society. It is technocrats, whom cannot be argued anyway on the strategies to be followed, to set prices in market economies, to encircle markets, to constantly improve productivity, to make innovations on reducing costs, rather than big partners of institutions and organizations (Galbraith, 1967).

Throughout history, there is a direct proportional relationship between the management and production factors such as land, capital and knowledge. Depending on the economic and cultural characteristics of the period, the source of power varies. In agricultural societies, power comes from size of land. The production power of countries with large land is also big. There are multiple power shifts in industrial societies. The ones developing capital first then technology come to the forefront. Galbraith takes a more detailed look at the shift of power to technocrats (Galbraith, 1967).

In the world that passes from the industrial society to the information society, the power mostly passes from the state executives to the vision holder managers of institutions and organizations. Entrepreneurs equipped with new technological knowledge more than capital and pursuing an affordable risk replace the capital owner entrepreneurs of the past having a low education level, who likes to take risk thoughtlessly. According to Galbraith, if the public enterprise is to be managed by an autonomous technological structure by focusing on profit, the difference between public and autonomous enterprises decreases. Because their managements have to comply with the same measures.

Consumption Culture in Welfare Society: Conspicuous Consumption

In one of his most important books, Welfare Society, published in 1958, Galbraith argues that in those years the American economy created individual wealth and it was unable to adequately respond to the needs of society, such as roads and schools. During his lifetime, he underlies that the government needs to invest to reduce differences between social classes. Galbraith criticizes economists and politicians for using assumptions of the periods when poverty was universal in the world. Galbraith points out that the reached individual consumption ambition has resulted in social decay.

Galbraith's Welfare Society is a social comment on the inequality of wealth distribution of the economic system, like Veblen's Theory of the Leisure Class. Galbraith makes a perfect separation between private and public sector. Its theme: public services are failing to meet private consumption. The public sector has quality education, good roads and clean air problem while private sector produces many cars, clothes and
sightseeing ferries. Galbraith's solution to this terrible social imbalance seems clear: the transfer of funds to the public sector, who is hungry from the wealthy private sector. Galbraith, Veblen and other institutional economists are always concerned about income inequality. In this context Galbraith makes an interesting confession in the Welfare Society (Skousen, 2003):

“For centuries, those granted richness have developed many remarkable, masterful and convincing reasons for their good fortune. The liberal instinct is to look at these explanations much more unrelentingly. However, in this case, the facts are inevitable. In the last few years, what brought the greatest financial increase in the welfare of the person is the increase in production rather than redistribution of income. And unfortunately, even if it is doubtful, the liberal has to accept this fact.”

The books written in the past about the interpersonal aspects of the concepts of benefit and demand can be divided into three parts: sociology, welfare economics and pure theory. Sociological books focus on fashion and attention-grabbing consumption phenomenon and its relation to social status and human behavior. This aspect of the topic becomes famous with Veblen (Leibenstein, 2000), as opposed to what most think of it, although he is not the first person to discover or to examine the theory of conspicuous consumption theory.

Conspicuous consumption is one of the most important concepts that Veblen introduced to economic life. This concept takes on a special meaning in Veblen thinking. Veblen handles the conspicuous consumption from a different viewpoint than previous thinkers. The mainstream economic tradition considers conspicuous consumption as an exception (Ercan, 2006). In some cases the purpose of the consumption may be to gain reputation through the high exchange value. This is particularly the case in societies where the aristocracy and former wealthy are forced to give power in to the new wealthy. Conspicuous consumption concept of Veblen explains this.

According to Veblen, subsistence is to consume to maintain life. Therefore, since working is necessary for a living, it is emphasized as a useful and productive activity for society. Veblen associates human behavior with the work instinct. Consumption is a necessary element for human existence and society. However, Veblen handles consumption that goes beyond the survival as a social problem. For Veblen, the fact that individual satisfaction is in search for social status is a topic of criticism. The fact that richness is wasted and it is copied by each society rather than being used for the sake of the community, draws Veblen's reaction (Kızılkaya, 2001).

Galbraith opposes the assumption that the mainstream economics theory, diminishing marginal utility and consumer pleasure and preferences are determined by elements outside of the economic system, and it is influenced by Veblen's conspicuous consumption thinking. According to Galbraith, the dependency effect between supplier and consumer is important. He suggests that suppliers are influencing consumers with various advertising and marketing techniques and that they give them the desire to consume new merchandise. Consumer sovereignty can not be mentioned as consumption is driven by the production in such an economy. Because the supplier create a demand for their products first and then they produce it. Therefore, this created demand will change the order of priority of goods and change the distribution among various goods (Savaş, 1997).

According to Veblen, it is unnecessary for the individual to consume with the purpose of showing its wealth in order to preserve its social position (Galbraith, 2001). Galbraith agrees these thoughts of Veblen. The anxiety of showing the amount of wealth and showing off to others lie behind the conspicuous consumption, rather than quality and utility of a good or service. According to Galbraith, imitation and conspicuous consumption, with the support of advertisements, open the way for an order where savings rates go down and public goods are neglected. According to Galbraith, in the modern economy, due to the development of advertising and marketing tools, in mainstream economics pushing the producers to
meet the needs of consumers is no longer important. The most important reason for supplier sovereignty replacing consumer sovereignty is socioeconomic problems brought about by the conspicuous consumption.

Although Galbraith is influenced by Veblen's conspicuous consumption concept, he is not as pessimistic as Veblen. According to Galbraith, although the preference structure of the individuals is thought to be directed only by incentives and interventions made, the social structure surrounding individual also influences the individual's preferences. Although individuals have different preferences, they are affected by the value judgment of the community they live in. Dealing with care of the historical ones, national holidays, respect shown, protection of the environment, artistic activities gain functionality at this point. While some value judgments accepted by the society have an effect on the interest of people on the goods produced by the private sector, they increase the tendency to the public goods produced with the budget support, even though the individuals think differently.

Conclusion

It is not possible to say that Galbraith's assumptions and opinions are completely original. However, his thesis provides serious contributions to the development and change of economic thought. Contributing to the economic thought does not necessarily require the development of a revolutionary thought movement. As emphasized by many economists, it should not be ignored that examining ground breaking trends in economics with a reformist perspective contributes to the development of a new perspective at the least. In this sense Galbraith is an important example.

Galbraith's System enters into comparative political economy as a combination of Institutional, Radical, Keynesian and Post-Keynesian Approaches, as Galbraith focuses on the relationship between firm, state and power. This interaction has different remarkable characteristics: according to Galbraith, economic theory must be realistic and define the general characteristics of the real world. Galbraith's firm analysis is consistent with the uncertainty analysis of Post Keynesians. His ideas about the effect of uncertainty on firm behavior contribute to the development of Post Keynesian firm theory.

According to Galbraith, overproduction of private goods and underproduction of public goods, inability to provide economic growth that will sort social problems, gradually worsening income distribution, the ongoing separation between high and low-wage industries, the insensitivity of modern corporations and international institutions to public opinion, the widespread uncoordination in the economy and the economic uncontrollability, ongoing inflation are the most important problems of the economic system and the mainstream economic thought is unable to provide solutions to these problems.

Galbraith criticizes the mainstream economics theory for concealing and neglecting the economic power accumulated by large corporations. He accuses politicians for integrating with the goals of large corporations, instead of public interests. He criticizes his colleagues for not understanding the real world, but for dealing with mathematical analyzes. Galbraith discusses that generally accepted hegemony, which excludes all opposing ideas and prevents people from understanding the economy's way of working should be questioned for the release of ideas.

References


The Research on Okun’s Law’s Validity in Turkey with Granger Causality Test (1988-2016)

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Abstract
One of the most important macroeconomic problems which have gone on from the past to today is that the effort among the production factors is not utilized. In this sense, one of the studies for the solution of unemployment problem is whether the increase in economic growth will decrease the unemployment or not. The American economist Okun is the first economist who reviewed the relation between the economic growth and unemployment. Okun’s theorem which explained the negative correlation between the economic growth and unemployment in America in 1948-1960 has included as Okun’s Law in the economics literature. Okun’s Law indicates that the unemployment rate decreases in the periods when the growth rate is high, and the unemployment rate increases in the periods when the growth rate is low. In this study, the validity of Okun’s Law in Turkey has been reviewed. The concept and types of unemployment have been firstly included with this purpose. Secondly, the relationship between the unemployment and economic growth has been analyzed with Granger Causality test with the use of data between 1988-2016. Key words: countervailing power, mainstream economics, technostructure, Institutional economics.

Keywords: Okun’s Law, unemployment, economic growth, Granger Causality test, VECM.
Jel Classifications: B2, E24, O40, C4

Introduction
The fact of unemployment is the problem which regards to the economy and social life and which requires to be reviewed extensively in terms of its results. The unemployment is reviewed with its different aspects by the economics and social sciences. As the economic aspect of unemployment occurs dependently in the inactive processing of full employment; the impact that it causes in the social aspect has been reviewed by the social sciences. In the literature the unemployment has been often considered with the problems related to the social aspects such as migration, crime, suicide etc.

As the globalization which accelerated especially in 1990’s has contributed positively to many fields such as the economic growth, welfare increase with the technological developments; the inverse situation in the labor market has been observed. As the increase in The Real Gross Domestic Product (gdp) has gone on, the unemployment in most of the developed and raising economy markets has simultaneously increased. The world’s average GDP and unemployment rates in terms of the comparison have been indicated at Table 1.
Table 1: The Comparison of World’s GDP Growth (%) and Unemployment (1990-2016)


The graph on the left of Table 1 is for GDP and the graph on the right is for the unemployment rates. When the comparison is made, it is observed that there is an increase in both of GDP and the unemployment rates.

The inactive processing of labor which is accepted as the base of production is important in this point and it obliges the policies which are developed in order that the unemployment is reduced. One of the approaches related to decrease the unemployment is the theory which was developed by Okun and which is mentioned as Okun’s Law in the literature. The approach which argues that there is an inverse correlation between the unemployment and economic growth has been tested many economists since the period that it was studied. When the studies which have been practiced for the different countries are reviewed, it has been observed that Okun’s Law gave the different results in the countries and periods. So it has been aimed in the study that the theory’s validity in Turkey is reviewed and to determine what the aspect is in the impact economic growth on the unemployment.

2. The Concept and Types of The Unemployment

The unemployment includes the individuals at the working age with the description of International Labour Organization (ILO). It has been declared that there are three criteria that a person is accepted as an unemployed one:

- One who is unemployed during the reference period; who is not included in a salaried employment, -In the working status from now and

- One who seeks a work; - being included in the process of seeking a work actively since the certain period (Access ILO, http://www.ilo.org: 02.01.2017). The different methods have been used in the calculation of unemployment. The unemployment is calculated as the equations 1 and 2.
In the equation, \( L_t \) states the total labor power and \( E_t \) states the number of employees (Knight, 1987: 2).

The unemployment is categorized in many different ways and there is not a net agreement in the categorizations. However, the discrimination which is mostly used is that the unemployment is reviewed under three major topics as the frictional, structural and cyclic ones (Tucker, 2008: 247). The other discrimination types of unemployment which varies in the countries’ structure are subject to the discriminations such as the seasonal, voluntary, non-voluntary, seçtirip, technological, secret ones.

The frictional unemployment states the process that the person has not got any work while he/she seeks the work as suitable for his/her skills and working abilities (Deepashree and Agarwal, 2006:7).

This process is a temporary situation because it doesn’t source from the disadvantages in the economy and it occurs when the economy has the full employment. Thus, it is known as the casual (temporary) unemployment in the literature. It is accepted as the harmless by the other unemployment types.

The structural unemployment sources from the structure in the economy with its simple form. It is the situation that the supply and demand don’t correspond in the labour market; the necessary skills aren’t met by the unemployed people for the current works. The main difference between the structural and frictional unemployments is that the skills which can be transfered in the structural unemployment are not had (Arnold, 2008: 127).

The conjunctural unemployment is the type of unemployment which is accepted as the keynesyen unemployment, increases when the economic activity decreases, and which is accepted in the economic contraction periods (Hughes and Perlman, 1984:30; Baumal and Blinder, 2009: 498).

3. The Theoretical Framework of Okun’s Law

Arthur Melvin Okun (1962) reviewed the relationship between the unemployment and economic growth mathematically in USA in 1947-60 Okun’s study is mentioned as Okun’s Law in the literature because it
launches the studies which have reviewed the unemployment and economic growth simultaneously, and it connects them to a mathematical function.

Okun established his study on three different methods. These methods are the first differences, test deficits and the flexibility with the suitable trend.

• On the first model; the quarter data of 1947-60 period was used. The model was established on the unemployment and economic growth. Y is for the unemployment rate, X is for the change in the ree GDP in the equation 3.

\[ Y = 0.3 - 0.3X \quad (r=0.79) \]  

(3)

According to the result of model; the decrease of 1% is gotten in the unemployment rate and an increase of 3% is gotten in the final output. There is a negative correlation between the unemployment and growth.

On the second model; it is calculated as the certain exponential values of potential output are chosen from 1953-60 data and they are tested. The equation which is made for the unemployment is included in the equation 4.

\[ U = a + b \text{ (deficit)} \]  

(4)

\[ U = 3.72 + 0.36 \text{ (deficit)} \quad (r=0.93) \]  

(5)

The equation 5; it states that the unemployment rate is 3.72% in the case that there is not the deficit.

• The calculations for the third model are the following;

\[ \frac{N}{N} = (\frac{A}{P})a \]  

(6)

On the equation 6; it reflects the unchanging elasticity between the output which occurs (A) and the potential output.

\[ P_t = P_o e^{rt} \]  

(7)
The equation 7; it states that the potential output has a stable growth as beginning from the level of Po in any time. When the equation is revised and its logarithm is taken, respectively;

\[ N_t = A_t^\rho, \frac{N_t}{P_o} e^{rt} \]  
(8)

\[ \log N_t = \log \left( \frac{N_t}{P_o} \right) - a \log A_t - (ar) t \]  
(9)

Literature Review

<table>
<thead>
<tr>
<th>Study</th>
<th>Method</th>
<th>Findings</th>
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<tbody>
<tr>
<td>Ball, Leigh &amp; Loungani (2013) reviewed Okun’s Law’s validity in USA, 1947-2011 data and the validity in terms of 20 developed countries as beginning from 1980.</td>
<td>Hodric Prescott used the filtration method.</td>
<td>It has been concluded that Okun’s Law is valid in many countries.</td>
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<tr>
<td>Gogonea, Zaharia &amp; Ionescu (2009) reviewed the unemployment in Romanian economy with the annual data in the period between 1992-2006.</td>
<td>As the unemployment has been divided in the periods of 1992-2000 and 2000-06, the linear model has been used and it was reviewed. Moreover, the correlation between the unemployment, the saving rates and the social pressure have been considered.</td>
<td>A positive correlation has been found between the unemployment, the saving rate and the social pressure in the period of 1995-2006. As the saving rate increases, the unemployment increases at the same rate, as the social pressure increases it reacts at the same direction.</td>
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Noor, Nor&Ghani (2007) searched whether Okun’s Law is valid or not in Malaysia.

The relationship between the unemployment and economic growth has been tested with the data of 1970-2004 with the use of Granger Causality analysis. It has been concluded that an attempt which will be made in order that the unemployment is reduced will increase the growth. Thus, they have recommended that the policy makers create the new employment opportunities with the correct matchings in the labour market.

Harris and Siverstone (2001) reviewed Okun’s Law for 7 OECD countries (Australia, Canada, Germany, Japan, New Zeland, England and USA).

The asymmetry approach has been used with the data in the period of 1978-1999. It has been concluded that Okun’s Law is valid in USA and New Zeland in the long term.


Bayesian and Kalmar Filter method has been used for 1960-1999 period (1960-89) for Germany. It has been concluded that it is valid in Austria, Belgium, Canada, Italy and USA.

4. The Econometric Analysis
4.1. The Data Set and Method

In this study, the data of Gross Domestic Product (GDP) and the unemployment rate have been studied in order to analyze Okun’s Law’s validity in Turkey. The unemployment data has been obtained from the database of Turkey Statistics Institute (Tuik). GDP data has been taken from World Bank. The growth data which is used is in USA million $ with the current prices. The data scope is the annual data periods of 1988 and 2016.

The data has been included in the study as its logarithm has been taken. Respectively in the study; the serial’s stability has been determined with Augmented Dickey-Fuller (ADF) test. The reason of having the unit root in the determination of stability is that it is stabilized as the differences are taken. Johansen cointegration test has been implemented in order to deal with the cointegrated relationship for the determination of deviations which occur between the variances, that their difference equations are taken, in the long term. Vector Error Correction Model (VECM) has been implemented in order to determine
that the cointegrated relationship occurs as a result of the analysis and how much time the deviations will disappear in. Lastly, the causality relationship between the economic growth and the unemployment in Turkey as the main topic of study and its direction have been determined with Granger causality analysis.

4.2. The Stability Analysis

The analysis's reliability and validity are closely associated with the serials' stability in the analysis of time serials. The serial's stability states that the serial mean and variance are independent from time; they will not change in time (Yavuz, 2011: 241). The non-stationarity serials cause Spurious Regression and remove the analysis's reliability.

In the determination of stability; many tests such as the unit root tests (ADF, PP etc...), Q statistics have been used. In the case that the serials are not stable, the serials are stabilized as their differences or logarithms are taken.

For the determination of stability in the study, ADF unit root test has been used. Eviews program has been used to determine the delay time which is important for the test. The non-stationarity of serials causes the null hypothesis and the stability of serials causes the alternative hypothesis.

H0: p= 0 The Unit Root is available (the serial is not stable)
H1: p≠ 0 The Unit Root is not available (the serial is stable)

The variances’ ADF unit root test results have been indicated at Table 2.

**Table 2: ADF Test Results**

<table>
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<tr>
<th>SERIES</th>
<th>LEVEL VALUE</th>
<th>DIFFERENCE VALUE (First Difference)</th>
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<tbody>
<tr>
<td></td>
<td>Intercept</td>
<td>Trend and Intercept</td>
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<tr>
<td></td>
<td></td>
<td>None</td>
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<tr>
<td>Lnunmp (prob)</td>
<td>-1.46(0)</td>
<td>-2.58(1)</td>
</tr>
<tr>
<td></td>
<td>(0.5)</td>
<td>(0.2)</td>
</tr>
<tr>
<td>LnGDP (prob)</td>
<td>-1.24(0)</td>
<td>-2.33(0)</td>
</tr>
<tr>
<td></td>
<td>(0.6)</td>
<td>(0.4)</td>
</tr>
</tbody>
</table>

**TEST CRITICAL VALUES**

| %1* | -3.68 | -4.33 | -2.65 |
NOTE 1: the numbers in the parenthesis indicate the suitable internal delay values, and Akaike information criterion has been based in the study. In the study, max delay time is 6. For the numbers which are marked with star (*), *, ** and *** indicate statistically the significance for the importance levels respectively for 10%, 5% and 1%. Moreover, it accepts that the serial is stable at the level of *.

NOTE 2: it has been decided with fi test about whether the stable term, trend can be added or not to the model as the unit root test is made.

NOTE 3: The results have been reviewed by the significance level of 1%.

According to ADF test statistics results, H0 major hypothesis can not be rejected for the variances which are stable at the level. In another saying, the variables are not stable and they include the unit root. The serials’s differences have been taken in order that they are stabilized. When the first degree differences are taken, it has been gone on studying with the serials which have become stable.

4.3. Cointegration Test

The determination of cointegration is that the existence of a long-term balance between the variances is searched. The serials need to be stable at the same level in order that the cointegration test can be implemented (Yavuz, 2005a: 275). While the stability analysis has been previously made in the study, it has been determined that the serials are first-degree stable.

H0: r= 0 the cointegration is not available
H1: r≠ 0 the cointegration is available

Table 3: Johansen Cointegration Test Results

<table>
<thead>
<tr>
<th>Null Hypothesis</th>
<th>Alternative Hypothesis</th>
<th>Statistics</th>
<th>%5 Critical Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trace Test</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>r = 0</td>
<td>r ≥ 1</td>
<td>15.42</td>
<td>12.32</td>
</tr>
<tr>
<td>r ≤ 1</td>
<td>r = 2</td>
<td>4.06</td>
<td>4.12</td>
</tr>
</tbody>
</table>

|                  | %5**                   | -2.97      | -3.58            | -1.95            |
|------------------|------------------------|------------|------------------|
|                  | %10***                 | -2.62      | -3.22            | -1.60            |
Maximal Eigenvalue (λ-max) Test

<table>
<thead>
<tr>
<th>r</th>
<th>11.36</th>
<th>11.22</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>4.06</td>
<td>4.12</td>
</tr>
<tr>
<td>≤1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

r: cointegrated vector number

Note: Lag length is determined by Akaike information criteria.

When Table 3 is reviewed, Maximal eigenvalue test statistics equals with 11.36 value, the critical value of 5% is higher than 11.22. Thus, the major hypothesis that there is not cointegration relationship (r=0) between the variances is rejected. The trace test statistics is 15.42; as the critical value of 5% is higher than 12.32; the result shows that the major hypothesis (r=0) will be accepted. So, Johansen cointegration test indicates that there is a cointegration relationship between the unemployment and economic growth. Whem the results of these tests are reviewed, there is a long-term relationship between GDP and the unemployment. As the long-term relationship between the variances is available, it is necessary that the error correction mechanism which shows the short-and-long-term setting process is used. (Yavuz, 2005b: 964). The study will go on with the error correction model.

4.4. The Error Correction (VECM) Model and The Causality Analysis

Granger causality test is used to review the causality between two or more variances (Yavuz, 2005b: 962). Granger stated as “if Y’s forecasting is more successful in the case that X’s previous values are used than in the case that X’s previous values are not used; X is Granger cause for Y.” (Granger, 1988: 554). From the point of this view, the major and alternative hypotheses are made as the following:

H0: It is not Granger cause
H1: It is Granger cause

It shows that there is not a relationship between the variances which are used in the analysis of major hypothesis and there is a relationship between the variances in the alternative hypothesis. It has been determined in the study that there is a cointegration between the unemployment and GDP, and it has been seen that there is the long-term balance. However, the deviations from the balance which occur in the long-term balance can be seen in the short term. Thus, Vector Error Correction Model (VECM) is used in order to determine how much time it will take in the event that the deviations which occur in the long term will disappear.

The determination on causality is made as the error correction term is added to the model in the study. The causality test results which are found as the term of error correction is added have been shown at Table 4 and the regression indication of model which is made has been shown on the equation 10.

\[
\Delta \text{lnunmp} = -1.03 \text{ectt} -1 + 0.26 \Delta \text{lnunmpt} -1 + 0.06 \Delta \text{lnunmpt} -2 - 0.17 \Delta \text{lngdpt} -1 - 0.09 \Delta \text{lngdpt} -2 - 0.03
\]
Table 4: Granger Causality Test Results

<table>
<thead>
<tr>
<th>Null Hypothesis</th>
<th>DF</th>
<th>Prob.</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>GDP → Unemployment</td>
<td>2</td>
<td>0.37</td>
<td>H₀ accepting</td>
</tr>
<tr>
<td>Unemployment → GDP</td>
<td>2</td>
<td>0.54</td>
<td>H₀ accepting</td>
</tr>
</tbody>
</table>

DF: Degree of freedom

According to the test result, the major hypothesis has been accepted, it has been concluded that the growth is not the cause of unemployment and the unemployment is not also the cause of growth.

Conclusion

In the study, the validity of economic growth about whether it has a contribution to decrease the unemployment in Turkey’s economy has been searched within the framework of Okun’s Law. In this purpose, the relationship between the unemployment and economic growth has been reviewed with the use of data from the period in 1988-2016 as the econometric studies are supported.

Accordingly, the causality relationship between the unemployment and economic growth has been tested with VECM model in the study. Johansen cointegration test has been implemented on the serials with ADF unit root test before the causality test. According to the results of unit root test; it has been determined that the serials are not stable. According to the cointegration test results; it has been concluded that there is a long-term relationship between the variances. According to the results of the unit root and cointegration tests, Granger causality test which is implemented to the first differences of variances indicades within the framework of VECM model that there is not a causality relationship between the unemployment and economic growth. In another saying, it has been concluded that Okun’s Law is not valid in Turkey’s economy for the period in 1988-2016.

In the study, the reasons of unemployment in Turkey has not been searched. However, the point that we need to state it is the statement that the unemployment has not decreased and the policies which have been implemented aren’t effective despite of the stable economic growth rates. The real importance of economic growth is what an extent its contribution is available in the welfare. It is necessary that the recoveries are gotten as the stable economic growth rates are reflected on the social-economic variances in the developing and complicating system.
References


The Relationship Between Private Speech Creativity Among Preschool Children

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Abstract
The purpose of this study was to investigate the relationship between private speech and creativity among preschool children in Khorramabad, the main purpose of the effect of private speech and creativity of students. For this purpose, the statistical population of this study was all pre-school students in Khorramabad city, whose number was 3780 (2250 girls and 1530 boys), and a sample of 350 people selected by relative stratified sampling. Research tool, Gnostic Thinking in Practice And Torrance movement (TCAM) and the London Tower. The results of this study, using Pearson correlation coefficient and gender differences with t test, showed a positive and significant relationship between private speech and creativity.

Keywords: private speech, creativity, preschool children.

1 Introduction

Understanding and analyzing creativity Since 1950, when Guilford, in his address to the American Psychological Association, posited creativity as a potential capability in all individuals, psychological research was of particular importance, but creativity of nature And in particular, it is not comprehensively available in the process of the process. For this reason, many scholars, including Stranberg (1988), believe that instead of focusing on products and creative characters, they should consider the process of creative thinking.

Vygotsky (1967, quoted from Sharp, 2004) believes that if creativity is viewed as a process, then a better topic can be explored. Paying attention to the creative thinking process, in addition to providing useful information about cognitive performance and individual differences in the cognitive processing of creative and non-gifted individuals in the proper planning for creativity, will also be very effective. While potential and potential talent creativity comes about as amazing as Torrance (1962, quoted from Bodo, 1358), the creativity curve of many children falls by the age of 10 and never returns to the first state. What should be done to identify such a gigantic and talented talent in a timely and proper manner, and to best serve the growth and prosperity of the individual and the promotion of society.

The lack of adequate and adequate attention to dynamic and creative education, especially at preschool age, has been raised as a key factor. According to the experts, despite the importance of different dimensions and elements in planning - goals, content, methods and evaluation system at different levels of education - the role of educator, as the main pillar of the educational system, especially in identifying, evaluating and developing creativity, has a particular place. its necessary.

Vygotsky (1962, translator Ghasemzadeh, 1365) explains self-centered speech based on the concept of introversion. But Piaget believes that children in the pre-operative stage express their thoughts and reasoning through self-expressing speech. For this reason When the logical operation of the next stage of development comes up, this speech will also disappear self-centeredly. Vygotsky says the self-centered
speech of social speech is shown in the process of internalizing internal speech. Vygotsky agrees with the Pythagorean view that self-centered speech reflects the inability of the pre-operative child (3-7 years old) to understand the views of others. As well as self-centered and non-social. He says children use this type of speech to control and direct their behavior (Seif, Ali Akbar, 1320). Piaget believed that the self-centered approach of children The school does not allow them to be extrapolated, or in response to their material and social world, their own falsehood Think about it and correct it. (Hilgard, Translated by Dr. Mohammad Naji Barahani, 2006) In the past thirty years, almost all research has emphasized Vygotsky's view (Burk and Harris, 2003). As a result, children's speeches are now called self-centered speeches of private children. Research shows that when assignments are difficult and children are confused about how they are going, they use more private speech. Ghasemi and Shahr-e Azadi (1998), in the context of Vygotsky's theory of thought and language, especially on "private talk," with the main aim of investigating the relationship between the processes of thinking in the "private speech" and the creativity of pre-school children. The study of age and gender differences in "private speech" and the creativity of two goals have been. A sample of 50 children (24 girls and 26 boys) was pre-preschool in Marvdasht, whose creativity was measured by the Creative Thinking Test in Operations and Torrance Motion (TCAM). The quality and quantity of "private speech" were also studied while the subjects were doing special cognitive tasks. Each phrase of the "private conversation" of the children, considering its content quality, is in one of the categories (1) "non-assignable private speech", (2) "private teleconference for non-facilitator duties", (3) Confidential private conversation / confrontation", and (4) "private spoken word for solution "was encrypted. Statistical analysis showed that there was a significant positive relationship between "confident / confrontational private speech" and "private speech of the way of thinking" and creativity. There was a significant negative correlation between "private talk about non-facilitating task" and creativity and the relationship between "privately speaking unrelated" and creativity was not significant. There was no significant difference between the mean scores of girls and boys in creativity and private speaking. There was a relationship between the calendar age with "private reinforcement / coping", "private speech of the way", and, to a degree, the "private speech irrelevant to the assignment", a nearly curve relation. Also, Nourost and colleagues (2009) Between private speech and creativity was conducted among preschool children (aged 5-5) in Tehran in 2009. For this purpose, 111 children (55 boys and 56 girls) aged 4-6 years were selected according to multistage cluster sampling method from private kindergartens in Tehran. Creativity was measured using Creative Thinking in Action and Movement (TCAM). Each child's private speech, based on the Fanning coding scheme, was divided into four classes of non-assignment speech, non-facilitating speech, conversational, coping, and speech. A categorized solution to the results of this research was based on their attempt to test the relationship between private speech and creativity. There is no meaning. Also, there was no significant difference between two sexes in terms of private speech, but boys achieved higher scores on creativity. Based on the results obtained from this study, it seems that other variables other than private speech play a role in creativity. Therefore, due to the importance of the relationship between childhood language and pedology and the few studies done in this field, the present study seeks to study the relationship between private speech and creativity and the extent of the impact of private speech categories on the performance of preschool children. In addition to the theoretical significance, the study of the relationship between thinking and language as well as planning is to raise creativity and identify children of creativity from the ages of the childhood to guide their talents to educational and educational activists.
2 Method

The research method is correlation. All children aged 4 to 6 years old in Khorramabad city who were registered in private kindergartens in the academic year of 1994-1999 were considered as the statistical population. From this community (3780 people) A sample of 350 people was selected according to Morgan's sampling table based on the relative sampling method. The mean age of the sample group was 53.5, and 66.3% of the girls and 33.7% of the boys were included.

1.2 Measuring instrument

1.2.2 Practice and Motion Thinking (TCAM)

Video Creativity Test Form B. One of Torrance's Creative Thinking Tests, published in 1974 by Staff Publishing Company. The visual forms of Torrance's creative thinking tests require answers that mostly have graphic or visual nature. The use of a series of video tests (Form A and B) from kindergarten level to post-high school levels is recommended. Form B consists of three activities. The amount of time each activity lasts 10 minutes, which lasts a total of 30 minutes.

2.2 Validity

According to Torrens, the idea of a general concept for testing creative thinking is not right. He believes that it is more useful to think about a variety of different criteria of creative behavior and a variety of creative thinking abilities that are the hallmarks of this behavior. The Torrance believes that although a person is able to display a lot of creative behavior, but it's funny to try to devise a comprehensive test to cover all types of creative thinking. He believes that a set of homework assignments in visual and verbal forms A and B is a sample of a wide range of abilities that are gathered together. Of course, he accepts the assignments of creative thinking tests, This is not a complete global example of creative abilities. Test retest reliability in the Iranian sample: Torrens in the Grading Guide states that a sample of 20 to 40 samples is sufficient for a week or more to gain a retest reliability. In order to comply with the above conditions, 50 people were selected for re-test reliability. The cluster sampling method was used in the 10th district of Tehran in the second year of the experimental, second math and literary school of martyr Mostafa boys Khomeini, Martyr Sherafati, Martyr Bahonar and Culture were born in 1993. In the pre-test phase, 50 students and in the post-test (with a two-week intervals) participated, 48 students participated. By removing 2 students from the sample, the reliability coefficient was calculated for 48 students. The obtained data Represents the total reliability coefficient (0.80) for the Thornean creative thinking test of the form B (Pic. 1373).

3.2 The London Tower

Task is an executive function. This test, which was first designed by Shalick (Shalick, 1982), was initially used to evaluate the planning capability in patients with frontal lobe disorders. This test includes planning, pre-emptive, The nose of upcoming events, the ability to move from the start to the stage of the stage, and the ability to recognize the achievement of the goal, work memory, inhibition (neglect of desires and unacceptable thoughts), attention (the cognitive process of selective attention on an aspect of the environment and ignoring it) Taking other aspects), and solving the problem of reaching the stage from the beginning to the stage of the goal) (Alizadeh and Zahedipour, 2004; work Ahmadi and Shahrivar, 2006). According to Freelance and Fredlie (2005), this assignment is effective in self-centered speech extraction.
4.2 Private Cryptography Program
This cryptographic scheme, and definitions and examples for each of the four categories of "private talk", have been modeled from Daferti et al. (1994), (Qassemi and Array, 1998). The plan, developed by Manning (1991), has developed both the semantic quality and the "private talk" quantity, as proposed by Kallberek et al. (1968) and Burke (1985).
Codecision Reliability: To verify the reliability of the encryption process, a list of 100 privately held subjects was randomly selected, along with definitions and examples of four categories of "private talk" to three faculty members and one undergraduate student. The senior faculty of Educational Psychology at Tarbiat Moallem University was asked to put each sentence in accordance with the definitions and examples given in one of the four categories of "private talk". Based on the agreement between the various codecs, 79 percent of the agreement was observed (Ghassemi and Shahraari, 1998).

3 Procedure
The Creative Thinking in Action and Movement (TCAM) was conducted in a group with kindergarten coaches in groups of 10 to 15 people with time (10 to 30 minutes). Subsequently, for the examination of private speeches in children and each of the categories of private speaking (unrelated to the assignment, non-facilitating assignment, reinforcement / coping and solution), London's London assignment was performed individually on the research sample.

4 Results
To investigate the relationship between private speech and creativity in preschool children, Pearson correlation coefficient was used, the results of which are shown in Table 1.

Table 1 Results of Correlation Coefficient between Private Speech and Creativity in Preschool Children

<table>
<thead>
<tr>
<th>X Variable</th>
<th>Y Variable</th>
<th>Number</th>
<th>Correlation Coefficient</th>
<th>Significance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private Speech</td>
<td>Creativity</td>
<td>350</td>
<td>0.407</td>
<td>0.0001</td>
</tr>
<tr>
<td>Private Speech</td>
<td>Fluency</td>
<td>350</td>
<td>0.299</td>
<td>0.0001</td>
</tr>
</tbody>
</table>
As the results of Table 1 show, the value obtained for Pearson correlation coefficient between private speech and creativity \( r = 0.407 \) is significant at the alpha level of 0.01 \( (p < 0.0001) \). Therefore, it is concluded that there is a positive and significant relationship between private speech and creativity of over 99%. By increasing the scores of private speech, creativity scores increase.

Table 2: Status of using private speech among preschoolers

<table>
<thead>
<tr>
<th>Private Speech</th>
<th>frequency</th>
<th>Percentage</th>
<th>Cumulative Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not have</td>
<td>111</td>
<td>31.7</td>
<td>31.7</td>
</tr>
<tr>
<td>Task-irrelevant Speech</td>
<td>122</td>
<td>34.9</td>
<td>66.6</td>
</tr>
<tr>
<td>Task relevant Speech</td>
<td>39</td>
<td>11.1</td>
<td>77.7</td>
</tr>
<tr>
<td>Coping / reinforcing Speech</td>
<td>37</td>
<td>10.6</td>
<td>88.3</td>
</tr>
<tr>
<td>Solving Speech</td>
<td>41</td>
<td>11.7</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>350</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

As can be seen in Table 2, 32% of people do not use self-centered speech while using 68% of self-centered speech. In order to find out the significant difference between the use or non-use of self-directed speech, the Chi-square test was used. Chi-square test showed that there was a significant difference between students in terms of using or not using private speech \( (p = 0.000, \chi^2 = 10.49 (4, 0.5)) \), it can be concluded that the students of speech Self-centered use is significant.

5. Discuss

This research is consistent with studies such as Daferti et al. (1994) and Ghasemi and Shahrrarat's research. The results of Davatti et al. (1994) showed that between the speaker's speaker of reinforcement / coping and fluidity, originality, imagination and average score of creativity there is a positive and significant relationship; this means that with the increase of "reinforcement / confrontational" private speech, all four dimensions of creativity also increase.

Arsson and Mickey (2003) concluded in their research that inner speech acts as an inner guide and, while solving the problem, triggers the reminder and activation of representations. Ghasemi and Shahriari (1998) examined the relationship between private speech and creativity among 50 Persian-language children in kindergarten in Marvdasht. The results of this study showed that between "reinforcement / coping" speech and speech Private "solution" with creativity has a positive and significant relationship. On the other hand, there was no significant relationship between "personal unrelated" and creative creativity. Also, in a research published in 2010, which explores the relationship between private speech and creativity in 6- The results of this study show that there is not a meaningful relationship between private speech and creativity. Also, between sexes there was no significant difference in private speech, but boys achieved higher scores in creativity. Based on the results obtained from this study, it seems that other variables other than private speech appear to be involved in creativity emergence.
"Private Speech" has a positive and meaningful relationship with "creativity." By increasing the use of private speech, the score for creativity also increases, which is more true to male students.

As Torrens (1981) also pointed out, in pre-school years, creativity evolves largely through action and movement, and the effects of socio-cultural elements are not yet fully evident.

In general, the findings of this study, show that the "private conversation" of preschool children is a suitable method for investigate the processes of thinking and identify their cognitive processing practices and can provide valuable training strategies to psychologists and educational experts.

References


Realization Of The Unity Principle Of Discreteness And Continuity In Higher Technical Establishments

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Abstract

Modernization of the education system in Russia and technical higher education, among other things, requires the identification of the starting points that determine the main directions for the creation of a system of continuous teacher education. As such, there are principles in the aggregate of which an important role is played by the principles of unity of discreteness and continuity, continuity. In the article the authors cite the theoretical elaboration of this problem and also show the practical realization of the principle of unity of discreteness and continuity in a technical university on the example of the specialty "Oil and gas business" of the branch of the Tyumen Industrial University in Surgut.

Keywords: technic education, principles of unity of discreteness and continuity, regularity.

Introduction

For our state, continuing education is the leading sphere of social policy to ensure favorable conditions for the social and professional development of the personality of each person. Together with this continuous education is built on the dependence of man in new knowledge and competence. The state convinces a person that a person needs to adapt to new social conditions through special training in educational institutions. This puts a person in dependence on diplomas, certificates, most of which are purely formal. The transition to self-sufficiency in the sphere of education leads to the fact that education becomes a commodity that can be bought, but we understand that knowledge is the result of human labor. It should also be taken into account that "in a fast way" to assimilate any educational material is possible only on a primitive superficial level. The knowledge system will not be solid, but a person will be able to solve problems only superficially, at the level of information. “For the world community in general and for Russia in particular, continuous education represents a mechanism for the expanded reproduction of social, professional and cultural potential. It is a condition for the development of socially useful production, as well as the acceleration of the country’s socio-economic progress” (Kolesnikov et al., 2017).

In the special scientific literature, continuing education is viewed as a process of growth of the educational (general and professional) potential of the individual throughout life. This potential is provided by a system of state and public institutions and corresponds to the needs of the individual and society. Along with this, it is worth saying that a person should not be spoiled by social stereotypes and the information environment. Experts point out that the goal of continuing education is the formation and development of the personality both in periods of its physical and socio-psychological maturation, the flowering and stabilization of vital forces and abilities, and in the periods of aging of the organism, when the task of compensating for lost functions is brought to the further opportunities (Kolesnikov et al., 2017).

However, we do not quite agree with this, since a person who is able to work in specific conditions must have the ability to adapt his knowledge to practical needs. But instead, the state sets a task to accustom a person to the fact that he would feel the information complexity of the activity he is engaged in, and...
resorted to external assistance, i.e. to additional training throughout life.

2. Methodology

For the theoretical development of the problem, we used a set of theoretical methods of research, namely: analysis, synthesis, generalization.

3. Results
The singling out of the principle of the unity of discreteness and continuity in the construction and implementation of the system of continuous pedagogical education is due to the reliance on philosophical positions that consider the categories of continuity and discreteness in the organic interrelation.

In the philosophical sense, discreteness is treated as a discontinuity, which along with the category of "continuity" characterizes the structure of matter and the process of its development. Discontinuity means the "granularity" of the structure and state of matter, its constituent elements, species and forms of existence, the process of movement, development. Continuity expresses the unity, interconnection and interdependence of the elements that make up this or that system (Fedoseev et al., 1983).

Discontinuity is based on divisibility and a certain degree of internal differentiation of matter in its development and on the relatively independent existence of its constituent elements. Although it is not necessary to talk about the divisibility of matter, because matter is not divisible, it is inseparable. Continuity is based on the relative stability and indivisibility of the object as a qualitatively defined whole.

These provisions stipulate the thesis that the structure of an object or process is disclosed as a unity of continuity and discontinuity (Bezrukhikh et al., 2003). In addition, the unity of discontinuity and continuity characterizes the process of development of various phenomena and systems. In this case, the continuity in the development of the system expresses its relative stability, and the discontinuity expresses the transition of the system to a new quality. In education and socialization, we are not talking about the discontinuity or continuity of education. A certain period of life is dedicated to learning, when a person learns at the methodological level the necessary knowledge, capable of solving any problems that practice poses. The continuity of education in the information society poses the question of education as an unimportant, simplified and primitive phenomenon, because after a certain time this person will have to go through his studies again. There is a logical question - why now it is good to learn and teach, if after a certain time a person will go back to school, and after a while he will again go to study for another diploma.

Continuous technical education as a complex, dynamic, open socio-educational system, is a combination of means, methods and forms of acquiring, deepening and expanding general education, professional competence, culture, education of civil and moral maturity (Tulkibaeva et al., 2003). This interpretation of this concept gives grounds to emphasize the principle of unity of discreteness and continuity in its study.

The application of the principle of discreteness allows us to distinguish the internally differentiated organization (elements) of the system of continuous pedagogical education, due to the fact that each element of this structure performs a certain function as part of the whole educational process.

Continuity of education is understood as its unceasing development, divided into a series of successively connected stages, on each of which prerequisites are created for the transition to a new, higher level of development (Bezrukhikh et al., 2003). This approach does not fully reflect the essence of the current state of the education system. The principle of continuity in the pedagogical aspect is interpreted as "the unity..."
of cognitive and transformative, teaching and learning activities, the constant renewal of the educational process" (Kolesnikov et al., 2017). This principle expresses the essence of the new concept of education that meets modern requirements. However, modern requirements do not completely correspond to the conditions for the implementation of this principle of continuity in human education. The information environment suppresses the creative impulses of a person and makes him unable to live without the help of constant support through the education system.

The traditional extensive way of raising the level of education is associated with an increase in the total social expenditure of time, educational and pedagogical labor, material resources invested in this sphere, which in modern conditions becomes unacceptable. Therefore, there is no question of any extensive way of development of education. It should be about improving the quality of education, rather than simplifying and primitizing educational standards. An important task, therefore, is to intensify the education process, to obtain better results, to master more educational material while reducing the labor costs of students and teachers, and the material costs per unit of educational and educational result. This can be achieved by continuously improving the quality of all aspects of educational activity. In this regard, an important direction in improving the system of pedagogical education is the implementation of the principle of continuity in its construction, which in real terms is almost impossible due to the fact that a person will receive a constantly new portion of untested knowledge, but only some will consider them useful and meaningful. A person must exercise his own consciousness to comprehend reality and not be afraid at the same time, think about what is to come. Unfortunately, at present, a person is more and more careful not to use his mind to comprehend what is happening, as if he is afraid that this very mind will destroy the reality and the established order in the interaction of various spheres of life and the habitual, stereotyped understanding of facts. "All or almost all of the reforms and actions to improve society or its individual parts, for example, the sphere of education, find resistance in the people's environment. However, an unknown force leads people along the path of progress along the steps, where each new stage can be no higher than the previous one, and even lower, but the main thing is that it is different. This situation justifies any reforms, is revolutionary. But common sense is not inclined to revolt and go to revolution. Common sense tends to take life seriously and look to the future as the future" (Ilin, 2016).

The realization of the principle of discrete and continuous unity in the study and construction of a system of continuous technical education makes it possible to distinguish the structural elements of this system and their functional interrelations, to determine the stages of the process realized within the existing system, but at the same time it makes it possible to determine the location of this subsystem in the general educational system. The identification of the conditions for the effective functioning and development of this system, the forecasting of the main directions for its improvement, taking into account the prospects for the socioeconomic and political development of modern Russian society and its integration into the world educational and cultural space, will make it possible to declare our education as a qualitative and methodologically reinforced world educational environment.

Based on the requirements of modernity, we can conclude that the principle of discrete and continuous unity is closely related to the principle of continuity. Philosophy treats the principle of continuity as one of the aspects of the law of negation, the continuity itself is understood as a link between different stages and degrees of development. The essence of this connection is the preservation of certain elements of the whole or individual aspects of its organization within the framework of this whole as a system (Rapaptevich et al., 2005).
In pedagogical science, continuity in the educational process is understood as an important condition for ensuring the formation and development of the personality, as well as determining its future life activity. The practical realization of the continuity in the educational process presupposes the creation of the necessary conditions for the implementation of a continuous educational process at various stages of training, the unified organization of these stages within the framework of an integral system of education. It should be taken into account the fact that in the process of implementing the principle of continuity, a great responsibility is placed on the personality of the teacher. It is the teacher who lays the foundations of the world outlook, forms the personality with a holistic understanding of the world. The division of knowledge into fragments leads to a defective personality and the educational process itself. With a detailed review of the implementation of the principle of unity of discrete and continuous and continuity, it is possible to consider such features as coherence, social harmony, cultural validity.

Another important aspect of the continuity of education is the social and sociological problem of turning a student into an "eternal student". "In addition, the" eternal student ", according to the society, is in search of his place in life. And this search is rather condemned, rather than supported. The problem of vocational guidance is some degree of shame for an adult, and successful cases of retraining are considered exceptions. At the same time, the older the person who has changed his vector of development, and the more drastic this change is, the greater element of the "miracle" is prescribed for this event " (Maltisova et al., 2015). However, it is worth pointing out that further training in a particular field of activity is not a retraining for a new profession. On the contrary, professional development promotes a better socialization and penetration of the specialist into a greater number of social ties that will strengthen his position in the profession. This will contribute to a better social adaptability of the teacher and will reduce the risk of psychological and social tensions.

In the relevant scientific literature, vocational training is defined as the process of mastering knowledge, skills that allow you to perform work in a specific field of activity, aimed at accelerating the acquisition of skills necessary for the students to perform a particular job or group of work (Kolesnikov et al., 2017). At the same time, the role of the teacher is important, which should not only reveal the characteristics of certain knowledge, but also show the students the possibilities of applying them in practice. The student must understand how this knowledge is used to solve complex system problems.

Consider the professional activity from the position of a technical university, namely Tyumen Industrial University, the specialty "Oil and Gas Business". The concept of "readiness for professional activity" has some structural components of vocational training for students of the technical university, namely: cognitive, praxicological, moral-psychological.

The cognitive (cognitive) component is aimed at forming the theoretical readiness of future oil engineers for professional activities. In other words, the future oil engineer must be able to extract the knowledge necessary for his work independently.

The praxicological component contributes to the formation of practical readiness for the realization of a professional function and taking into account an integral theoretical methodology.

Moral-psychological component ensures the formation of moral and psychological readiness of students for professional work in the oil and gas industry. This component is now acquiring important significance. The future engineer should, be able to participate in the team of performers in conducting research and modeling of production processes and their elements at a personal level; have the ability to self-organization and self-education.

Taking into account the purpose of professional training of future engineers, it is possible to distinguish three stages: initial, main and final.
The main task of training at the initial stage is the formation of interest in professional work among future oil engineers. At this stage, the formation of ideas about the profession, its features, initial professional engineering skills, as well as the study and analysis of the production process, the organization of independent work. This can be done both in the process of pre-professional training within the framework of classes in the general education school, and at the first year of study at the university.

The main stage of preparation (II-III courses) implies the development of students' steady interest in professional activities. During this period, future engineers acquire knowledge of a different nature necessary for professional activities. At this stage, the development and improvement of skills. These tasks are solved when students study the disciplines of the general education cycle and special disciplines.

At the final stage of the preparation (IV course), further interest of future engineers in professional activity, the deepening of the professional knowledge necessary for the oil and gas industry, and the formation of a complex of professional skills are achieved, which is achieved by organizing the educational, cognitive, educational, practical and independent practical activities of students in process of training sessions and practice at oil and gas companies.

Organizationally, the continuity of technical education in the process of vocational training is achieved through the application at the pre-professional level of the forms and methods of instruction used in the university (lectures, seminars, abstracts, course papers, etc.) (Ibatova, 2017). The former technology of education was characterized by a discontinuity between the elements of the education system, this was expressed in contrast to the content, forms and methods of teaching in secondary and higher education. Modern technologies used in pedagogical education, suggest a smooth transition from lower levels of education to higher. At the same time, integration of professional education with pedagogical science and practice is ensured.

In the content plan, the continuity of the pre-university and university level of training is provided by the introduction of relevant disciplines in the curricula. So, in the Branch of Tyumen Industrial University there is a practice of pre-university training "Gazprom class". At the initial stage of preparation such subjects as "Introduction to the profession", "Fundamentals of scientific research", "Chemistry of oil and gas", "Mathematics", "Physics", etc. are studied. Similar subjects are also present in the curriculum of the first year of the university. This is not a duplication of the training material. Students who have studied in the "Gasprom class" work according to a special program, expanding and deepening the knowledge gained earlier, are involved in conducting classes as leaders, which contributes to the improvement of their practical skills.

An important factor in ensuring the continuity of training at various levels is the use of a combination of different types of activities of trainees at all stages. Educational and cognitive activity (Ilyashenko, 2017), being the leading one for this age stage of development, solves the problems of theoretical training of future engineers for professional activity, and its interrelation with gaming activity and communication contributes to the solution of practical training tasks.

4. Conclusions
Thus, the training of future oil engineers as subsystems in the system of continuous technical education on the basis of the principles of discreteness and continuity unity and continuity makes it possible to increase its effectiveness and quality at this stage of continuous technical education. At the same time, the important thing is the integrity of the formed picture of the world for future oil engineers. Future engineers should first of all understand the measure of responsibility for their activities.
Acknowledgements

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Comparison of the professional qualifications of the teacher who participated in the action research and the teachers who did not participate in the research

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Abstract
Action research has been recognized in recent decades as an important methodology for intervention, change and development among groups and communities and has been successful in facilitating change and promotion of services in industry and education.

The purpose of the present study was to compare the professional competence of the teacher who participated in the action research and the teachers who did not participate in the research. This is a causal-comparative study. The statistical population of this research is all teachers of elementary school in Shiraz. The sample consisted of 64 teachers selected by purposeful sampling (32 teachers who participated in participatory action research and their paper, and 32 non-participating teachers who participated in action research).

To collect data, the professional competency questionnaire of teachers of Babayi (2014) was used. Descriptive statistics (mean and standard deviation) and inferential statistics (t-test) were used to analyze the data.

Results: The results showed that the average professional qualifications of teachers participating in action research were higher than those who did not participate in the research.

Conclusion: Based on the findings of this study, it can be concluded that action research results in the development of professional qualifications of teachers. Therefore, it is necessary to provide the necessary background for teachers' action research to develop and develop professional qualifications of teachers.

Keywords: Action Research, Professional Qualifications, Teachers, Education

Introduction
There are many problems and challenges facing the education system in today's world. Undoubtedly, the education system will be the first focal point for these issues, and therefore, policymakers and decision-makers in each country will have to improve education system and its elements. Since the quality of education systems in each country depends on the quality of teachers, it is imperative that education authorities of the countries pay special attention to the selection, recruitment, training and development of teachers' professional competencies and to focus on their development activities and place it at the heart of its development activities (Mohammad Aghaei, 2015). Action research is a constructive approach to developing people's abilities in various occupational fields. In the field of education, this idea is also a major step towards correction and improvement, which is based on the ability and public participation. With this approach, all employees can be organized and used as a constructive and fictional element in identifying issues and solving them in educational system. With this approach, all employees can be organized and used as a constructive element in identifying issues and solving them in educational environments. By this approach some of the traditional formalities in the field of research, the study offers a generic opportunity for a student. By pursuing some of the traditional formalities in the field of research, the study offers the opportunity for a knowledge-based learning to be inclusive; so that each teacher can design a new plan to improve his / her career and move his path to improvement.
this idea in the field of education is developing the capacity for improvement in the educational system through the thought of thousands of teachers and managers who can play a key role in the way students achieve their education and training. However, efforts should be made to understand and expand this idea in the educational system, so that each teacher considers action research to be his duty in the course of education (Saki and et al., 2004). For this purpose, the application of action research, especially in the field of education, has received considerable attention. For some, action research is mainly referred as a research for teachers, in order to acquire new professional credentials. A career that is associated with art, creativity, initiative, intuition, and decision making in a way (Mehramohammadi, 2000). In Iran, this research methodology has been considered by education system for about a decade.

Action research is a continuous activity that all teachers need to do to improve their teaching profession. Effective learning is the result of teachers’ action research. Action research is a kind of research that is done by teachers for themselves and in their classes, and it’s related to the issues they face in classrooms. The purpose of action research is to extend practical knowledge and empower users about the phenomena that they are facing (Loth and et al., 2007). Therefore, this type of research has effective social and educational goals (Athashzadeh and Hasani, 2010). Those who are willing to do action research have been more concerned with practical and improvement, and effectiveness (Bakhtiari and Yousef Irani, 2005). The action research approach is used as an educational method for the professional development of teachers, both before and during the career period. In this context, several projects are being developed that are carried out in cooperation with teachers (Saki et al., 2004). Action research helps teachers to improve their teaching methods and improve the status of their learning system and their colleagues (Rashtchi, 2014). Teaching the teachers leads to their social development in the sense that teachers increase their social base by researching and gaining knowledge and judgment based on them. People consider the teacher as knowledgeable and self-conscious, as a result of attitudes, the ratio of teachers’ social status changes (Ghasemi Pouya, 2004). Considering the importance of the role of action research, the purpose of this study was to compare the professional competence of the teacher who participated in the research action and the teachers who did not participate in the research.

Initially, action research began with the study of the social psychologist Levine in the United States in the 1940s (Stoerupt and Carpenter, 2007) and have become widespread in recent years in England and Australia (Cox, Carlyle & Kelly, 2000). In Iran, this method is widely used in the education and industry sector. This kind of research can be found in works of anthropology and sociology of scholars such as William Godden (1963), Elton Mayo (1933), and William Foot White (1943) (Leah, 2011).

Since action research is one of the most appropriate ways to solve a problem that leads to new and innovative ways, it will lead to the improvement of the unfavorable situation and the general growth and growth. In this way, theoretical solutions give way to practical and logical solutions (Soh, Davidson, Leslie, & Rahman, 2011).

**Steps of action research**
Researchers have divided this research method into several sections. For example, Levine has categorized the stages of action research into four steps: planning, implementation, review (reflection) (Hampshire, 2000), But Scoie and Peruy have categorized the stages of action research into four steps four-stage: planning, practice, feedback, and evaluation (Scoie and Peruy, 2005). Strobert Spissial and Carpenterry classified the basic steps into five steps: defining the problem, planning, interpreting and analyzing data,
operating (executing), and evaluating the research process during or end of the work (Stroup and Carpenter, 2007; According to Nahrir and et al., 2015). The stages of action research, while following the specific stages, are flexible. Action research simply has three main stages: detection, change and evaluation. In the sense that the investigator recognizes a problem, he tries to change the unfavorable situation and make this change a scientific evaluation. If the answer is yes, it will continue, otherwise it will think of other ways. Therefore, the process of action research is not a linear or staged step, but the researcher at any time knows how to change the solution and re-run the operation (Krsul, 2012).

Mohammad Aghaee (2016), in a research paper titled: thoughtful teacher and action research: The Transplant of Educational Practice with Live Theory, found that, in the methodological domain, action research can be regarded as an exception among research methods in the field of humanities, and in particular in the field of humanities, the origin of teacher education theorizing And, consequently, the transplant of his educational activities to the results of this theorizing. Rezaei (2011), in his research on the effectiveness of action research training courses in Qom using the Kirkpatrick model, showed that teachers had a favorable response to the educational course of action research training. The training course has been able to raise the level of teacher education and knowledge. The course of action research training has been able to enhance the teacher's skill (behavior). As a result, the students of the teachers who completed the course of action research have had useful and effective educational outcomes compared with the students who did not complete this course. Also, the results of the research, Khakbaz, Fadaei and Musapour (2008) showed that action research can be considered as a desirable model for the professional development of teachers.

**Method**

This is a causal-comparative study. The statistical population of this research is all teachers of elementary school in Shiraz. The sample consisted of 64 teachers selected by purposeful sampling (32 teachers who participated in participatory action research and their paper, and 32 non-participating teachers who participated in action research).

To collect data, the professional competency questionnaire of teachers of Babayi (2013) was used. Descriptive statistics (mean and standard deviation) and inferential statistics (t-test) were used to analyze the data.

**Findings**

64 teachers from Shiraz schools were selected through a purposeful sampling method, which included 12 male and 52 female. There were 5 sample members with a degree in undergraduate degree, 41 with bachelor's degree, 16 with master's degrees and 2 with doctorate degrees. Also, there were 11 sample members with work experience between 6 and 10 years old, 13 having work experience in the range of 11 to 15 years, 16 having work experience in the range of 16 to 20 years, and 24 persons 21 years of age and older. The results of the central tendency and the dispersion of the variables of teachers' professional competence in the two study groups are shown in Table 1.
Table 1. The results of central tendency and dispersion variables of teachers' professional competence in the two groups studied

<table>
<thead>
<tr>
<th>Standard deviation</th>
<th>mode</th>
<th>median</th>
<th>mean</th>
<th>professional qualifications of teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>21/11</td>
<td>184</td>
<td>184</td>
<td>183/78</td>
<td>teachers who participate in action research</td>
</tr>
<tr>
<td>9/73</td>
<td>176</td>
<td>176</td>
<td>175/09</td>
<td>teachers who did not participate in action research</td>
</tr>
<tr>
<td>16/90</td>
<td>182</td>
<td>181/5</td>
<td>179/49</td>
<td>Trust to solve issues total</td>
</tr>
</tbody>
</table>

Based on the results of Table 1, the mean professional qualifications of teachers among teachers participating in action research are more than those who did not participate in action research. The results of the calculation of the test of the comparison of the meanings between the professional competence of teachers in the two groups of study are presented in Table 2.

Table 2. The results of the t-test for the evaluation of the professional competence of teachers in the two groups

<table>
<thead>
<tr>
<th>sig</th>
<th>df</th>
<th>T</th>
<th>mean</th>
<th>groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>0/03</td>
<td>62</td>
<td>2/13</td>
<td>183/78</td>
<td>teachers who participate in action research</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>175/09</td>
<td>teachers who did not participate in action research</td>
</tr>
</tbody>
</table>

The results of Table 2 show that since T is calculated (2.13) with a significant level of 0.03 (p <0.05), so there is a significant difference between the mean of these two groups.

Conclusion

Action research is a dynamic research approach in which the researcher tries to find out the solution and make changes with the help of the people facing the problem. The participation of individuals in this approach, the tendency to change will be increase and resistance to change will be minimized. Finally, it can be said that action research is effective in changing the methods of teaching and integrating new and old ways, changing and enhancing evaluation methods, changing values and attitudes, changing management practices, solving problems identified in specific situations, developing education in service, improving skills and increasing self-awareness and the power of teachers' analysis. In this way, there is scope for increasing the professional qualifications of teachers with the cooperation and participation in
achieving shared goals. In the end, it is suggested that the development of teachers' professional competencies helps to prepare the platform for action research and honor the participation of teachers in action research.

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A study of vapor liquid equilibria in a binary system of butylamine-water at 84.2 kPa pressure

Marzie Yazdani

Abstract
In this study, the vapor liquid equilibria of the binary system of butylamine-water at 84 kPa pressure was investigated by means of an ebulliometry method. The vapor pressure measured in this method for each component of the two-component systems studied is consistent with the Wilson equation. Using the Wilson equation and with the help of thermodynamic basic relationship, the diagram of the changes in thermodynamic quantities in terms of the molar component of each component (x) was drawn up. Then, the refractive index of each composition in pure state and its binary mixture was measured by digital refractometer. VLE studies showed that there was no azeotrope in the studied system.

Keywords: Butyl Amine, Ebulliometer, Wilson Equation, Vapor liquid equilibria (VLE).

1. Introduction
Considering the chemical processes in the reactors it is found that, one of the most important steps in them is the purification and isolation step of the main and desired product of the chemical reaction from the other products produced in the reaction.

Since butylamine and water are byproducts of petrochemistry and are used in the process of sweetening sour gas and also in the chemical purifier industry, the purification of this substance is of great importance for intermediate and final consumers.

Different methods are used in the purification process, including distillation of these materials from their aqueous solutions. The phase diagram of this material with water gives important information for its isolation. Due to the close proximity of VLE studies in industrial methods, we have chosen this method for purification. In recent years, the ability of thermodynamic models has expanded to a large extent which makes possible the calculation of various fuzzy equations (VLE, LLE, SLE, etc.) for multi-component systems with the help of laboratory data of their two-component systems [1].

2. Research method
The butylamine used in this study have a purity greater than 99% determined by GC. To construct samples with different molar components, a digital scale of the SARTORIUS AG GOTTINGEN model made in Germany with a precision of ±0.0001 gr was used to plot calibration curve.

To study the vapor liquid equilibria, a handmade ebulliometer designed in the chemistry laboratory of Damghan University of Science, in which the temperature of each of the vapor and liquid phases calibrated by two thermistors was measured with K precision of ±0.05, was used [2].

Also, the optical refractive coefficient of pure compounds and binary isomer mixtures with each other and water for plotting the calibration curve (nD in terms of x) and the determination of the molar component of each of the components in the vapor phase and the liquid phase during the equilibrium was measured by the digital refractometer DR301-95 made in Germany with a precision of ±0.0001 at the temperature of 298.15 K.

2.1. Measurements and calculations
2.1.1 Determination of the molar fraction of components in the binary butyl-amine system with water

The molar fraction of the system components was determined by the calibration curve of the refractive index changes in terms of molar fraction. Diagram (3.1) shows the calibration curve of butylamine with water.

![Calibration curve of butylamine with water](image)

**Figure 2.1:** Calibration curve of the determination of molar fraction of butylamine in terms of refractive index

Sometimes the dispersion of experimental points is high, the absolute value of Y-X is plotted. In these curves, when Y-X is zero. Fusion has occurred, under these conditions, the X and T of the azeotrope are determined. The Y diagram in terms of X represents the relative volatility of the first component relative to the second component, where there is a long distance from the bisector line, relative volatility has also increased. As it is seen in curve (4-3), near the water in the molar component near zero, the Y curve in terms of X is very close to the bisector line. This indicates that the relative volatility is reduced and approaches the unit. But around high (y-x), for example, 0.5, the distance from the bisector line has increased and this means that the relative volatility of builder 1.

If, at interval of (0-1), the curve (x-y) cut the bisector line, it means the relative volatility of the unit and this would indicate the presence of the azeotrope. Of course, for the recognition of azeotropy in the information obtained, we use different graphs and the correspondence mentioned is part of our evidence.

2.1.2. vapor liquid equilibria system of butyl-amine with water

In the case of butyl amine, the important point in the Y-X diagram in terms of X and T is that the Y-X quantity for this substance shows positive values and this curve did not cut off X-axis between the study region, the positive (Y-X) curve can indicate a lower boiling point of constituent 1 than constituent 2.

Figure (2-2) shows X-Y variations in terms of X for the vapor liquid equilibria of butyl amine-water.
Figure 2.2: X-Y variations in terms of X for the vapor liquid equilibria of butyl amine-water

Figure (2-3) shows Y variations in terms of X of the vapor liquid equilibria of butyl amine-water.

The Y curve in terms of X does not cut the bisector line, which indicates the lack of azeotrope, this substance has a relative volatility less than unit, therefore the Y curve in terms of X is below the bisector line and this substance produces such vapors which are located in a critical area and simply become liquid and its measurement requires an extremely high accuracy. Ensuring the equilibria of such a system requires precise control over the temperature and concentration of the constituents in each of the liquid and vapor phases.
2.1.3. Evaluation of thermodynamic quantities of vapor liquid equilibria of butyl amine-water

Using the Wilson equation and using the thermodynamic relationship, $\Delta S$ and $\Delta H$ were calculated, and Figure (3-4) was plotted based on changes in thermodynamic quantities in terms of $x$.

In this process, $\Delta G$ is negative. On the other hand, there is no symmetry in terms of $x = 0.5$. So, such a system shows the spontaneous mixing process in which there is a negative deviation from the ideal state.

Entropy is also positive, which indicates an increase in the mixing and an increase in the uniformity of distribution in the system.

This system is non-regular (as opposed to the ideal state, the interaction between the components), which has contributed to the mixing process.

Enthalpy is positive in this process. In such a mixing system is endothermic. This kind of mixing creates a normal solution.

According to the description for $\Delta S$, $\Delta H$ and $\Delta G$, and given that the measurements were carried out at atmospheric pressure and the available volume of vapor is low in the Ebulliometer, so $\Delta PV$ is negligible. Therefore, changes in $\Delta H$ can be due to changes in $E$ (internal energy).

The interaction between particles in this system is so high that such a system is prone to produce azeotrope but the observations and results do not show aoezotropy.

In the vapor phase studied, there is internal energy in the form of rotational and molecular vibration. As a result of the interactions between the molecules in the vapor phase, the binding phenomenon occurs between them. This binding phenomenon is not so strong that it leads to the formation of azeotrope but it easily created asymmetry in the curves of $\Delta G$, $T\Delta S$ and $\Delta H$ in terms of $x = 0.5$. This binding has caused deviation from the ideal state.

In butyl amine, an aliphatic chain is bonded to a group that has strong interaction with water.

The $\text{NH}_2$ group has a hydrogen-like interaction. In the periodic table, nitrogen and oxygen are beside each other and many of their properties are similar, so that many of the properties of water can be found in ammonia, but the aliphatic chain causes the penetration of butyl amine in water.

As a result, with the increase of butylamines in the water, the system progresses to a decrease in mixing and reduces its $\Delta G$ values. Figure (3-4) shows energy changes in terms of molar fraction for the butylamine dissolution in water.
**Figure 2-4:** Energy in terms of molar fraction for butylamine

### 3. Conclusion
Considering the measurements done and the charts, the dual butylamine-water system lacks azeotrope and can be isolated and purified by distillation. In addition, the thermodynamic functions of this system were calculated with the help of the Wilson equation.

### Acknowledgments
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Action Research to Enhance Speaking Skills among Female Graduates of Arts @ PSAU

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Abstract

This paper reports our personal reflection on the application of Strategy Training program for female Saudi undergraduate students. Despite Saudi government curriculum guidelines highlighting ingenuity, reflection, and autonomy by students, English as Foreign Language (EFL) teaching in Wadi remained exam oriented. Learning Language involved routine exercises and the responses determined by the instructors. The present action research is a reflection of our own speaking strategies and that of the students. It discusses the significance of speaking in the classroom and how it’s being neglected in the college under the study. An overview of the literature on the action research via strategy training is elaborated. The design of the action research is explained elaborately in the five–step action research process. It further, describes the strategy training conducted among the girls and its impact. Finally, the comparative analysis and findings are discussed with a few recommendations.

Keywords: Enhancing Speaking Skills; Strategy Training; Pair Work; Group Work; Action research

1. Introduction

English as an element of communication, in the global market, opened better visions for the students in the field of their interest. Though English was studied as a second language it still held the prime position in the international milieu. Speaking skill development was a productive skill of leaning process, which would help the student in expanding their knowledge and confidence in using it. (Nunan, 2003)

The study endeavored to choose applicable techniques in order to improve the speaking skill of the students. The students who appeared for the undergraduate programs were from Arabic background and they were exposed to English as a language only in their secondary standards (Grade 7). The influence of the first language and their inability to express their thoughts the right way generates reticence among the students. Henceforth, it became necessary for this study to create situations and help them to be acquainted with a predictable set of spoken exchanges like greetings, excuses, apologies and compliments that were followed by social and cultural norms, often following a pattern. The study adopted action research to make language acquisition fun, employing various techniques like group activities and peer learning that facilitated the proficiency of the students.

1.1 Research Problem
The present research project found the female Saudi girls @ college of Arts & Science in particular lacked appropriate speaking competence. The researcher along with the collaborators made an attempt to improve the same with the strategy training. The present action research addressed three questions. First, what kind of strategies helped students to enhance their speaking ability? Second, did pair and group work activities motivate them? And was strategy training useful in enhancing their speaking proficiency?

1.2 **Importance of the Problem**

The development and excellence of both the teachers and the learners was the major concern in the present teaching and learning scenario. The teachers were compelled to reflect their own teaching strategies. Action research helped them in improving their professional growth. (Nese, 2014) This project described an investigation that was conducted among the female graduate students at College of Arts & Science for Girls, affiliated to Prince Sattam Bin Abdul Aziz University, Wadi Aldwasir, in Saudi Arabia. We conducted Strategy training among a group of sixteen students to whom English was taught as a foreign language to enhance their oral competence. We observed that reading and writing skills were greatly emphasized in English course work than speaking. During the period of eight semesters' course in English as Foreign Language (EFL), only 5 marks out of 100 were allotted for speaking termed presentation at the end of each semester to the students under the present study. Therefore, they communicate in English only with the teachers. They spent most of the time with their Arabic speaking parents, family and friends. Activities related to speaking were hardly taken up by the instructors. The main concern of the instructors was to complete the syllabi that cover the maximum percentage in the evaluation. Students rarely availed any opportunity to speak and thereby resulted in their poor presentation skills. Activities like seminars and role playing were conducted and evaluated. Finally, feedback was taken to find out the effect of the strategy training activities on the students’ spoken language, motivation, and participation in class.

1.3 **Hypotheses**

A few researchers employed useful strategies while others, Information Gap Activities, Role Plays and so on to carry out their research activity. But the present research adopted strategy training approach in the classrooms and performed pair work and group activities towards enhancing their oral competency level.

2. **Literature Review**

An Action research was often conducted by an individual or a group of investigators with the aim of improving their strategies, practices and knowledge of the environments within which they practice. (Shirley, 2011) Action research in educational research encouraged teachers to be reflective of their own practices in order to enhance the quality of education for themselves and their students. It actively involved teachers as participants in their own educational improvement. (McNiff, 1999). The literature discussed on the effectiveness of strategy training to enhance learning outcomes. A study on the
effectiveness of strategy training contended that the negotiation process in a group discussion could be facilitated by training learners in the use of communication strategies. They found that learners participated more actively and that the quality of participation was improved by the use of appropriate strategies. (Lourdunathan & Menon, 2005)

According to other research, strategy instruction should focus upon strategies students really needed to learn, should be reliable and applicable, and should be merged into regular language instruction (Cohen and Weaver 1998). Furthermore, research indicated that to improve language learning proficiency, strategy training instruction should be explicit. For effective communication, some of the essential speaking skills needed by students were that they should be able to deliver the dialogue with one another, comment immediately on what another speaker spoke, disagreed with or challenged another speaker’s statement, (Counihan, 1998). Lam & Wong (2000: 245) in a related study concluded that learners should display suitable cooperative behaviour and peer support to compensate for the ineffective use of interaction strategies due to limited language proficiency.

Cooperative Language Learning sought to foster cooperation among learners through structured collaborative activities. Advocates of Cooperative Learning defined Cooperative Learning as, ‘Cooperation is working together to accomplish shared goals’. (Johnson, Johnson & Holubec, 1989) Research on successful cooperative learning behaviour skills varied from students knowing and trusting each other, accepting and supporting one another and resolving conflicts constructively (Johnson, & Johnson, 1990), to taking turns, providing encouragement and active listening (Putnam, 1993), to giving positive feedback and asking for other people’s opinions. Lam & Wong (2000: 245) proposed that without adequate peer support, learners might lack the confidence and motivation to use such interaction strategies effectively.

3. Action Research Design

The present action research was designed by a group of colleagues in a 5 step process as mentioned below.

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Page 68
3.1.1 Identifying the Problem

The first step was the identification of the problems among the students that hindered the development of their performance in speaking. Two activities were conducted to test both individual performance and pair-work. Accordingly, an Inter-College Seminar among the students belonging to three colleges, College of Arts & Science, College of Medicine and Nursing and College of Arts & Science (Annexure-1) was conducted. Their performance was observed by a team of teachers who exposed the shortcomings in their presentations. Further, a Role Playing was conducted among all the students belonged to various departments. (Annexure-2)

We observed that the students were able to speak in pair work activities better than individual tasks. Hence, the focus was on providing strategy training in the group and pair work strategies.

3.1.2 Planning Action

Secondly, the process of carrying out the action research was planned to help the students improve their speaking competency level. They selected a few students and separated them into two groups control and experimental. They planned to provide Strategy Training to the experimental group of students.

3.1.3 Implementing Action

Next, the Strategy Training as an action research was conducted in two phases. In the first phase, a pre-test was conducted to the two groups before the strategy training. Late, Strategy Training was given only to the experimental group of students belonged to the English department. In the second phase, a post-test was conducted again to both the groups to find differentiate the performance between the two groups of students.
3.1.4 Analyzing & Evaluating

The performance of the two groups in pre-test and post-test was analyzed and the comparison of their performance was evaluated.

3.1.5 Feedback & Results

Feedback was taken from the experimental group to find out the impact of Strategy Training. The results of the Strategy Training were presented.

3.2 Participants

The participants of the present study were under graduate female Saudi girls of College of Arts & Science for Girls at Wadi Aldwasir in Saudi Arabia. They belonged to the English department of all levels. They were separated into two groups to examine the efficacy of the Strategy Training Course. It might be hypothetical to provide training to a larger group. Hence, total 32 Arts students belonged to department of English were chosen from College of Arts & Science situated in Wadi Aldwasir, Saudi Arabia. The sample was divided into two groups namely the experimental and control groups. Thus, out of 32 students, 16 were treated as control group while 16 an experimental group. The experimental group was exposed to strategy training.

3.3 Sampling Procedures

We were allotted a total of five periods of 50 minutes each for conducting the Strategy Training as a part of the Action Research. The experimental students were 16 in number as mentioned earlier. They were interviewed before the strategy training to find out their expectations from the sessions and whether they preferred individual, pair or group work. Majority of them expressed their interest in pair and group work. The action research was conducted in two phases namely Pre-test and Post-test.

3.3.2 Tools Used for Pre-Test

Contrary to the usual written tests, we adopted action research activity to test their efficiency in speaking skills. It was designed to test the English Proficiency of the sample before the strategy training. Two oral activities were conducted as mentioned earlier- Inter-College Seminar and Role Playing. A group of teachers acted as observers and assessed their performance based on the rubrics provided to them (Annexure-3 & Annexure-4).

3.3.3 Analysis of Pre-Test

The overall observations were that there was only a slight variation in the performance of both the groups as per the following table:
<table>
<thead>
<tr>
<th>Competency Level</th>
<th>STDVA</th>
<th>Mean</th>
<th>Poisson.DIST</th>
<th>T.DIST.2T</th>
<th>Prediction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>Significant</td>
</tr>
<tr>
<td>Good</td>
<td>0.70711</td>
<td>0.085417</td>
<td>0.449711</td>
<td>0.139326</td>
<td>Significant</td>
</tr>
<tr>
<td>Average</td>
<td>5.65685</td>
<td>0.085417</td>
<td>0.021987</td>
<td>0.139326</td>
<td>Significant</td>
</tr>
<tr>
<td>Poor</td>
<td>6.36396</td>
<td>0.085417</td>
<td>0.997574</td>
<td>0.139326</td>
<td>Significant</td>
</tr>
</tbody>
</table>

Table-1 Analysis of Two Groups in the Pre-Test

The standard deviation, Mean, Poisson.DIST and T.DIST.2T of the students under the Excellent competency level was nil, while the Good Competency Level was STDVA-0.7, Mean-0.0, Poisson.DIST-0.4 and T.DIST.2T-0.1. The Average Competency Level was STDVA-5.6, Mean-0.0, Poisson.DIST-0.0 and T.DIST.2T-0.1 while Poor Competency Level was STDVA-6.3, Mean-0.0, Poisson.DIST-0.9 and T.DIST.2T-0.1. The findings proved that the performance levels in the Pre-Test were comparatively similar.

3.3.5 Purpose of Strategy Training

The above graph revealed that the performance of both the groups was similar. They lacked presentation skills and needed improvement. Thus, it paved the way for conducting Strategy Training among the students to improve their speaking skills.
Pair-work and pairing strategies formed the focus of this study in regards with increasing language production in speaking activities for Saudi under graduate college students @ College of Arts & Science for Girls. We acted as the overt observers to measure students’ production during various pairing strategies in an overt-focused observation. The findings showed some discrepancies between teachers’ and students’ perception of pair-work strategies. Their exposure to the language was very late in the classrooms.

The activities were less communicative. Thinking about the importance of creating enjoyable and effective activities in the classroom, we chose a technique that was expected to be able to motivate and give students opportunities to speak or express their ideas in a situation they were likely to encounter outside the classroom that was using pair work and group work strategies.

Thus, strategy training was conducted to the experimental group in their leisure periods with the due permission of the college authorities. The experimental group of students showed willingness and participated throughout the training sessions enthusiastically.

3.3.6 Materials Used for the Strategy Training

The materials used for the training were flash cards, teaching aids, dictionaries, worksheets and handout downloaded from internet and self-prepared to instruct training among the experimental group. We planned to offer practice in the oral activities like information-gap, conversations, role-plays, group discussions, debates, speeches- extempore and prepared and mock interviews. Due to time constraints they were able to train the experimental group of students belonged to the English department only a few strategies towards enhancing their oral competence.

4. Strategy Training Program

The experimental group of students was given proposed strategy training plan and schedule as mentioned in the below table:

<table>
<thead>
<tr>
<th>Course Content</th>
<th>Description</th>
<th>Materials &amp; Mode</th>
<th>Duration</th>
<th>Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Gap</td>
<td>The students should provide missing information necessary to complete a task or solve a problem, and must communicate with their classmates to fill in the gaps. It is often used in communicative language teaching and task-based language learning.</td>
<td>Worksheets Written and Oral</td>
<td>50 mins/ all the students</td>
<td>Sunday</td>
</tr>
</tbody>
</table>
The students should speak, talk, chat, and discourse on any topics such as greeting each other, introducing each other and others, sharing their hobbies, finding out their partner’s views on future plans and so on.

### Group Discussions
- The students could improve communication skills, listening skills, share ideas and fluency

### Role Plays
- The students should play the roles of different characters and deliver dialogues based on the scripts.

### Table-2 Strategy Training Program & Schedule Details

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Description</th>
<th>Type</th>
<th>Duration</th>
<th>Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conversation Practice</td>
<td>The students should speak, talk, chat, and discourse on any topics such as greeting each other, introducing each other and others, sharing their hobbies, finding out their partner’s views on future plans and so on.</td>
<td>Speaking</td>
<td>2-3mins/student</td>
<td>Tuesday</td>
</tr>
<tr>
<td>Group Discussions</td>
<td>The students could improve communication skills, listening skills, share ideas and fluency</td>
<td>Group Work</td>
<td>10-15 mins/group</td>
<td>Wednesday</td>
</tr>
<tr>
<td>Role Plays</td>
<td>The students should play the roles of different characters and deliver dialogues based on the scripts.</td>
<td>Written scripts</td>
<td>5 mins/pair</td>
<td>Thursday</td>
</tr>
</tbody>
</table>

The experimental group was trained in the following pair and group work strategies:

**4.1 Information Gap**

The students were divided into pairs or small groups. One of the groups was instructed to choose an object or person while the other group was supposed to guess it by asking yes or no questions. The maximum number of questions was 10. The students were motivated to frame questions. Initially, they were shy and struggled to frame questions. Then we tried asking simple questions. Slowly, they got rid of their inhibitions and started asking in broken sentences. They were not mocked at their errors. It encouraged them and finally they were able to guess the correct information from the clues offered by their counterparts.

**4.2. Conversation Practice**

The best strategy of improving speaking was always allow the students to speak, talk, chat, discourse on any topics such as greeting each other, introducing each other and others, sharing their hobbies, finding out their partner’s views on future plans and so on. They were instructed to describe their friends by using adjectives and narrate their experiences by using past tenses. The experimental students were trained in all little conversations related to their personal interests with guidance and motivation. The emphasis was mainly on allowing them to speak ignoring their mistakes in delivering conversations. The students felt free amidst the comfortable zone with their classmates and conversed freely since they were not pointed out their errors.
4.3 Group Discussions

The students were divided into groups and given a few simple topics related to their college, family and friends. Training group discussions among them was a tedious task because most of them were timid and tongue-tied. I narrated them stories, incidents and issues filled with problems. Later, they were allowed to discuss among groups by sharing their views and solve the issues. Surprisingly, the girls displayed their thought provoking insights and tried to suggest wonderful solutions. Further, they were asked to explain their views and justify their opinions casually. The students were a little hesitant but with a slight promptings and guidance, they were able to justify their explanation.

4.4 Role-Plays

Initially, the students were allowed to perform script-oriented role plays to make them comfortable and free. Next, we used technology in their training. They were shown muted videos and instructed them to use their own dialogues based on the contexts displayed in the videos. The students were thrilled and prepared dialogues in the written formats and the trainers edited the scripts. Thus, they enacted the dialogues in the classroom in front of all the students. It improved their confidence levels and facing the large audience.

Therefore, the strategy training was conducted to improve students’ confidence, comprehension, fluency, pronunciation, vocabulary and presentations. It assisted the experimental group practice speaking by providing them with more opportunities. Indeed, it helped them improve their speaking.

5. Results and Discussion

5.1 Post-Test

A post-test was conducted among both the control and experimental groups to find out the comparison of the performance between the two groups. It was done mainly to discover the improvement the experimental group of students after the strategy training.

5.2 Data Analysis

All the 32 students of both control and experimental group took part in the Role Plays. An analysis of data of both the groups in the two tests and a comparison with their own performance in pre-test was studied. The below table presented the marks scored by both groups in the Post-Test.

<table>
<thead>
<tr>
<th>Scores</th>
<th>Competency Level</th>
<th>Control Group</th>
<th>Experimental Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.of</td>
<td>%</td>
<td>No.of</td>
</tr>
</tbody>
</table>

Vol. 8, Issue 4, April 2018
<table>
<thead>
<tr>
<th></th>
<th>students</th>
<th></th>
<th>students</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>35 and above</td>
<td>Excellent</td>
<td>2</td>
<td>12.50%</td>
<td>4</td>
</tr>
<tr>
<td>30-35</td>
<td>Good</td>
<td>2</td>
<td>12.50%</td>
<td>6</td>
</tr>
<tr>
<td>25-30</td>
<td>Average</td>
<td>8</td>
<td>50%</td>
<td>4</td>
</tr>
<tr>
<td>25 and less</td>
<td>Poor</td>
<td>4</td>
<td>25%</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>16</td>
<td>100%</td>
<td>16</td>
</tr>
</tbody>
</table>

Table-2 Analysis of Marks Scored by Two Groups in Post-Test

The above table revealed the performance assessment of the two groups. The performance of the experimental group improved after the strategy training than that of the control group of girls.

- There were two students whose competence level was excellent among the control group, while the percentage of students whose competence level was excellent among the experimental group increased.

- The number of good users was only 2 whereas the experimental group was 6. Hence, there was an increase in the percentage of control group—12.50% than that of experimental group is 37.50%.

- The percentage of average users among experimental group was only 37.50% while that of control group is 12.50%.

- The percentage of poor users was 12.5% in the experimental group, whereas it was 25% in control group.

It proved that the majority of the experimental group had fallen down under the excellent and good users due to the strategy training. The analysis of the data revealed that the experimental group showed a better competence level in English than the control group the when their skills were tested. The analysis that was made before the strategy training to draw the profile of the control and experimental groups revealed that there was no difference between them concerning English proficiency. Nevertheless, analysis taken after the strategy training depicted a diverse picture. Similarly the comparative study of the competence levels between the two groups in the pre and post test showed a marked difference. These aspects were signs to confirm that the strategy training course was beneficial.

5.3. Statistics Data Analysis
The data was depicted in statistics to indicate the difference marks allotted by the observers to the two groups in Role Playing.

![Graph showing analysis of marks scored by two groups in Post-Test](image)

Fig.2 Analysis of Marks Scored by Two Groups in Post-Test

5.3 Participant Flow

The experimental group of students was enthusiastic throughout the strategy training. They were eager for the training sessions and attended promptly. The researcher and the collaborators provided them ample training by guiding their performances.

5.4 Discussion

The researcher noticed the following striking observations during the strategy training provided to the experimental.

1. The students were initially withdrawn but slowly got rid of their inhibitions and participated freely.
2. They chose likeminded peers for group work and pair work.
3. They were willing to help each other during the entire training period.
4. They became open to peer group correction which was a positive inter dependence in Cooperative Learning.
5. They showed interest in the activities and participated actively.
6. The guessing strategies were proven to be beneficial in improving their skills.
They tried to perform some of the activities autonomously.

5.5 Feed Back

The present action research would be considered incomplete without finding the impact of the strategy training that enhanced the oral fluency of the students. Hence, feedback forms were distributed among the experimental group of students who actively participated in the strategy training. (Annexure-5) The students were curious to reveal their opinions and the significance of the strategy training.

5.6 Feed Back Result

The result of the feedback given by the experimental group of students on the impact of the strategy training was mentioned below:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>The strategy training was useful</td>
<td>87.5%</td>
<td>12.5%</td>
</tr>
<tr>
<td>The training helped me to improve my speaking ability</td>
<td>81.25%</td>
<td>18.75%</td>
</tr>
<tr>
<td>I learned a lot of speaking strategies</td>
<td>75%</td>
<td>25%</td>
</tr>
<tr>
<td>I want it to be a part of the course contents</td>
<td>97.25%</td>
<td>2.75%</td>
</tr>
<tr>
<td>I will apply what I learned in this training in future</td>
<td>56.25%</td>
<td>43.75%</td>
</tr>
<tr>
<td>Working with groups was a great help in learning</td>
<td>93.75%</td>
<td>6.25%</td>
</tr>
<tr>
<td>I gained confidence</td>
<td>62.25%</td>
<td>37.75%</td>
</tr>
<tr>
<td>I am motivated by this training session</td>
<td>91.5%</td>
<td>8.5%</td>
</tr>
<tr>
<td>The group activities were difficult to perform</td>
<td>37.5%</td>
<td>62.5%</td>
</tr>
<tr>
<td>I avoided a few strategy training sessions</td>
<td>25%</td>
<td>75%</td>
</tr>
<tr>
<td>The duration allotted for the strategy training is sufficient</td>
<td>12.5%</td>
<td>87.5%</td>
</tr>
</tbody>
</table>

Table-3 Strategy Training Feedback Result
Thus, the feedback revealed that the experimental group of students was positive towards the strategy training. It proved that the speaking strategies are truly helpful and the students looked forward to such training incorporated in their course syllabi. Most of the girls were satisfied with the strategy training and their acknowledged that their confidence levels were increased and they felt the duration of the sessions could be extended.

The researcher felt the sessions could be made a part of the curricula that could benefit the female Saudi girls in English fluency and presentation skills.

6. Conclusion

The study concluded with the successful implementation of the strategy training. It revealed that the speaking competence of the students would be enhanced with the proper training in group activities. The students were able to perform better in collaboration with their peers. The task based strategies in oral skills were beneficial in the process of the present action research. We organized the strategy training actively following all the five steps of Action Research. Learning speaking was a difficult task mainly with the cross-cultural and mono-lingual background students.

Each classroom was necessarily an exceptional communication between teacher’s and pupils’ background related to their language, social, cultural and interests. Entwistle, in the perspective of higher education, also concluded that effective teaching was likely to be accomplished by facilitating teachers to understand how to construe research findings within their own context and situations and so how to identify the strongest impacts on their own students (Brown: 2005-390).

There were several factors that stimulate students’ confidence in speaking English such as motivation, guidance, creating interest in language learning and progressive attitudes towards speaking in English. The instructors needed to let the students be aware of their language learning styles and try relevant strategies that could help them develop their speaking skills. Thus, the teachers in this project realized and applied action research procedures to develop their students’ language learning and teaching and promoted confidence in speaking English. The various goal-oriented tasks and pair work activities adopted in the present project enabled the target group to gain confidence in speaking in and outside the class. Therefore, the involvement of the students in learning a foreign language would benefit both the instructors and the learners. Finally the present study revealed that strategy training was useful in enhancing their speaking proficiency.

6.1 Recommendations

The practical sessions could be prescribed in the English curricula towards improving the speaking skills among the students. The courses comprised of pair-work and group-work activities such as
conversations, debates, role plays, group discussions and so on should be included as one of the prescribed courses. Therefore, the present action research aimed to enhance the speaking skills among the students at College of Arts & Science for Girls in Wadi Aldwasir would recommend an English laboratory to be established in the college campus.

Acknowledgements

We hereby humbly acknowledge the Dean of Scientific Research of our esteemed University, Prince Sattam Bin Abdul Aziz for accepting and permitting the research project. We extend my friends, colleagues and collaborators without whose help it would have been impossible. We are grateful to our Assistant Dean of College of Arts& Science for Girls at Wadi Aldwasir, Saudi Arabia for her encourage in all my efforts. Above all, we are thankful to all the students who participated and involved in the speaking activities in spite of their busy schedule.

References


Shirley Grundy (2011) Action research at the school level: possibilities and problems, Educational Action Research, 2:1, 23-37, DOI: 10.1080/09650799400200007


Annexure-1

Inter-College Seminar Brochure

DISCOVER YOUR TALENT

Learning English is the need of the hour globally for several reasons. English is the language of science, aviation, computers, diplomacy, tourism...... Proficiency in English increases the chances of getting a good job in a multinational company within the country and abroad. Speaking English helps students communicate with people all over the world. The students are invited to present papers on the main theme

Organizing Committee

Chair Person:
Dr. Hayat h Mohomed

Assistant Dean
Members:
1. Dr. Afsha Jamal
Asst.Prof, Dept. of English

2. Dr. Einas Absher

An Inter-College Seminar on
“PERSPECTIVES ON THE DEVELOPMENT OF ENGLISH LANGUAGE SKILLS”
October 19, 2017

Theme
In search of Perspectives on Learning and Improving English Language Skills

Organizers
Research Project, Department of English
College of Arts & Science for Girls@PSAU, Wadi

‘Learning and Improving English Language Skills’.

Subtopics:

- Importance of English language Learning.
- Techniques to improve English language skills
- Significance of Listening, Speaking, Reading and Writing skills
- Strategies to improve speaking skills
- Learning English as Second Language
- Learning English with the help of technology
- English in the International Milieu
- Role of English in of Market

Supervisor (Female wing), Dept. of English
3. Dr. Naheed Saba
Asst. Prof, Dept. of English

4. Dr. Rajitha Kumaran
Asst. Prof, Dept. of English

Last date:
Registration: Oct 15, 2017
Full Paper Submission:
Before Oct 15, 2017

Email: quddus.afsha@gmail.com
Role Playing Brochure

Role Playing
College of Arts & Science For Girls@PSAU Wadi

Pair Work
October 29, 2017
Hall 12.00 Noon

Dr. Enas Absher Dr. Afsha Jamal
Dr. Naheed Saba Dr. Rajitha Kumaran

English Department
Last Date 26/10/2017

Training Committee

Annexure-3
Inter-College Seminar Rubric

Prince Sattam Bin Abdulaziz University
Inter-College Seminar Rubric

Date: 19, October, 2017

Venue: Hall

Time: 10.00 a.m -12.00 Noon

<table>
<thead>
<tr>
<th>S.N</th>
<th>Name of the Student</th>
<th>Introduction (4)</th>
<th>Presentation Skills (10)</th>
<th>Content (10)</th>
<th>Body Language (8)</th>
<th>Eye Contact (6)</th>
<th>Conclusion (2)</th>
<th>Total (40)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Dr.Hayath Mohmod

Assistant Dean @ College of Arts & Science

Dr.AfshaJamal  Dr.Einas Absher  Dr.NaheedSaba  Dr.Rajitha Kumaran

Annexure-4

Role Playing Rubric

Role Playing Rubric

Date: 29, October, 2017

Venue: Hall
Time: 12.00 to 1.00 p.m

<table>
<thead>
<tr>
<th>S.N</th>
<th>Names of the Pair</th>
<th>Presentation Skills (10)</th>
<th>Clarity (10)</th>
<th>Fluency (10)</th>
<th>Body Language (10)</th>
<th>Total (40)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>2.</td>
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</tbody>
</table>

Dr. Hayath Mohmod
Assistant Dean @ College of Arts & Science

Dr. Afsha Jamal  Corresponding Author  966 506625624
Quddus.afsha@gmail.com

Annexure-5
Strategy Training Feedback
Dear Student,

This feedback is prepared to find out the impact of the training session on oral presentation. It is conducted to find out the impact of Strategy Training for the experimental group students of College of Arts & Science @ PSAU, Wadi Aldawasir. The researchers assure you that the information would be used only for the purpose of data collection and survey in research. Kindly mark tick in the boxes provided indicating the correct option.

Dr. Afsha Jamal   
  Dr. Einas Absheer Ahmed   
Dr. Naheed Saba   
  Dr. Rajitha Kumaran

Name: ______________________________________  Department: ______________________

Name: ________________________________

Level: __________

Name & Place of the College: ______________________________________________________

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The strategy training was useful</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The training helped me to improve my speaking ability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. I learned a lot of speaking strategies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. I want it to be a part of the course contents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. I will apply what I learned in this training in future</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>6.</td>
<td>Working with groups was a great help in learning</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>I gained confidence</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>I am motivated by this training session</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>The group activities were difficult to perform</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>I avoided a few strategy training sessions</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>The duration allotted for the strategy training is sufficient</td>
<td></td>
</tr>
</tbody>
</table>
The Comparison Of effectiveness Connectivism Instructional Method With Grammar-Translation Method On Students’ Academic Engagement In EFL

Mohammad Borna (corresponding author)\textsuperscript{1}, Mahboobeh Fouladchang\textsuperscript{2}
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Abstract
The purpose of this study was to examine the effect of connectivism instructional method in comparison with grammar-translation method on academic engagement among students in EFL. The current study was a 2 (instructional methods)\textsuperscript{*}2 (gender) quasi-experimental design with pre-post-test. Statistical population included all the high school students in grade 3 from Ramhormoz city in Iran. Participants included students in four classes that were selected by available sampling method and then completed the Academic Engagement Questionnaire (2013). The results showed the connectivism instructional method was significantly more effective than grammar-translation method. Based on the results of this research, it is concluded that connectivism instructional method provide unique opportunities for engaging of students by managing of available knowledge and pay attention to the diversity. Accordingly, this research suggests the application of connectivism instructional method in order to increase English academic engagement as a foreign language for the students.

Keywords: connectivism theory, English academic engagement, grammar-translation teaching approach

Introduction
The ultimate goal of educational approaches in English teaching as a foreign language, is facilitating the learning processes in learners. However, education in its best form should not only lead to learning in learners but also need to activate learning-related potentials (Hargreaves, 2004). Hence, academic engagement can be regarded as one of the most important learning outcomes associated with learning (Feredricks, Blumenfeld, & Paris, 2004). Academic Engagement was first introduced indirectly by K. Yamamoto’s (1968), and A.W. Astin (1985) was the first people that conceptualized Academic Engagement. Academic Engagement is the amount and quality of psychological and physical energy that learners spend on learning experiences (Astin, 1985). Academic engagement is described as an energy in action and indicates the relationship between the learner and the task. Also, academic engagement indicates the participation and activity of learners in performing a task (Russell, Ainley, & Frydenberg, 2005), and The direct relationship of the academic engagement to learning has been reported in various studies (e.g. Skinner, Zimmer-Gembeck, & Connell, 1998; Kuh, Cruce, Shoup, Kinzie, & Gonyea, 2008; Krause & Coates, 2008). Finally, According to J. Reeve (2013), the academic engagement is active learner participation in educational activities and includes a range of behavioral, cognitive and agentic components that lead to academic achievement in learners. Behavioral component includes (task attention, effort, persistence, lack of conduct problems) aspects, cognitive component includes (use of strategic and sophisticated learning strategies, active self-regulation) aspects. Also, agentic engagement is a new component of academic engagement that J. Reeve and C.M. Tseng (2011) pointed it out. They define agentic engagement as students’ constructive contribution into the flow of the instruction they receive. Agentic component includes express a preference, offer a suggestion, ask a question, communicate what they are thinking and needing, recommend a goal or objective to be pursued, communicate their level of interest, solicit resources or learning opportunities, seek ways to add personal
relevance to the lesson, ask for a say in how problems are to be solved, seek clarification, generate options, communicate likes and dislikes, or request assistance such as modeling, tutoring, feedback, background knowledge, or a concrete example of an abstract concept.

According to D. Lester (2013), educational systems always follow new approaches in order to engage students in formal and informal activities related to education and learning. Also, D. Maronde (2006) and N. Zepke and L. Leach (2010) believe that the quality of education, teaching approaches and the teacher’s teaching style have central roles in order to enhance academic engagement in students. Finally, R.T. Walls and W.L. Cather (1987) and S.M. Bulger, D.J. Mohr, and R.T. Walls (2002) believe that one of the most important outcomes of affective education is academic engagement. In fact, in their view one of the most important feature in identifying or distinguishing desirable approaches from undesirable ones is related to academic engagement outcomes of these approaches. Accordingly, the present research tries to examine the effectiveness of connectivism-based method on academic engagement in comparison to grammar-translation method among high school students.

The grammar-translation method (GTM) as the first method in the field of EFL seeks to improve learner language skills through strengthening grammatical competence and paying special attention to the accurate translation of English language texts into their mother tongue (Richards, 2006; Tan, 2016). In the other words, the essential aim of learning a language is to be able to read literature written in the target language (Larsen-Freeman and Anderson, 2011). Also, according S.C. Chang (2011) the main characteristic of this method is that this method focuses on learning the rule of the grammar (sentence structure) and the implementation of it in translating passage from one language to another language. In another word, a teacher who teaches English by using GTM will teach the grammar. Furthermore, the teacher uses grammar to teach the students by translating one language to another language (Prastyo, 2015).

Although GTM has improved grammatical competence, however it ignored to community competence, the motivational-related learning outcomes such as academic engagement, the strengthening of social interactions in the international area, and most importantly, use the first language in the classroom, attention to the characteristics of digital age such as virtual education and Knowledge management available (Hymes, 1972; Mohammad, 2016; Wang & Jiaping, 2017). Therefore, the need to pay attention to new educational theories and approaches such as connectivism theory to overcome the challenges of EFL is becoming more important.

Connectivism is a new theory of learning that has been proposed by George Siemens and Stephene Downs in recent years following the changes in the digital era (Siemens, 2005, 2012; Downes, 2008, 2012). The connectivism theory has been developed for global village with insisting on distributing knowledge and experience and consequently changing the concept of learning (Bell, 2011; Barnett, McPherson, & Sandieson, 2013; Ozan, 2013; Ibrahim & Ibrahim, 2017). Stated simply, connectivism is social learning that is networked (Duke, Harper, & Johnston, 2013). G. Siemens (2005; 2012) coined the term connectivism, to describe learning networks. Also, connectivism is a learner’s active engagement with learning-related nodes and networks (kop, 2011). Connectivism is the thesis that knowledge is distributed across a network of connections, and therefore that learning consists of the ability to construct and traverse those networks. An account of connectivism is therefore necessarily preceded by an account of networks (Downes, 2012). This theory claims to have made new developments through the attention to the effects of the advent of the digital era, in the field of education and learning in general and teaching and learning of EFL in particular (al-shehri, 2011; Sgar, 2013; vesella, 2013). For instance, K. vesella (2013) believes that the application of the principles of connectivism theory in teaching EFL includes focusing on the
categories that are rarely found in the common approaches of teaching EFL such as the GTM approach. Categories such as concurrent attention to the diversity of opinions, English learning is a process of creating connections among the nodes or information resources, English teaching may reside in human and non-human appliances, in order to English learning currency (daily use and operation) and accuracy is the aim of connectivist activities, also the role of supportive and facilitator of the teacher among the most important components that are considered in the teaching of English using connectivism theory. These components have not been considered in the GTM approach.

Connectivism is a new theory and its effects on education and learning have not been properly investigated in compared to traditional approaches such as GTM and there are few researches on the effect of connectivism-based education on the academic engagement. On the other hand, these researches were non-experimental or reduced the use of connectivism to a special educational tool such as a mobile phone (e.g. Fenoglio, 2006; Dixon, 2010; Noytim, 2010; Dessele, 2017).

So, it is necessary to examine the impact of connectivism theory through experimental researches in comparison with traditional methods such as GTM on academic engagement. However, few studies examined the relationship between connectivism theory and academic engagement in the recent years. For example, P.J. Fenoglio (2006) believes that the connectivism theory as a dynamic theory in present era has the potential strength to increase learner's academic engagement in association with learning experiences. Also, M.D. Dixon (2010) believes that the use of connected chanelles in the process of training will probably increase the academic engagement. Finally, U. Noytim (2010), believes that interaction and establishing social relationships through access to new spaces; also, the role of digital media as a challenging opportunity in teaching the present era, it has led to a significant increase in the outcomes associated with learning such as academic engagement in learners. On the other hand, C. Windham (2005) believes that interaction, exploration and education based on the role of digital media have led to a significant increase in academic engagement. Also, due to what has been said about the factors influencing the academic engagement; the supporting and facilitator role of the teacher, the management of the learning process by the learners, and active learning through formation of peer groups and relationships are among the factors of creating more academic engagement (Zepke, & Leach, 2010). On the other hand, the attention to the above features seems to be among the key principles of connectivism. So that, G. Siemens (2005; 2012) believes learning is available knowledge management that occurs through the formation of real or virtual human networks. Also, against GTM in connectivism students are active and participate in their learning process. For example students decide about choosing of learning experiences and design the contents of lesson by connected networks, so that teacher is a facilitator. Finally, it seems that when students acquire the necessary opportunity to acquire the required knowledge and then formulate the concept based on their interests and backgrounds, they will experience as much improving in academic engagement. Therefore, the connectives theory of learning should most likely have the capacity to help learners to create more academic engagement in comparison with GTM, and it is expected that the use of connectivism theory in current study will improve the academic engagement for learners in comparison to GTM.
Research hypotheses

1. The effect of connectivism approach on the academic engagement is more than the GTM in EFL.
2. There is a difference between males and females in terms of the effectiveness of the connectivism approach on academic engagement in EFL.

Research methodology

This research is a quasi-experimental design using pre-test and post-test. The statistical population of this study included all male and female students of the third grade high schools from Ramhormoz city in Iran, who were studying in 2016-2017. Participants were students in four classes who were selected by available sampling. Then each of the classes was assigned to one of the two groups using the random division. After administration of pre-test, the training packages related to independent variable levels were performed over a period of 9 sessions of 90 minutes. Finally, to investigate the possible effects of educational approaches a post-test on academic engagement of English language was implemented.

The instrument used in the present study was Academic Engagement Questionnaire that prepared by J. Reeve (2013). This questionnaire is including 13 items for three subscale: behavioral (4), cognitive (4), agentic (5). The participant’s responses scored using a 5-point Likert type scale, from 1(not at all true of me) to 5 (very true of me). In the behavioral subscale, students respond to questions such as «When I’m in English class listen carefully» Also in the cognitive subscale, students respond to questions such as «In English class, I keep track of how much I understand the work, not just if I am getting the right answers». Finally, in agentic subscale, students respond to questions such as «During English class, I express my preferences and opinions».

All questions are graded directly for three subscales. The reliability of this scale was reported by J. Reeve (2013) using Cronbach's alpha for behavioral subscale (r=0.75), cognitive subscale (r=0.86) and agentic subscale (r=0.88). Also, they used a converge validity to evaluate the construct validity, which resulted that the score of the academic engagement has a positive and significant correlation with the academic engagement score (0.49).

In the present study, for the purpose of reliability analysis, Cronbach's alpha was used. The coefficients for behavioral, cognitive and agentic subscales were 0.73, 0.67 and 0.81 respectively, which are reliable coefficients. Also in order to study the construct validity of the academic engagement questionnaire a confirmatory factor analysis was used. For this purpose, the main components analysis method was used. The KMO coefficient was 0.769, which indicates the adequacy of the sample for performing factor analysis. The value of Bartlett's sphericity test was 653.765 and also significant at P<0.0001. Then, according to the value of the specific that was above one, and also the charts and using the irregular rotation method, the varimax method was two subscales, which explained 58.60% of the total variance of the scores. All of the items, according to J. Reeve (2013), were related to their own.

In the connectivism-based training group the use of knowledge management in nodes, human resources and inhumanity, the identification and use of networks related to the learning unit, the use of real and virtual networking and the formation of groups was emphasized. Also, in the GTM group was emphasized on teaching of vocabulary related to the lesson title that they were written independently and out of context at the beginning or end of each learning unit, as well as the translation of the vocabulary in Persian and then solving the exercise related to the vocabulary section. For instance, in table1 a brief description of the first session of each of the experimental groups is presented.

Table 1. A brief description of the first session with topic «What is your job? »
First session content

GTM teaching of vocabulary related to the lesson title (What is your job?) that they were written independently and out of context at the beginning or end of each learning unit, as well as the translation of the vocabulary in Persian and then solving the exercise related to the vocabulary section. 

Pre-class learners collected words related to the new lesson using the information of available human and inhuman nodes and networks such as sites, real and virtual dictionaries, virtual language learning groups, language partners and virtual networks related to English language training. Accordingly, the teacher asked the groups to introduce the 20 jobs. Also, sort these jobs based on degree of hardness. Then the students will introduce jobs based on job diversity, such as entertainments jobs, services job.

Results

In the present study, the effect of educational approaches including connectivism and GMT on academic engagement was studied in male and female students. First, descriptive statistics including mean and standard deviation of the pre-test and post-test scores for dependent variables are presented in Table 2.

Table 2. Mean and standard deviation of academic engagement male and female students

<table>
<thead>
<tr>
<th>Variable</th>
<th>test</th>
<th>GTM group N= 30</th>
<th>Connectivism group N=34</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Mean</td>
<td>Standard deviation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Male female male</td>
<td>female</td>
</tr>
<tr>
<td>Behavioral</td>
<td>Pre-test</td>
<td>14.07 15.67 3.83 2.05</td>
<td>13.47 16.59 3.71 3.16</td>
</tr>
<tr>
<td></td>
<td>Post-test</td>
<td>14.73 15.67 4.73 2.25</td>
<td>17.29 17.35 1.53 1.57</td>
</tr>
<tr>
<td>Cognitive</td>
<td>Pre-test</td>
<td>14.40 14.40 2.74 2.92</td>
<td>11.67 14.29 4.57 2.64</td>
</tr>
<tr>
<td></td>
<td>Post-test</td>
<td>14.80 15.60 2.74 2.19</td>
<td>17.29 17.82 1.79 1.59</td>
</tr>
<tr>
<td>Agentic</td>
<td>Pre-test</td>
<td>17.53 18.07 4.03 3.24</td>
<td>17.27 18.40 2.96 3.04</td>
</tr>
<tr>
<td></td>
<td>Post-test</td>
<td>16.06 14.47 3.90 4.42</td>
<td>21.76 22.12 1.78 2.58</td>
</tr>
</tbody>
</table>

The results of table 2 show that the mean scores of students in connectivism and GMT groups are very different in the post-test. For example, the post-test scores of females in academic engagement are 22.16 and 14.47 for connectivism and GMT groups, respectively. Also, the standard deviation of male’s post-test scores in academic engagement is 2.58 and 4.42 for connectivism and GMT groups, respectively. The necessary assumptions for multivariate covariance analysis were considered. For example, the dependent variables followed a normal distribution for each group. Because based on the Shapiro-Wilk test.
test, none of the dependent variables are significant at any level of the independent variable. Also, to ensure the assumptions of homogeneity of variance/covariance matrices and homogeneity of variance between groups were checked through the Box’s M and Levine’s tests, respectively. Insignificant of these two was considered as prescriptive observation (BOX’ M =21.84, F=1.10, P=.342). Ensuring the assumptions allows the use of multivariate covariance analysis method. Accordingly, the multivariate tests are presented in tables 3.

Table 3. Multivariate tests for academic engagement in educational approaches

<table>
<thead>
<tr>
<th>Effect</th>
<th>tests</th>
<th>value</th>
<th>F</th>
<th>sig</th>
<th>PES</th>
</tr>
</thead>
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<tr>
<td>Pre-test</td>
<td>Wilks' Lambda</td>
<td>.78</td>
<td>5.07</td>
<td>.004</td>
<td>.21</td>
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<tr>
<td>Group</td>
<td>Wilks' Lambda</td>
<td>.45</td>
<td>22.73</td>
<td>.001</td>
<td>.54</td>
</tr>
<tr>
<td>sex</td>
<td>Wilks' Lambda</td>
<td>.99</td>
<td>0.10</td>
<td>.95</td>
<td>.00</td>
</tr>
<tr>
<td>Sex*group</td>
<td>Wilks' Lambda</td>
<td>.956</td>
<td>0.87</td>
<td>.46</td>
<td>.04</td>
</tr>
</tbody>
</table>

Based on the results of table 3, Wilks' Lambda test showed that the effect of educational approaches on academic engagement was significant ($F = 36.14$, $P < 0.001$). So that, considering the effect of pre-test, about 54% of the variance of academic engagement was due to teaching methods. Since, the results of multivariate tests was significant, a separate assessment of each of the dependent variables can be made. Thus, in table 4 the results of univariate tests are presented, to examine the effect of the independent variables on each of the dependent variables.

Table 4. Tests of between subject effects for investigating of effect of educational approaches on academic engagement in male and female students

<table>
<thead>
<tr>
<th>Source</th>
<th>Dependent Variable</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
<th>sig</th>
<th>PES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corrected Model</td>
<td>Behavioral engagement</td>
<td>112.22</td>
<td>4</td>
<td>28.05</td>
<td>8.04</td>
<td>.001</td>
<td>.35</td>
</tr>
<tr>
<td></td>
<td>Cognitive engagement</td>
<td>126.23</td>
<td>4</td>
<td>31.56</td>
<td>9.23</td>
<td>.001</td>
<td>.38</td>
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<tr>
<td></td>
<td>Agentic engagement</td>
<td>321.19</td>
<td>4</td>
<td>80.29</td>
<td>13.46</td>
<td>.001</td>
<td>.47</td>
</tr>
<tr>
<td>Pretest</td>
<td>Behavioral engagement</td>
<td>33.79</td>
<td>1</td>
<td>33.79</td>
<td>9.68</td>
<td>.003</td>
<td>.14</td>
</tr>
<tr>
<td></td>
<td>Cognitive engagement</td>
<td>30.38</td>
<td>1</td>
<td>30.38</td>
<td>8.89</td>
<td>.004</td>
<td>.13</td>
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<tr>
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<td>Agentic engagement</td>
<td>41.56</td>
<td>1</td>
<td>41.56</td>
<td>6.97</td>
<td>.001</td>
<td>.10</td>
</tr>
<tr>
<td>Group</td>
<td>Behavioral engagement</td>
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<td>1</td>
<td>92.49</td>
<td>26.50</td>
<td>.001</td>
<td>.31</td>
</tr>
<tr>
<td></td>
<td>Cognitive</td>
<td>109.37</td>
<td>1</td>
<td>109.37</td>
<td>32.00</td>
<td>.001</td>
<td>.35</td>
</tr>
</tbody>
</table>
The results of table 4 showed that the implementation of teaching methods has a significant effect on academic engagement. So that, after adjusting the pre-test, about 29% of the variance of academic engagement and about 45% of the variance of academic engagement is related to applying teaching methods. Also, according to table 4, the effect of gender variable and its interaction with groups on academic engagement in EFL has not been meaningful. Now that the results of table 4 indicated the significant impact of the implementation of educational approaches on academic self-efficacy, one can answer the question of which educational approach has a more effect on academic engagement? In order to answer the above question, table 4 presents a pairwise comparison of the effects of the experimental groups.

Table 5: Pairwise Comparison for academic engagement in GTM and connectivism groups

<table>
<thead>
<tr>
<th>Dependent Variable</th>
<th>group</th>
<th>group</th>
<th>ME</th>
<th>SE</th>
<th>sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavioral engagement</td>
<td>connectivism</td>
<td>GTM</td>
<td>2.48</td>
<td>.482</td>
<td>.001</td>
</tr>
<tr>
<td>Cognitive engagement</td>
<td>connectivism</td>
<td>GTM</td>
<td>2.69</td>
<td>.477</td>
<td>.001</td>
</tr>
<tr>
<td>Agentic engagement</td>
<td>connectivism</td>
<td>GTM</td>
<td>4.50</td>
<td>.630</td>
<td>.001</td>
</tr>
</tbody>
</table>
The results of table 5 showed that the male and female students in connectivism group was more successful than GTM group in terms of the effect on academic engagement (P <0.001). This means that the null hypothesis is based on the insignificance of the difference is rejected, and the hypothesis that the students in the education group based on connectivism theory had a more effective performance than the students of the GTM group, were acceptable at a satisfactory level of significance.

Discussion and conclusion
The purpose of this study was to examine the effect of connectivism instructional method in comparison with GTM on the academic engagement of EFL among male and female students. The results of the testing the first hypothesis showed that the experimental group which was trained using connectivism approach showed the more scores in the post-test of academic engagement compared to GTM approach. Therefore, the first hypothesis of the study is confirmed. The recent finding is in accordance with other claims and findings (Fenoglio, 2006; Dixon, 2010; Noytim, 2010; Kop, 2011; Dessele, 2017). For example, P.J. Fenoglio (2006) believes that the connectivism theory as a dynamic theory in present era has the potential strength to increase learner’s academic engagement in association with learning experiences and findings of this research have confirmed this claim. Also, M.D. Dixon (2010) believes that the use of connected chanellles in the process of training will probably increase the academic engagement in learners.

The explanation for this finding is that the students in the approach based on connectivism theory have opportunities to increase academic engagement through diversity and attention to the individual’s interest in choosing content or tasks, the use of connected chanellles, constructive interaction with human and in human resources, managing all or part of the learning and knowledge available, and up-to-date through access to digital space (Siemens, 2005; Dixon, 2010). Also, the factors influencing the academic engagement is that new activities and educational programs should involve interaction, exploration and education based on the role of digital media (windham, 2005). Also, the supporting and facilitating role of the teacher, the management of learning processes by learners and the creation of active learning through the formation of peer groups and relationships are among the factors that create more academic engagement in learners (Zepke & Leach, 2010). Hence, the attention to the above features seems to be among the key principles of connectivism, As Siemens believes; learning is available knowledge management that occurs through the formation of real or virtual human networks (Siemens, 2005). Therefore, the connectivism theory has been able to demonstrate more impact on academic engagement than the GTM. In this regard, G. Siemens (2005) and K. Vesselä (2013) believe that one of the key features of connectivism theory is to pay attention to the above principles. They believe learners are dynamic and active in connectivism educational approach unlike current approaches, and the main task of interacting, identifying nodes, networks, human resources and inhumanities associated with the learning unit, as well as identifying and creating new connections is learners’ responsibility. As, this issue ultimately leads to increased academic engagement in learners. Also, the teacher acts as facilitator in the connectivism approach, and learners play a more active role in the learning process in compared with GTM. For instance, students actively find the words related to new learning unit through nodes, networks and available resources, and share them for other students through digital or real environments. In fact, to accomplish such a goal, students need to know the nodes, networks and connections associated with English language learning and teaching units, besides that ultimately, themselves should be able to make new connections in this area. The item that is rarely found in the commonly used GTM.
The results of the research in order to study the second hypothesis showed that student’s gender was not an effective factor in creating a significant difference between the post-test scores of English language academic engagement using education based on connectives theory. In other words, in the present study, the effectiveness of connectives approach on academic engagement was as same as about male and female students, and there was no significant difference between male and female post-test scores on education through this approach. However, it was expected that there was a significant difference in the effectiveness of the connectives approach on males and females. Because, according to (Windham, 2005) how interacting with individuals, teachers, content, and digital space, as well as the quality of digital education, are two important factors in increasing academic engagement. G. Siemens (2005) and S. Downs (2012), also argue that in connectivism theory; attention to the diversity of beliefs and opinions in identifying nodes, networks, resources, available knowledge management, and how to establish connections, interactions and new connections, especially through digital space are considered. Accordingly, the present study was expected that diversity and how to interact with the human as well as inhuman, nodes, resources and networks, such as the use of multimedia and digital media, will be influenced by gender, and the learner's gender can play a role in interacting with the concept of linking learning. As it was observed, the hypothesis in the present study was not confirmed. It seems that one of the factors influencing non-approval of the second hypothesis, the lack of familiarity of some learners with nodes and information resources such as multimedia education, sites, social networks, digital space and, consequently, the lack of enough skills in new interacting, connecting and communicating through the space mentioned. So that the provided trainings in the short time interval in the present study have not been able to show the interactive effect of the type of education and gender of students.

Also, the prevailing atmosphere of education and learning English language at previous and current classes is designed to challenge education through active approaches such as education based on connectivism theory. So that, both boys and girls are equally benefited in this training. Finally, some legal restrictions imposed by the educational system of Iran on the use of digital space, such as the challenge of having or not having a mobile phone at school, or preventing the entry of learners into social networks by filtering some social networks along with other unknown factors are among the factors that challenges the impact of gender in interacting with education through connectivism in this short period of time. Therefore, the researcher has been confronted with limitations in measuring gender differences due to the factors mentioned above. It is necessary in future researches, by providing adequate time and Follow up research, opportunities will be provided for the use of digital environment by learners in the field of education and learning English language ensure more certainty.

Based on the findings of this study, it is desirable Education will work towards using approaches that lead to higher academic engagement and ultimately, in this regard the approach based on connectivism theory has a special priority in comparison with GTM approach. In fact, the use of a connectivism-based approach considering the human and inhuman interactions, digital space and multimedia education will ultimately lead to higher level academic engagement as well in EFL. This study was conducted in English classes, it is suggested that in future researches, the effectiveness of a connectivism-based approach to other lessons such as sociology, empirical sciences, life skills should be considered. In fact, connectivism theory seems to have a positive impact on the motivational beliefs of the lessons mentioned.
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Matching the Verbal indications on the Verses of Holy Quran

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Abstract
The holy Quran, as the eternal miracle of Islam’s prophet, is the best and most reliable source for humans to receive and perceive Islamic teachings. Logical indications which are an important part of Aristotelian logic are very significant in understanding the intentions of the Holy Quran’s verses. This article aims to check the possibility of matching the logical indications with the Holy Quran and examine their influence in perceiving the meaning and intentions of the verses by investigating the situational verbal indication of verses. In order to do so, after explaining different kinds of indications including direct, indirect and collateral indications, we use the descriptive-analytical method to compare and match them with some of the verses by mentioning some examples in the Holy Quran. Finally, after examining and analyzing the methods by which verses indicate meanings and the influence of indication in realizing the depth of God’s words, we prove the possibility of using indications to understand the meanings and intentions of Quran and on the other hand, this article demonstrates that using indications will prevent eisegesis and wrong interpretations.

Keywords: Holy Quran, Indication, Direct, Indirect, Collateral

1- Definition of Indication

Based on the scholars of logic and methodology (Molki Esfahani; 2000; Vol 1:318), Indication means the existence of something in a way that if we understand that thing, we can gain the knowledge of another thing as well. Allame Mozaffar and most scholars of logic define “indication” in this way: Meaning that Indication is the existence of something which if you gain the whole knowledge of, your mind will transfer to another thing or it means that if you completely understand the existence of something, you will definitely understand the whole knowledge of something else (Mozaffar; 1422: 43)

Indication is the feature of something and because of that feature, when we realize that thing has come to exist, our mind will immediately realize that another thing has also come to exist. Based on this definition, when we understand something through another things, we call the first one “indicator” and the second one “indicated” and the relationship between these two is called “indication”. It is clear that the transmission of understandings of A to B is not accidental, but there is a special relation between A and B and this relation has been fixed in the mind. Whereas, there is no such relation between A and C, therefore no one can reach the understandings of C through understanding A. Therefore, the transition factor from one to another is a necessary relation which takes hold between two things. As a result, all the pillars of indication should exist for the indication to take place (Ibn Sina; 1429:40)

2. Situational verbal indication

It means that sometimes the indicator is verbal, which is called verbal indication. For example, the word “water” indicates a liquid which consists of oxygen and hydrogen. It is worth mentioning that in indication, the quality of indications by words are not in the same way; sometimes they indicate the
meaning through direct, indirect and collateral indications. Therefore, the situational verbal indication is itself consisted of 3 types:

2-1. Direct Indication

In this type of indication, when a word is used, it indicates the whole meaning attached to that word; because the word was established for this meaning. For example, when we use the word “triangle”, this world indicated a shape with three edges.

2-2 Indirect Indication

In indirect indication, indication means that when we use a word, it indicates only a part of meaning that was attributed to it in addition to indicating the whole meaning. For example, triangle indicates a “shape”. This indication doesn’t mean that triangle is another name for shape, but it means that “triangle” is a word attributed to meaning which “shape” is a part of. It may be appropriate to say that indirect indication is secondary to the direct indication, because if direct indication doesn’t exist, there cannot be an indirect indication (The same: 197).

2-3. Collateral Indication

Collateral indication, just like indirect indication, is based on direct indication. Without direct indication, there can be no collateral indication. When a word indicates a whole meaning, sometimes this meaning is accompanied by another meaning. Therefore, by indication of the meaning by a word, another meaning is conveyed through collateral indication. For instance, when the word “ceiling” is said, its indication to the meaning of ceiling is direct, but its indication to “wall” is collateral (Ghotbeddin Razi; 1426: 89)

3- Non-verbal situational indication

Like the driving signs. For example, when an arrow points to a specific direction, the driver understands which way he should go and turning to the other direction is prohibited and other similar things. In this kind of indication, signs, symbols and shapes indicate the meaning (Mirzaei; 2008:76).

4- Matching the verbal situational indications with God’s words

Since God has sent the meanings and concepts for guiding humans through Quran, therefore it is of importance to understand the way the verses indicate meanings in order to truly understand them. This issue has become so important that has even led to wrong interpretations and understandings of some commentators of the holy Quran. Therefore, we analyze the three kinds of indication in some of the verses of Quran.

As it was mentioned, based on its situation and agreement, the situational indication is consisted of verbal and non-verbal indications and because the Quran is in written in words, we analyze the verbal indications of Quran, including direct, indirect and collateral indications.

4-1. as it was explained in the definition of the direct indication, the purpose of this indication is the indication of the whole meaning by the word. It is clear that only people who have the complete
knowledge of these words can understand the meaning they indicate; the science of words has helped a
lot of Islamic scholars and Quran’s commentators.

The thing that has made direct indication more important than others is that it’s the base indication
compared to indirect and collateral indications. Because for a word to indicate an indirect or collateral
meaning, a direct indication should exist (Ghotbeddin Razi; 1426:92).

A – In the first 6 verses of the Ash-Shams (The Sun), we read:

والشمس و ضحیها و القمر اذا تلیها والنهاراذا جلیها واللیل اذا یغشیها و السماء وما بنیها و الأرض و ما طحیها

“By the sun and its brightness. And [by] the moon when it follows it. And [by] the day when it displays
it. And [by] the night when it covers it. And [by] the sky and He who constructed it. And [by] the earth
and He who spread it.

The words “Shams”, “Qamar”, “Nahar”, “Layl”, “Sama” and “Arz” all have direct indications to their
meanings “Sun”, “Moon”, “Day”, “Night”, “Sky” and “Earth”.

B- In the verse 12 of Ar-Ra’d, we read:

هوالذی یریکم البرق خوفا و طمعا و ینشیء السحاب الثقال

“It is He who shows you lightening, [causing] fear and aspiration, and generates the heavy clouds.”
The indication of the word “lightening” is direct which means the light that is generated when
electrostatic discharge happens between two clouds and seeing the light is accompanied with hearing a
powerful sound and the reason for this phenomenon is the “heavy clouds” (سحاب ثقل) which indicates
directly to its attributed meaning.

4-2. Indirect Indication

In this type of indication, first we understand the direct indication. Then the words that indicate both the
whole and part of the meaning have indirect indications, we look at some of the verses in the Holy Quran
with this kind of indication:

A – In verse 38 of Al-Ma’idah, it is said:

والسارق و السارقه فاقطعوا أیدیهما

the thief, the male and the female, amputate their hands in recompense for what they committed as a
deterrent [punishment] from Allah.

The indication of the word “يد” (meaning: hand) to amputating four fingers is an indirect one. Because
from what lexicologists say (Raqib Esfahani), this word can mean top of the fingers, some say it means
“up to the elbow” and some even say it implies the whole arm. Therefore, when only cutting 4 fingers of
the thieves is what is meant by “amputating the hand”, the word has only indicated part of its meaning
and therefore it’s an indirect indication.

B- In 23rd verse of Yusuf, it is said:

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And she, in whose house he was, sought to seduce him. She closed the doors.

Locking the doors was meant by “closing the door” and therefore the word “باب” (meaning door) also implies “lock” which is a part of the meaning and thus it’s an indirect indication.

C- In the 31st verse of this Surah, we read:

فَلْمَا سَمَعْتُ بِمَكَارِهِنَّ أَرْسَلْتُ الْيَدَاءَ وَأَعْتَدْتُ لَهَنَّ مَثَلهَا وَأَخَذْتُ كُلٍّ واحِدَةٍ مِنْهُنَّ سَكِينًا وَقَالَتْ أَخْرَجْ عَلَيْهِنَّ فَلَمَّا رَأَيْنَهُ أَكْبرَنَّهُ وَقَطَعْنَ أَيْدِيْنِهَا وَقَلَنْ صَخّْر قَلَبٍ مِّنَ اللَّهِ مَا هَذَا بَيْنَا نَشْرًا

So when she heard of their scheming, she sent for them and prepared for them a banquet and gave each one of them a knife and said [to Joseph], "Come out before them." And when they saw him, they greatly admired him and cut their hands and said, "Perfect is Allah! This is not a man."

In this verse, the women cut their fingers while peeling fruits. Therefore, the word “يد” (meaning: hand) indicates indirectly to a part of its meaning which is fingers.

D- In the 6th verse of Al-Ma’idah, we read:

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا كُنْتُمْ إِلَى الصَّلَوَةِ فَاغْسَلُوا وَجوهَكُمْ وَأَيْدِيْكُمْ إِلَى الْمَرَفَقِ وَأَمْسِحُوا بِرُوسِكُمْ وَأَرْجَلَكُمْ إِلَى الْكَعِينِ...فَلَمْ تَجِدِوا مَاءً فَتَمْلِمُوا صَعِيدًا طَنْبًا فَاشْمَحُوا بِجَهَينِ وَأَيْدِيْكَ مَنْهَـا

“O you who have believed, when you rise to [perform] prayer, wash your faces and your forearms to the elbows and wipe over your heads and wash your feet to the ankles. And if you are in a state of Janabah, then purify yourselves. But if you are ill or on a journey or one of you comes from the place of relieving yourself or you have contacted women and do not find water, then seek clean earth and wipe over your faces and hands with it.”

In this verse the order of Wudu before prayers (Namaz) is given with direct and indirect indications. Because the word (وجه) is used for washing the face which meant washing only from forehead to the chin. In fact this is a direct indication of the face. But after this verse continues, it say that when water is not accessible, “Tayammum”. What is meant by touching the face (مسح) is just touching the above area of face which means just the forehead. But instead of using forehead (وجه), the word for face (رأس) has been used because the whole meaning indicates a part of the meaning, therefore it’s an indirect indication.

Also it is completely clear that indications of washing the hand (يد) from elbow (مرفق) to the finger, and touching an area above the head (رأس) and touching the some part of the feet (أرجل) were not direct and all of them indicate a part of the meaning and as explained are indirect indications.

4-3. Collateral Indication

A. In the 22nd verse of Al-Fajr we read:

وجَاهَرَ رَبُّكَ وَالْمَلَكُ صَفَا صَفَا

“And your Lord has come and the angels, rank upon rank.”
What is meant by “جاء ربک” cannot be that God came, because it would mean imaging a body for God and accepting the belief of one branch of Islam that believes in the corporality of God. Whereas the words used in this verse are collateral indications of this fact that in the Judgment Day, God’s order, command and glory will become evident for humans who could not see them in the world.

B- In the verse 73 of Al-Umran, it is said :

"قل ان الفضل بيد الله يوتيه من يشاء والله واسع علیم"

Say, “Indeed, [all] bounty is in the hand of Allah - He grants it to whom He wills. And Allah is all-Encompassing and Wise

The word “hand” in this verse doesn’t mean literally a hand. It indicates another meaning which is not a literal hand. In this verse the word “hand” is used to indicate the meaning of power and thus it is a collateral indication.

A similar usage if the word “hand” is in the 64th verse of Al-Ma’idah :

"وقالت اليهود بيد الله مغلولة غلت أيدهم و لعنوا بما قالوا بل يداه مبسوطتان"

“And the Jews say, "The hand of Allah is chained." Chained are their hands, and cursed are they for what they say. Rather, both His hands are extended”.

The word “يد” (meaning hand) has also been used here to indicate the meaning of “power” and it’s not a direct indication as the hand of God.

C- In the verse 5 of Taha, we read :

"الرحمن علي العرش استوى"

“The Most Merciful [who is] above the Throne established”; here the word “Al-arsh” (meaning throne) has a collateral indication to reign and government and considering another meaning for this word would lead to wrong understanding of this verse; Like some subgroups which believe in a corporal form for God or compare God to the mundane because of their lack of knowledge regarding the indication of the verses.

In the verse 88 of Al-Mo’minun, it is said:

"قل من بيد ملكوت كل شيء وهو يغبر ولا يجار عليه ان كتتم تعلمون"

Say, "In whose hand is the realm of all things - and He protects while none can protect against Him - if you should know”?

The word “hand” here means “will”; therefore the intention of this verse is not its direct or indirect indication, but its collateral one; because it indicates a meaning outside the literal meaning of the word.

Conclusion
The Holy Quran in many verses addresses all the humans. This level of audience for a written book requires a public knowledge of its words along with an intra-religion look within the verses. Based on the this study’s citations of Quran verses, not only matching the Aristotelian logical and verbal indications with the verses of Quran has become possible, but also this study has a significant influence in understanding the meaning of Quran verses and will prevent Eisegesis, which has been reprimanded by Quran, the prophet and Ahl al-Bayt.

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Methodical Strategies In Reading English Texts

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Abstract
Foreign language as one of the means of communication occupies a special place in the system of modern higher education. The article deals with the problem of communicative foreign competence formation among students of technical specialties. The author determines the teaching of a foreign language as a special kind of speech activity, based on a clearly organized system of educational speech actions. In this study, this system is presented in the form of teaching English texts reading, which requires the use of special speech material and an exercise system for performing this type of activity. The author presented the system of exercises with the purpose of forming of students’ communicative competence.

Keywords: formation, process, communicative foreign language competence, reading.

Introduction
At present, the system of higher education in Russia is undergoing significant changes. This also applies to the teaching of foreign languages in technical universities. Many changes are quite obvious, and despite the fact that the reaction to them is far from always unambiguous, as they are it stays the subject of open discussions and disputes. Such changes include the introduction of a point-rating system for assessing students' knowledge, which, in our opinion, cannot be objective, the introduction of distance learning forms, which is not an effective form of work for teachers of foreign languages, in our opinion, etc.

Such changes occur sometimes imperceptibly, that even teachers do not have time to prepare educational and methodological materials, textbooks do not have time to be published in accordance with the new requirements of the state standard, i.e. the formation of all competences in foreign-language education is impossible. This applies to the teaching of a foreign language and the preservation of its specifics in a technical university.

Introducing new educational standards, teachers do not always understand the role and purpose of the university, since the level of freshmen should be correlated with the level of graduates of the profile school. We will not consider the whole range of problems, but we will consider the teaching of a foreign language as a process, the basic and specific principles of instruction that are characteristic for the training of students in technical specialties.

Since language is a means of communication that allows people to interact with each other, to influence each other in the natural conditions of social life, then learning a foreign language should be viewed from the position of learning communication.

In higher education, the goal of education is determined by the program - the state document, which is compulsory for each teacher. It provides specific guidance on the subject "Foreign Language" on the final results and intermediate in terms of years of study. According to the program of students' training in the
specialty "Oil and gas business". The aim of the training is to achieve linguistic and communicative competence sufficient for further training activities, to study foreign experience in the oil and gas field, and to conduct business contacts at the elementary level. Along with the practical goal, the foreign language course sets educational and educational goals. Achieving these goals means broadening the outlook of students, raising the level of their general culture and education, as well as a culture of thinking, communication and speech, and is manifested in the willingness of specialists to promote the establishment of intercultural, professional and scientific ties (Kalyanova, 2016).

We see that the main goal is the formation of communicative competence. Consideration of the process, the definition of the essence of the formation of communicative competence and is the purpose of our study.

2. Methodology

The methodological basis of the research is a textual-dialogical approach (SV Belova, 2006, Serikov, 2008), stimulating aspiration, motivation for a dialogical perception of the subject, for personal and professional development. The text should be regarded as an integrative element of education, one of the most important goals of which is to help students gain some kind of personal experience, form the basic skills of communication in a foreign language.

The theoretical basis of this study is the theory of modular learning technologies (Konyshova, 2005). All the training material is presented in the form of modules - cycles. And we also used methods of analysis, synthesis of methodological and pedagogical literature.

3. Results

In the philosophical encyclopedic dictionary, this concept is defined as the formation, the category of dialectics, which means the process of the formation of any material or ideal object. Any formation presupposes the transition of possibility into reality in the process of development (Il'ichev, 1983). That is, the concept of "formation" is described in the context of the concepts of "becoming" and "development."

When interpreting the notion of "formation" the same categories operate, and psychologists define both the formation of the personality of a specialist and the personality of the student as a process of development, the formation of individuality and the process of acquiring professionally important knowledge, skills and qualities (Dyachenko et al, 1998).

In pedagogical literature, "formation" has a value: the process of development and formation of personality under the influence of external influences of upbringing (Kodzhaspирова, 2005); the process of its development as a social individual as a result of socialization and upbringing (Petrovsky, 1984).

Therefore, using the above-mentioned concepts, we define the formation of communicative competence in a foreign language as an integral pedagogical process based on the interaction of the teacher and students of technical specialties and aimed at mastering the students with a complex of knowledge, skills,
and the formation of motives necessary for the effective implementation of the activity of communication in a foreign language.

Consider the essence and structure of the process of forming communicative competence in a foreign language. Essence is the meaning of communication, internal relations that determine the main features and trends in the development of any phenomenon (Gubsky, 2006). Therefore, in the process of formation of communicative competence, a process takes place in which, on the basis of mastering the knowledge, skills and skills necessary for the effective implementation of communication in a foreign language, the external objective requirements of society, namely, the requirements of the Federal State Standard of Higher Education become internal, (internal motives, motivation to study a foreign language for personal growth in the professional sphere, personal meaning.

Any pedagogical process, the process of formation of communicative competence in particular, requires guidelines. In the field of teaching foreign languages to students of technical specialties, we distinguish the principles of education, and they serve as the main guidelines for training. In the framework of our study, we will consider only a few principles. Each principle represents the basis for constructing the structure and learning that the objectives of the study. All principles are interrelated, since they operate with complementary categories and, while expanding the process of forming the communicative competence of students in a foreign language in various hypostases, complement each other.

Like any activity, the process of forming communicative competence in a foreign language assumes the existence of results. Considering the definition of the goal as "one of the elements of behavior, conscious activity characterized by an anticipation in the mind, thinking of the result of activity and ways, ways of achieving it" (Kozhaspirova, 2005; Serikov, 2008), we can state that the goal exists as "the image of the desired future" , the project-program of activities, is the main guide of human activity, the process, determines the way and nature of actions, predicts the state of reality and the concentration of the will to achieve it.

Considering the above, we note that the goal of the process is to develop the ability of students to communicate in a foreign language in the professional sphere.

In accordance with the purpose the following tasks of the process of forming this competence are put forward:

- providing students with linguistic, sociolinguistic, professional-communicative knowledge;

- development of linguistic, sociolinguistic, professional and communicative skills necessary for the effective application of the acquired knowledge in the implementation of professionally-oriented communication in a foreign language;

- creating conditions for the development of positive motivation, interest, necessary for the successful performance of this activity (Ibatova, 2017).
In order to achieve the goal and realize the tasks set, it is necessary to choose the right forms of organization of classes, methods of teaching, etc.

Methodological support is important for the implementation of an effective pedagogical process.

Consider one of the important aspects of teaching foreign languages in a technical college - reading. Reading is a motivated, receptive, mediated kind of speech activity, proceeding in the internal plan, aimed at extracting information from a written fixed text, proceeding on the basis of visual perception processes of arbitrary short-term memory and transcoding information. The very process of reading, which involves analysis, synthesis, generalization, inference and forecasting, has a significant educational and educational role.

Reading is both a goal and a means of teaching a foreign language, determine the methodological organization of all work. Reading the teaching texts, the student performs educational speech activity. What is meant by the learning action of reading? It is a single act of reading a text or part of it for a specific task. For example, you need to read the text and find certain grammatical phenomena or read the text and divide it into semantic parts, etc. A feature of teaching students to read the specialty "Oil and Gas Business" is the construction of all tasks on the speech material from the field of professional activity contained in the training texts that is, functioning in the system of professional speech of oil engineers.

Let's consider the methodical organization of teaching of reading foreign language texts in English on practical for students' specialty "Oil and gas business" in the Tyumen Industrial University with the purpose of forming a communicative competence. The means of forming this competence is such a form of work as reading. The process of reading is divided into several modules (cycles).

The first cycle of classes. The main task of teaching reading in the first cycle is to show the way, following which the student will be able to understand the content of any text being studied. The performance of each speech task is one of the steps of this path and is connected with reading the text from a certain angle. The teacher should pay attention to the fact that educational speech tasks are given in expanded form only to the first text of the cycle. This means that the task includes two actions, and each of them, in turn, is divided into two operations. In the tasks for the second text, there are no fractional operations. For the third text, only general tasks are assigned, in which the basic techniques for working on the text are highlighted. When starting to work on texts, students, as a rule, should listen to an exemplary reading of the teacher or a sound recording, after which, when performing tasks, they read the texts only to themselves. Tasks for correct reading aloud are performed only after the content of the text is understood. From cycle to cycle, the reading speed should increase.

The second cycle of lessons. If in the first cycle of studies all tasks had approximately the same specific gravity, then in this and the following cycles, the types of assignments that are directly related to the
information under study become more important. Therefore, the first three tasks appear to be leading, intended to familiarize themselves with the general content of the text. The success of the initial acquaintance depends to a large extent on the vocabulary of the trainee, as well as on his ability to quickly analyze the vocabulary, guess the meaning of the words in context, etc. For this purpose, in carrying out these tasks, the teacher should stop on the methods of determining the context meaning of words and word combinations, on the role of word-formation attributes, etc. Tasks of this type are repeated in subsequent cycles, so students, systematically exercising in this kind of work, get the opportunity in the final sc To achieve a rapid coverage of the general content of the text without special analysis of the vocabulary.

The third cycle of lessons. For the teaching of reading, the organization of the educational material discussed above is basically preserved. The leading role is played by tasks aimed at analyzing the grammatical structure of the text: groups of words, sentences, paragraphs, etc. Consider the most important grammatical indices necessary for understanding the connection of various structural units of the text, and also reveal the role of analysis in eliminating difficulties in understanding the content. Depending on the degree of preparedness of students, the teacher can increase or decrease the volume of grammatical phenomena subject to analysis, remembering that this type of educational work is not an end in itself, but one of understanding the content of the text.

The fourth cycle of lessons. The training material of the fourth cycle, which completes the first section, should ensure the fulfillment of the tasks for the formation of skills and abilities. The student should acquire the ability to quickly understand the general content of the reading, as well as analyze language phenomena in order to fully extract textual information. The teacher should show that the lexicogrammatical analysis is only one of the ways of studying the text, helping to disclose its semantic content. The training should allow the student without a long analysis and with a minimum use of the dictionary to accurately understand any text that is equal in difficulty studied and containing about 3-4% of the new vocabulary. At the same time the volume of the text is approximately 800-900 printed symbols, and the time allocated for reading should not exceed 3-4 minutes. The fulfillment of these requirements is one of the necessary conditions for the further development of more complex reading skills and abilities.

The fifth cycle of classes. One of the main directions in the teaching of introductory reading is the development of the ability to "grasp" the basic meaning of the text quite quickly. It consists of a certain speed of reading; reliance on known elements, understanding the connection between parts of the text, etc., which allows you to see the text as a whole. In this period of study, the task is to gradually master the students the basic elements of familiarization reading, when the text is reread two or three times in order to more fully elucidate the semantic relationships available in the text. An increase in the reading speed and volume of the material being studied is provided in subsequent cycles. To improve the mastery of students with linguistic material, it is advisable, after completing the work on the three texts of
the cycle, to generalize the information received, suggesting a general plan, setting out the contents of the reading in the form of a retelling, and so on.

The sixth cycle of lessons. In-depth reading is a synthesis of complex skills and abilities that enable you to overcome language difficulties accurately understand the content and get the information contained in the text. In some cases, it is necessary to disclose a "deep" meaning (subtext), which the author wanted to convey to the reader. The tasks of this cycle are enlarged and arranged in the order corresponding to the path of formation of the above skills. Perhaps, in a number of cases, there is a need to dismember certain tasks for smaller actions and operations or to introduce new actions - all this the teacher decides, depending on the level of the students' preparation. The main task is that the student himself could determine what prevents him from understanding the content of the text, was able to cope independently with these difficulties, resorting to the help of the teacher only in individual cases. The goal will be achieved if the student can fully extract the text information.

The seventh cycle of classes. It is known that the transfer of information received during reading requires mastering special techniques that need to be mastered even in their native language. When teaching students annotation and abstracting in a foreign language, an additional task arises - to teach them to convey the meaning of the reading directly in English, bypassing the preparation in their native language. To achieve this goal, most of the typical speech tasks of the cycle are subordinated. Students preliminarily study the content of the text, and then in the classroom, under the guidance of the teacher, they perform special tasks on annotation and abstracting, for example, compose an annotation and abstract plan, highlight the necessary speech material in the text, etc. When teaching the elements of the translation, the teacher must show the difference in use native language as a means of comprehending the content of the read (training translation), and as a means of conveying the content of the text in the form of an adequate translation. In the future, it is advisable to give each student an individual assignment for translation and abstracting. The audience can be consulted on these tasks and discussed collectively in German the work performed. Thus, oral speech will become an increasingly effective means of reading teaching.

We give examples of exercises of one of the cycles.

Task one. Read the text for the purpose of initial acquaintance.

1. Read the general content of the text.
   a) Read the questions to the text:
   b) Give brief answers in Russian to the questions above.

2. Give the main content of the text in Russian.
a) Say that the text refers to the study of the structure of matter.

b) Outline the main content of the text in 3-4 sentences in Russian.

Task two. Determine the meaning of words and phrases from the text.

I. Set the lexical meaning of the words.

a) Refine the meaning of the words, guided by the content of the text ....

b) Name the following words for equivalents in Russian ....

2) Set the meaning of the word combinations.

a) Find in the text the following phrases ....

b) Write the equivalents of these phrases in Russian. Assignment is the third. Analyze groups of words and sentences.

1. Specify ways of grammatical communication of words.

a) Write down the third paragraph of the text and underline articles, prepositions, conjunctions and auxiliary verbs.

b) Explain the grammatical function of the underlined words.

2. Identify the personal form of the verb in the sentence:

a) Write down the following sentence ....

b) Underline in this sentence the personal form of the verb and convey the exact content of this sentence.

Task four. Check the accuracy of reading.

1. Set the value of the word-combinations of the 1st paragraph of the text.

a) Read the 1st paragraph of the text.

b) What are the equivalents in Russian for the following word combinations ....

2. Pass the contents of the read.

a) What are the ways of communication of independent words and the meaning of these combinations in Russian ....
Task four. Check the accuracy of reading.
Pass the contents of the second paragraph in Russian in a written form.

Task five. Correctly read the text aloud.
1. Follow the reading of the 2nd paragraph.
2. Prepare to read the second paragraph aloud.

Task six. Prepare an outline of the content of the text.
1. Write out key sentences from each semantic part of the text and simplify them so that they become paragraphs of the plan to the text.
2. Write down the main points of the plan, corresponding to the semantic parts of the text.

Task seven. Outline the content of the text in English ....
1. Generalizing speech tasks to the text.

Assignment is the first. Observing the sequence of work on the text, specify the order of tasks. Check the answer by key
1) Check the accuracy of reading. 2) Prepare for the transmission of the content of the text. 3) Read the general content of the text. 4) Analyze groups of words and sentences. 5) Read the text aloud.
6) Describe the content of the text. 7) Perform an analysis of the lexical composition.

Task two. Read the general content of the text.
Assignment is the third. To check the meaning of words, indicate which letter (a, b, c) is given the English word corresponding to the Russian equivalent. Check the answer by key.

Task four. Indicate which sentence in Russian in its content exactly corresponds to the sentence in English.

Task five. Arrange points of the plan in accordance with the content of the text.

4. Conclusions
Thus, the use of the organization of methodological support for learning through the prism of such activities as reading and its proper organization has had a significant impact on the effectiveness of student learning. Students were offered different types of reading, depending on the task being solved in
a specific reading situation; we were offered introductory, in-depth and translated-abstract reading. For each situation (the type of reading) is designed its own set of training assignments. Such organization of educational activity in English language classes allows considering the process of formation of communicative competence in a foreign language as an integral part of the formation of the communicative personality of the future specialist in the process of vocational training. And the correct methodological organization of the process of forming this competence on the basis of the application of various types of reading actualizes the desire, motivation of students for personal and professional development and self-improvement of students of technical specialties.

References


Survey of the Place of Ferdowsi's Shahnameh in the Albanian language and Literature

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Abstract
Although Iran has always been the site of religious and political clashes and conflicts between different ethnic groups of east and west, Persian language and literature have been able to go beyond the borders of Iran due to its high human-ethical capacities and concepts and cross the geographical borders as a bridge between the East and the West. One of the Farsi transnational literary works is Ferdowsi Shahnameh which has penetrated to Balkan Peninsula in parallel to propagation of Farsi language and literature in the territory of Ottoman Turks. Albania is one of these Eastern European countries where can clearly see the presence trace of Farsi language and Persian literature and Shahnameh; Therefore, in this research the causes of Albanian poets attention to Persian literature and Shahnameh has been investigated.

This study shows in the country of Albania, Shahnameh has been of interest to Albanian poets for the case of linguistic authenticity, expression of ethical-historical and philosophical views in the form of poetry and use of nationalistic and antagonistic contents as a symbol form to point to their own time conditions.

Keywords: Farsi language and Persian literature in Ottoman Territory, Persian literature in Albania, Ferdowsi Shahnameh.

1. Introduction
The Ottoman Turks who spread their rule in Europe to the Gibraltar and the Danube River, gradually dominated many parts of the Balkan Peninsula, including Albania, Bosnia and Herzegovina, and Croatia in the fifteenth century; and, until about five centuries later, they ruled over these lands more or less. As said in the Turkish language, "Balkan" means the tree-covered mountains and it should have been named so after the Turkish tribes entered it in the 11th and 12th centuries (Todorova, 1997:27). The Ottomans, which themselves were under the influence of Iran's culture and literature, along with the religion of Islam, spread Persian language and literature in the Balkan Peninsula countries, because in their territory, Turkish was used for administrative and executive purposes, Arabic was used for religious and legal purposes, and finally, Persian was the language of literature, and especially poetry. Thus, during the rule of Turks over several centuries, Persian, Turkish and Arabic languages became important in this region.
Regarding Persian, it should be said that despite all the national-religious differences and long wars between the two superpowers of Iran and the Ottoman Empire, Persian was a semi-official, stately and aristocratic language in the Ottoman Empire and Persian and the works of Persian language professors such as Ferdowsi's Shahnameh and the works of Rumi, Sa'di, and Hafez were taught among the families of Rijal and the elite (Safa, Vol 4, 1990: 46).

According to what has been stated, the present research seeks to answer these questions in a descriptive-analytical way. How is the position of Persian language and literature, and in particular the Shahnameh of Ferdowsi in Albania? And in what ways did the literary leaders of the country pay attention to Shahnameh? It should be noted that so far the independent research carried out on this subject is an article entitled "The emergence and spread of Persian literature in Albania" (Rajabi & others, 2014), in which the popularity of Persian literature in Albania and the introduction of great poets of Persian poetry in Albania has been addressed.

2. Discussion

According to Dr. Amin Riahi, the Ottomans, who had glory and splendor in Constantinople, Istanbul and Byzantium, tried to revive customs and traditions of the courts of the great kings of the past, such as the Abbasids, and especially the Sassanids as they considered themselves the heirs of the caliphate in the Islamic world. From this point on, some of the ancient Iranian customs, such as poetry and literature, the Norouz ritual and Shahnameh, became prevalent in the Ottoman Empire and gradually became popular (Yazdanparast Larijani, Vol 3, 2007: 59).

2-1. Persian literature in Albania

The country of Albania, which was conquered by Sultan Muhammad Fateh in the fifteenth century, was a part of the Ottoman Empire until the early 20th century, similar to other countries of the Balkan Peninsula, became familiar with Persian literature through the emirs, servants of the Ottoman Turks and Iranians who feared the rule of the Seljuk and fled from Khorasan to the Ottoman side. Most of the Iranians who immigrated to Anatolia due to political problems in Iran were Dervishes and Sufis who came along with soldiers during the advent of the Ottoman Army and promoted religion and Sufism in the Balkan region. All of them belonged to one of the Sufi schools of Khorasan. In fact, this was the same thing in the Balkans as did Molavi and other Iranian mystics 2-3 centuries ago in Anatolia (Rajab Agish, 2003: 104). Turks founded schools and abbeys in many cities and regions of Albania, where Persian language and literature were taught because of its great artistic and literary capabilities and its supreme humane and universal themes. In these schools, which initially began with the name "Maktab", students began to study and memorize parts of Sa'di's Golestan and Boostan, and then Ferdowsi's Shahnameh, Nezami's Khamaseh, and finally, Maulana Jalaluddin Balkhi's Masnavi (ziaee, 2003: 275).
Although the peak of the influence and power of the Ottomans and consequently Persian language and literature in the Balkans in the fifteenth century AD and in the era of the greatest Ottoman sultans, such as Muhammad Fateh, Baizid II, Salim I, and Suleiman, who were among the best supporters of Persian language and literature in this region and even they were Persian poets, in the 17th and 18th centuries, the greatest annotators of Persian literature in the Ottoman Empire emerged from among the Bosnians and Albanians, such as the Angharvi, Shamei, and Sudi (Amin Riyahi, 1971:96-97). Since the mystical sects such as Mowviyah and Bektashiyah have been very popular among Albanian Muslims, they were taught in some of the religious schools of Masnavi as one of the main lessons; therefore, Persian language, along with Arabic and Turkish was taught as the main language in these schools. Of course, Persian language was taught in major schools in the major cities of Albania and was known as a language of poetry and literacy among educated and noble people (Osmani, 1996:38). Rajabi et al., in his article, introduced some of the most prominent figures of Persian literature in Albania, such as Nazim Faraghula, Asif Muhammad Pasha, Muhammad Eshkoudarai-Chakir, Naím Frashëri, (Rajabi & Others, 2014:105-109) and their literary activities.

2-2. Effect of Ferdowsi's Shahnameh in Albania

Persian literature has always been dominant and conquerable due to its universal, philosophical, moral, cultural and mystical content, despite the fact that Iran has been politically defeated, and its all political ups and downs. One of these universal concepts of is "human" which is detailed in Ferdowsi's Shahnameh. Since Ferdowsi, in his work, knows human having a celestial soul and a power of will and wisdom, and has ranked him as superior to nature and the upper stratum (razmjoo,1996:42), giving it a mystical-philosophical status; and such concepts as "greatness", "honor", "chivalry", "humanitarianism", "amnesty", "patriotism", "fighting cruelty" and many other high-quality human qualities, Shahnameh is one of the works that has always been addressed by different ethnic groups familiar with Persian. In Albania, Ferdowsi's Shahnameh was soon received by intellectuals from the arts and literature due to the socio-political conditions of the Balkan Peninsula, which were repeatedly invaded by the Romans, Turks and Hungarians, and with which there was constant conflict. Many Albanian intellectuals tried to awaken nationalism in their people by modeling Ferdowsi's Shahnameh. Among the most important literary and intellectual figures in Albania who have influenced and taken note of Ferdowsi's Shahnameh are as follows:

2-2.1. Muhammad Naim Frashëri (1846-1900)

Naim Frashëri was one of the most famous Muslim poets of Albania in the period of the Albanian literary-cultural revival in the second half of the nineteenth century. Golshani regards the existence of Persian poetry as a sign of the influence of Persian literature and language on the Balkan Peninsula to the early twentieth century (Golshani, 1975:50). Although, like many other Albanian poets, he did not travel to Iran, he learned Persian language in the village of Frashër, his birthplace, and more interestingly, his first literary work, which was a poem entitled "Imagination", was written in Persian. His literary works
were heavily influenced by the classical Persian literature and French poetry, contributed to the formation of contemporary Albanian literature and the encouragement of the spirit of Albanian patriotism and identity (http://albania.blogfa.com/post-64.aspx). In the middle of the political-social movements of the people of Albania against the Ottomans in 1897, Muhammad Na'im Frashëri composed the nationalist epic "History of Scanderbeg" influenced by Ferdowsi's Shahnameh, in which Alexander's personality, like Rostam, stands against and fights the Turks. The "Scanderbeg" poem caused many of the Albanian scholars to call Muhammad Naim Frashëri "Albanian Ferdowsi," as he, like Ferdowsi, is trying to maintain the ethnicity of the Albanian people (Sinani, 1997:24). In this work, the poet writes in the preface to the translation of the Homeric Iliad: "Arabs received much Greek knowledge, but they have their own style of poetry. Arabs have a lot of poets, but Persian poets are better than them, and one of the best Persian poets is Ferdowsi, the writer of Shahnameh. In the Shahnameh, Ferdowsi speaks of the events of the ancient kings of Persia. Ferdowsi is also the crown of poets in Iran, and in the poetry is similar to Homer and Virgil. After Ferdowsi, poets such as Anvari, Nezami, Sa'di, Attar, Hafez Shirazi and Jami are the best, but none of them come to Ferdowsi's feet. In this regard, one of the Iranian poets has said: "Three poets have come down from the heaven: Ferdowsi, Anwari and Sa'di" (Frashëri, 1924:286), and refers to the two famous verses in the history of Persian literature narrated in Jami's Baharestan:

In the poem Prophets are three,

Said that all they be

Ferdowsi and Anvari and Sadi

Yet no prophet has come consequently

2-2-2. Shamseddin Sami Frashëri (1850-1904)
Sami was the younger brother of Naim Frashëri, who, like him, worked hard on Albania's cultural independence. He was acquainted with Italian, Greek, French, Arabic, Turkish and Persian, in the fields of linguistics, diction, writing, playwriting and translation. According to him, the cultural superiority of Iranians, despite all their political-social changes, kept their language and national culture alive, which is best shown in Shahnameh's Ferdowsi. Hence, Sami Frashëri, with vast knowledge of Eastern culture and the authentic language of Ferdowsi's work, translated parts of the Shahnameh as "The selection of Shahnameh" in Turkish, to "enable the masses of readers to use the Shahnameh and help Persian students to better understand its artistic value (Osmani,1996:134). In addition to translating of parts of the Shahnameh, Sami wrote two plays, Kaveh and Sohrab, whose names are well known to have been influenced by Ferdowsi's Shahnameh. As in the Kaveh play, the Iranian people's revolt under the leadership of Kaveh against the barbarians and the autocratic government of their time is a symbol of a
popular war for freedom and justice. Indeed, it is clear that although Sami could not directly refer to the Ottoman history, this strongly affirmed his position against the absolute power of Sultan [Abd al-Hamid II] at that time (Sinani, 2004:34) and tried to encourage people to fight for freedom and justice during the years of the Albanian national movement against the Ottoman regime. Sami Frashëri, in the introduction to this play, writes: "I can say that the reality of this play is completely in agreement with the Shahnameh of Ferdowsi ... But I must say that even the very Ferdowsi's Shahnameh is not perfectly compatible with the facts of history, although this work is literary masterpiece in the world of the east. Therefore, the characters like Zahak, Kaveh and Fereydoon should not be considered real. As I used the names of the characters in this work, I have used Ferdowsi's Shahnameh in writing it" (Frashëri, 2005:24-25).

The last intellectual and literary figure in Albania, influenced by Ferdowsi's Shahnameh, is Hafiz Ali Korcah. He was a Muslim cleric and a political activist against the Ottoman regime. Hafez Ali Korcah was an intellectual who was familiar with Arabic, Persian and Turkish, and wrote and translated into these languages. He was imprisoned for some time in the late 19th century due to his political activities by the Ottoman government and communists. Korca has a long poem of about seventy-five thousand verses titled "The Holy History and the Four Caliphs", which is actually a religious epic, in which he describes the history of the creation of man, the life of the prophets, various Islamic issues, the history of the people of Albania, and the history of the first four caliphs after the Prophet (Abu Bakr, Omar, Uthman, Ali) and responds to the attacks of Western ideas on Islamic religion, criticizes unbelieving intellectuals and criticizes illiterate clerics. Hafez Ali has been influenced by and used Ferdowsi's Shahnameh in compiling this religious epic in addition to works such as the interpretation of al-Manar, Qesas al-Anbia and Tabari's history (Ahmedi, 1999:135). Throughout the work of Hafiz Ali Korcha, the presence and influence of the spirit of the Shahnameh is tangible, and the poet shows the reflection of Ferdowsi's Shahnameh by highlighting concepts such as courage, patriotism, love for religion, and the invitation to humanity, heroism, literacy, morality and humanity. Of course, with this influential content, Hafiz Ali acknowledges in his various works during his work that in writing this work, the Shahnameh has been a model; he believes that the same thing Ferdowsi did by writing Shahnameh for Iran and the Iranians, he has also done for Albania and the Albanians. He even tries to use his Aryan race for proximity to Ferdowski and says:

Both of us are Aryan

Our languages have train

I rose from Iran

And you are Albanian
3. Conclusion
The history of the rich, supranational, and metaphysical culture and language of Iranians in many lands of the world, including the Eastern European countries and the Balkans, dates back much earlier than entering or interacting directly with Iranians with the peoples of those lands. In this regard, given the political and social conditions of each of these countries, especially the philosophical, mystical, moral, wise and epic themes, there has been a more vivid and prominent manifestation of the Iranian culture supplied to these lands. The country of Albania is one of these countries which, in view of its political situation in the nineteenth century, has benefited most from Persian literary works, especially Ferdowsi's Shahnam, which is clearly reflected in the works of great literary figures of Albania in this century, such as Muhammad Naim and Shamsuddin Frashëri and Hafez Ali Korcah. As it turned out, Ferdowsi's Shahnameh has become more instrumental and a model for preserving authenticity of national language and culture and encouraging people, due to its specialististic and epic content, rather than being an epic and fiction work of Persian language among these literary figures of Albania at the forefront of Albania's intellectual and militant class in the nineteenth century to revive its national identity and belief, and this again acknowledges the uniqueness and literary value of Ferdowsi’s masterpiece.

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The Effect of “Involuntary Memory” on Mrs. Dalloway’s Narrative Time Order and Frequency

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Abstract
Gerard Genette’s theory of narrative provides a comprehensive system for analyzing the structure of the narratives. Genette in his theory separates story-time from discourse-time and defines three areas for their differentiation. These three categories of narrative time include order, duration and frequency. The study of narrative time in Virginia Woolf’s Mrs. Dalloway illustrates the manipulation of narrative time by “involuntary memory”, the phrase that developed by Henri Bergson in early 20th century. In Mrs. Dalloway because of using the new technique, namely stream of consciousness, major part of the analepses or flash backs in the text are partial because the text structure is affected by characters’ mind that arrange the events according to its own rule not in their chronological order. In the case of frequency the repetitive narration of some innumerable events of the story by different characters’ mind in the text is obvious.

Keywords: Order; Analepses (flash back); Complettive flash back; Partial flash back; Frequency.

Introduction
It is a commonsense that the systematic study of narrative was founded by Aristotle and there has been little development in this field until the twentieth century. As David Lodge states “Between these two periods, narrative theory derived its rules from Aristotle’s analysis of Greek tragedy. After raising of realistic novels and emergence of interpretive rather than analytic criticism, it was early twentieth century that something like poetics of fiction, based
on linguistic was elaborated by critics” (17). The programmatic analysis of narrative named narrative theory or Narratovlogy developed out of Russian Formalists’ distinction between fabula and sjuzet; on the other hand there is a story in the most natural chronological form the story enacted in the real time and space, on the other hand, the text in which this story is imitated, with its gaps, ellipses, repetitions and distortions and of Structuralist School of Linguistic Theory. The Structuralist study of literature associated with names of Ronald Barth, Tzvetan Todorove, Vladimir Propp, Gerard Genette and others who did not try to interpret literature but to analyze its structure and devices. (Childs and Fowler 151)

Gerard Genette, the French post-strucualist and narratologist, devoted much of his works to defining the forms and figures of narratives. In Narrative Discourse (1980), which is, according to Culler “the centerpiece of the study of narratives” (qtd in Genette 8), the analysis of narrative for Genette is firstly the study of the relationship between narrative text and the story (surface and deep structure) of the narratives, where he bases his conclusions of his comparative study on the distinction that he makes between the underlying deep structure, the story level (histoir) and the surface structure, the narrative level (recite) of the narrative text. Secondly, the study of the relationship entails a comparison between the relations of narrative text (recite) and the narration or telling (narration), since there can be no narrative text without someone telling it (Lodge 20).
Narrative time is one of the important parts of Genette’s theory of narrative which he puts it in the category of time of narrative. Bennett and Royle in their article on narrative point to this fact that “narrative is characterized by its foregrounding of series of events or actions which are connected in time. Time, then is crucial to narrative” (56). Genette provides three categories of comparison between story time and narrative time: order, frequency, and duration. According to Rimmon Kenan: “statements about order would answer the question ‘when?’ in terms like: first, second, last: before, after, etc. Statements about duration would answer the question ‘how long?’ in terms like: an hour, a year; long, short; from x till y, etc. Statements about frequency would answer the question ‘how many times?’ in terms like: x times a minute, a month, a page” (46).

In each historical period of literature, considering the social, political and scientific changes and developments the writers make an attempt to adapt new techniques and themes for their works. From the early novels to twentieth century’s modern and postmodern novels, there have been changes in techniques of storytelling and narratives; new writers of modern era rejected several of fundamentals of traditions, such as a dependable narrator; the depiction of a fixed stable self; history as a linear process, the tying up of a narrative or closure; time also is not an exception. Traditional narratives have a beginning, middle and end and the events that occur in the narrative follow each other in a logical cause-and-effect relationship. All of these features of manipulation of narrative time are the basic discussions of Genette’s theory of time which include order (analepses, prolepses, partial analepses, completive analepses), duration (speed up, slow down, pause) and frequency (repetition).

The most outstanding technique that modernist writers chose is stream of consciousness and telling the story on the base of memories and where the mind goes. Genette believes that these memories are not voluntary but “involuntary”, using Bergson’s phrase, “involuntary memory”, which affects the order, duration and frequency of narrative time (Genette 156). At the beginning of the twentieth century, modernist writers such as Joyce, Proust, Mann and Virginia Woolf rejected the traditional realist novel as an inadequate form of capturing the complexity and mutability of reality and human experience. The conventions, strategies and techniques that the modernist novel adopted were closely connected with the great transformations that Europe underwent at a philosophical, political, technological and artistic level, and they owed specifically a lot to the new ideas on the human mind that were spreading across Europe and America. Henri Bergson, William James and Sigmund Freud were among the chief creators of this modern psychology, and their writing, along with Woolf’s, attempted to give a novel account of the workings of the mind.

Psychological theories of Freud, Henri Bergson, and others and paying more attention to the psyche of the humankind and his internal life led modernist writers toward searching for ‘mental time’ instead of traditionalists’ ‘real time’, or ‘clock time’ in their fictions, and the result of this movement was as Virginia Woolf states “An hour, once it lodges in the queer element of human spirit, may be stretched to fifty or a hundred times its clock length; on the other hand, an hour may be accurately represented on the timepiece of the mind by one second”(Orlando 69).

Stream-of-consciousness as a new technique of novel drew upon the theories of Bergson, William James, and Sigmund Freud in order to explain the modernists' deliberate violation of conventional realism. According to Abrams: Stream of consciousness is a technique that records the multifarious thoughts and feelings of a character without regard to logical argument or narrative sequence. The writer attempts by the stream of consciousness to reflect all the forces, external and internal, influencing the psychology of a character at a single moment. William James used the phrase to describe the unbroken flow of
perceptions, memories, thoughts, and feelings in the waking mind. (307-308)

Virginia Woolf wrote *Mrs. Dalloway* about the perambulations of a middle-aged woman on a sunny June day in London, and it became one of the main Modernist classics. Throughout the 1920s, Woolf established her own ways of cutting and stitching up time. One of the most prominent themes in *Mrs. Dalloway* is time and the distinction between two types of time. The clock measures time, but on the other hand time is represented by the duration of experiences as the human consciousness registers them.

Woolf uses a narrative technique named free indirect discourse that its effect on narrative time is undeniable; this kind of technique causes narrator refers to the character in third person and narrative past, ellipses, flash-backs, flash-forward, duration of one moments to several hours in mind of the character but one moment in clock time and repetition of one events in the mind and its repetition in the presentation of them in narration. In this paper I want to study the effect of “involuntary mind” on time order and repetition or frequency of story events in narrative.

There are two kinds of flashback: completive flash back and partial flashback. In completive flash back the narrator presents some events of the past to complete information gap of the reader about that event in a very orderly presentation. Partial flashback ends on an ellipsis or omission without rejoining the first narrative. The difference that exists between the completive flashback and the partial flashback is that the former joins the first narrative without any gap between the two sections of the story whereas in partial flashback only some pieces of the past events are narrated in a very fragmented time order. Genette believes that most of the flashbacks that occur in a Modern narrative is partial not completive and this is because of “involuntary memory”.

The narrative in *Mrs. Dalloway* starts with this sentences; “Mrs. Dalloway said she would buy the flowers herself. For Lucy had her work cut out for her” (Woolf 5). The first flashback of the narrative is when Clarissa recalls one girlhood summer on her father’s estate, Bourton. She remembers herself at her eighteen, standing at the window, feeling as if something awful might happen: “what a lark! What a plunge! For so it had always seemed to her when, with a little squeak of the hinges, which she could hear now, she had burst open the French windows and plunged at Bourton into the open air…..the kiss of the wave chill and (for a girl of eighteen as she then was) solemn” (5). Then she remembers a dialogue with Peter Walsh that took place “one morning she had gone out to the terrace” (5). After this flashback the narrator comes back to the present moments of Clarissa’s day, and it continues to the scene that Clarissa remembers the last night “for it was the middle of June. The War was over, except for someone like Mrs. Foxcroft at the Embassy last night eating her heart out because that nice boy was killed and now the old Manor House must go to a cousin” (6). Another flashback in the text is when Clarissa comes across with an old friend Hugh Whitbread. “She could remember scene after scene at Bourton- Peter furious; Hugh not of course, his match in any way, but still not a positive imbecile as Peter made out; not a mere barber’s block. When his old mother wanted him to give up shooting or to take her to Bath he did it, without a word” (8). Past and present continue to intermingle in the text as she walks to the flower shop. In a flashback again she remembers how her old friend Peter Walsh disapproved of Hugh. She thinks affectionately of Peter, who once asked her to marry him. She refused. He made her cry when he said she would marry a prime minister and throw parties; “How they argued! She would marry a Prime Minister and stand at the top of a staircase; the perfect hostess he called her (she cried over it in her bedroom), she had the makings of the perfect hostess, he said” (9), after this section the text jumps forward which is another flashback and describes Clarissa’s horror of hearing Peter’s marriage with a woman met on the boat going to India; “and then the horror of the moment when someone told her at a concert that he had married a woman met on the boat going to India” (9) then there is the story of Peter’s calling her “cold,
heartless, a prude, he called her” (9) which had happened when Clarissa refused to marry him. As it is clear this part of narrative is analepses within analepses within analepses; because Clarissa hearing of that news is an analepses that takes place before “first narrative” (when narration starts) and within this analepses there is the news of Peter’s marriage which is before Clarissa’s hearing the news. The narrative develops until it stops again to describe Clarissa’s old uncle William who “used to say a lady is known by her shoes and her gloves. He had turned on his bed one morning in the middle of the war. He said, ‘I have had enough.’” (12).

Another character that the large space of narrative is about his life is Septimus Warren Smith. He is introduced to the reader by frequent flashbacks in the text. The first time that he is introduced is when a car backfires while Clarissa is in the flower shop, and she and several others turn to observe the illustrious person passing in a grand car. The car inspires feelings of patriotism in many onlookers and in Septimus and in his young Italian wife Rezia. His husband had said “I will kill myself” (16) and she wanted help. She remembers the last autumn that “she and Septimus had stood on the Embankment wrapped in the same cloak and, Septimus reading a paper instead of talking, she had snatched it from him and laughed in the old man’s face who saw them and now she must take him away into some park” (16), and after description of the airplane that was writing something in the sky the narrative continues to tell about their marriage “years ago in Milan” (23); “she had left her people; they had warned her what would happen” (25).

Later in the narrative, the text introduces Lady Bruton in a partial analepses and it again happens in Lady Bruton’s mind and she remembers her childhood and this section also doesn’t have any reasonable connection to the story line of the narrative. “lady Bruton went ponderously, majestically, up to her room, lay, one arm extended, on the sofa…always she went back to those fields down in Devonshire, where she had jumped the brooks on Patty, her pony, with Mortimer and Tom, her brothers” (99).

By considering these flashbacks it is obvious that most of the flashbacks are partial that occur in the narrators’ mind and don’t have any remarkable time order and they don’t join the first narrative. This is because of reporting various events as they come to narrators’ mind and its aim is not to fill the information gap of the reader but to report the events that have happened in near or far past. The study of frequency or repetitions was initially and systematically defined by Genette as the analysis of the number of times an event occurs at the level of story and the number of times an event is repeated (or not) in the text. Repetition is according to Genette “a mental construct attained by an elimination of the specific qualities of each occurrence and a preservation of only those qualities which it shares with similar occurrences” (Genette 113) and “it is common form of frequency and the central technique in certain avant-garde novels” (11) because repetition as Genette says “is the off-spring of combinatorve mind, let us remember, however, that certain modern texts are based on narrative’s capacity for repetition” (115). Genette also mentions that this element of the narrative time is most important than order and duration, because it affects both of them. For example, repetition of narrative is one of the aspects of the order because for repetition it is necessary to flashback to the event, and this repetition resist the forward movement of the narrative or as mentioned before iterative narrative provide a summary of the events that is an aspect of duration and accelerate narrative duration (155). Throughout the narrative there are many examples of numerous repetition of same event and the same statement that will be pointed.

A very outstanding repetitive section of the narrative is about Clarissa’s reaction on not being invited to Lady Bruton’s lunch party that is represented in the following statement: “Millicent Bruton, whose lunch
parties were said to be extraordinarily amusing, had not asked her” (Woolf 28). This section is repeated four times in the exactly same words in Clarissa’s mind in pages twenty eight, thirty five, forty three and one hundred and five. And the statement such as “the sheet were clean, tight stretched in a broad white band from side to side. Narrower would be her bed be” is narrated twice in Clarissa’s view in pages twenty nine and forty three. Another section of the story that is narrated twice in the narrative is about Sally who “ran along the passage naked”; this part of narrative is once narrated in Clarissa’s mind in her recalling the memories of Bruton and the other time in Peter’s mind again in his recalling the memories in page one hundred and sixty. Through the pages forty one and forty two, the statement of “he is in love” is repeated seven times is Clarissa’s mind and Clarissa’s statement that “here is my Elizabeth” (44) is repeated three times during the narrative and every time in Peter’s mind. The scene of Peter’s visit to Clarissa in her room is frequently repeated in different occasions. Peter’s falling in love, going to India is the repetitive flashback that is repeated frequently throughout the narrative. Several events are frequently repeated in Septimus’ mind; one of these events is his recalling, for example Evan’s death in War and that “he, far from showing any emotion” (78). The last example of repetition of story event in narrative is Septimus’ killing himself that is repeated six times in the scene of Clarissa’s party; once by Dr. Bradshaw and five times in Clarissa’s mind.

Conclusion
It is obvious that Modernists’ emphasis on psychological aspects of novel and the fact that past is always present in man’s mind and their use of ‘stream of consciousness’ affected the structure of the narrative. Narrating the events according to the memories of the characters is one of the basic elements of Modernist writers and Gerard Genette called this memory an “involuntary memory.” Genette believed that this way of reminding events had a great effect on narrative time. The flashbacks or analeptic sections that occur in Mrs. Dalloway, as a Modern novel, are mostly partial and the past events are narrated in pieces not complete and this is because of the fact that mind puts them in order not the reasonable narrator. The other element of narrative time that was discussed is frequency or repetition of an event in narrative. In Mrs. Dalloway most of the events are narrated more than one time. The events such as Septimus death, Peter’s marriage with an Indian lady, are repeated more than one time in the narrative. The repetition of events in narrative is another effect of “involuntary mind” in Modernist writers. Because the event that may happen once in story is repeated several times in the narrative.

References