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MANAGEMENT OF THE FORMATION OF GENERAL CULTURAL COMPETENCE OF THE UNIVERSITY STUDENTS

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Abstract
The research urgency is caused by the changing priorities of higher education, the increasing role of universities in socio-economic development of the society. The purpose of this article is to develop a program of organization of the humanitarian environment as a tool for the formation of common cultural competences. The methodological basis of the study was antropological approach allowing to consider the management formation of common cultural competences as a process of translation teaching situation from one state to another in accordance with the intended purpose and taking into account the positioning of their carriers as subjects of education. The study involved 500 teachers, 500 students, who found out the criteria for the effectiveness of the humanitarian environment (knowledge of the basics of world and national culture, spiritual and moral foundations of human life; speech; culture of communication; the development of student self-government; social activism of students; the pursuit of social self-realization; a working knowledge of reflective skills). The main result of the study was the program of the organization of the humanitarian environment, including stages, socio-pedagogical conditions, criterias. The significance of the results is that the identified stages can establish the structural relationships between the components of the humanitarian environment (the humanities; social structure of the university engaged in the education process; personality structure, reflecting the values and skills) and enable the creation of integrated training courses, involvement of students in socially oriented design. Socio-pedagogical conditions (establishment of interdisciplinary connections; the development of self-government and social activities of students; fostering a culture of social self-realization and the improvement of reflective skills) provide the formation of students ' holistic picture

of the world; the development of subject to subject relations; organization of stable intergroup relations. The defined criterias are focused on the humanitarian environment in the selection of educational content and management of scientific-research and extracurricular activities of the students.

Keywords: general cultural competences, humanitarian environment, interdisciplinary connections

1. Introduction.

The research urgency is caused by the changing priorities of higher education, the increasing role of universities in socio-economic development of society. University education is defined as the creation of the student's personality in the image and likeness of the culture existing in real historical time (Pugacheva, Kirillova et al., 2016). In this case culture is understood as reproducible with a generational change system patterns of behavior, consciousness, personality, wealth, social processes (Fitzsimons, 2000). Modernization of modern society leads to a serious change of the culture, approval of a new civilization. Cultural competence as a sociocultural phenomenon becomes a crucial factor of productive interaction of a university graduate with a socio-economic reality (Kuchinke, 2013). The content of university education should not be confined only to basic sciences, knowledge, and skills. It must be realized in the process of subject to subject interaction, aiming at the integration of vocational and general cultural education, the formation of common cultural and professional competences of students (Hardy, 2012). If professional competence ensures competitiveness of personality in the labour market, cultural competence provides awareness of himself as a cultural and historical entity (Lunev, 2014). Effective tool for the formation of general cultural competencies of students can be the humanitarian environment of the university. The term "environment" is defined as surrounding of human social conditions, the environment, and also a collection of people bound by generality of these conditions. In pedagogics, the environment is perceived not only as an objective factor in the formation of the personality, but also as an object of pedagogical influence, with the result that it becomes an instrument of education: the environment that is created for the pedagogical influence (Misawa, 2013); a certain educative environment (Radovan & Makovec, 2015); the teacher is the organizer and manager of the educational environment (Rogošić &Baranović, 2016); We educate, not directly, but by using the environment, specifically shaping it for these purposes (Andreescu, 2009). The humanitarian environment is a set of conditions that ensure the expansion of humanitarian component of education and formation of general cultural competence of university students (Lunev, 2014a; Pugacheva, Filippova et al., 2016). The purpose of this article is to develop a program of organization of the humanitarian environment as a tool for the formation of common cultural competences of students.

2. RESEARCH METHODOLOGY

The methodological basis of the study became antropological approach allowing to consider the management formation of common cultural competences as a process of translation teaching situation from one state to another in accordance with the intended purpose and taking into account the positioning of their carriers as subjects of education. Antropologicalapproach actualizes scientific ideas about: 1) integrity of the individual, reproducing itself in space and time as semideterminate, self-replicating, selfdetermined entity, and representing the intrinsic value and substantiality in all spheres of life (Ramaekers, 2005; Terentyeva, Starodubtsev et al., 2016); 2) the essence of man as a socio-natural component of concrete historical existence (Ivanov et al., 2016; Porter & Vidovich, 2000); 3) the essence of man as a dialectical unity of activity and social relations (Pollack, 2007; Terentyeva, Mukhomorova et al., 2016); 4) the totality of socially significant features and mental characteristics, established during ontogenesis and determine the social being (Lunev, Safin et al., 2016; Nissilä et al, 2015). The efficiency of formation of common cultural competences provides that we review their carrier (the identity of the student) as a public individual, the subject of cognition and the objective transformation of the world, possessing a set of stable socially significant qualities and mental properties. Cultural competence formed in the process of ontogenesis and determine human behavior as the conscious subject of activity and social relations. During research following methods were used: theoretical (analysis, synthesis, generalization, systematization); sociological (observation, interviews, questionnaires, expert evaluation).

3. RESULTS.

The main result of the research was the program of the organization of humanitarian environment of the university, including stages, socio-pedagogical conditions, criterias.

Four stages of the organization's humanitarian environment were identified. Functions and content of the stages are presented in table 1.

Table 1. Functions and content of the stages of organization of the humanitarian environment

Stage	Functions	Content
1	Forming	The revelation of the essence of the humanitarian environment and its core components: 1) liberal education; 2) the social structure of the university engaged in the education process; 3) the personality structure that reflects the values, the culture of social self-reflection skills.
2	Structuring	The establishment of relationships between structure-forming components of the environment: 1) the effectiveness of the organization's humanitarian environment is enhanced with the development of self-government and social activities of students; 2) the performance of humanitarian education increases subject to the establishment of interdisciplinary connections; 3) orderliness interdisciplinary connections increases, subject to a system integrity common cultural and professional competences; 4) the efficiency of formation of common cultural competences increases with improvements in reflective skills of students; 5) the effectiveness of the humanitarian environment as a tool

		for the formation of General cultural competence is increased in the condition of education in students a culture of social self-realization.
3	Differentiating	The organization of the humanitarian environment as a tool for the formation of General cultural competences by means of: 1) the selection of educational content; 2) management of scientific-research and extracurricular activities of students
4	Integrating	The creation of a socially-pedagogical conditions for the organization of the humanitarian environment and the identification of performance criteria as a tool for the formation of general cultural competence

Socio-pedagogical conditions of organization of the humanitarian environment include: the establishment of interdisciplinary connections; the development of self-government and social activities of students; raising the students ' cultural self-realization and the improvement of reflective skills.
Interdisciplinary ties are expressed in the general form of a conscious attitude among the structure-forming components of the various academic disciplines, do not have their own cutting borders, as the spread to the educational process. It is revealed that the didactic objectives of the interdisciplinary connections consist, first, in establishing between relatively independent from each other academic disciplines substantive, conceptual, methodological and other relationships and the creation of integrated training courses and interdisciplinary training modules. It is known that, each academic discipline is a classic didactic system, separated from other disciplines and localized in the educational space and time, having very clear temporal, substantive, methodological boundaries that contain a large number of core components (knowledge, terms and concepts, facts, skills, and competences). Accordingly, the totality of all disciplines greatly increases the number of core components. This leads to the fact that between the n-m number of components of the n-th number of teaching structures belonging to the n-th number of subjects, can be installed an infinite number of interdisciplinary connections. Interdisciplinary communication can function not as a special didactic system running one of the components of the educational process, but as its universal form. To place a limit on the applicability of interdisciplinary connections is very difficult, and by definition they are designed to overcome borders within the educational space training. Second didactic task interdisciplinary connections can be rationale for the selection and structuring of educational material in specific academic disciplines. This task interdisciplinary connections can be defined as their didactic blur, that is, the absence of certain limits, is able to transform interdisciplinary relationships in special, different from other educational system. Didactic blur interdisciplinary connections can lead to the fact that the concept of "educational process" and "interdisciplinary relations" are regarded as paired. Interdisciplinary connections capable of meaningful "fill up" is not only the training modules of the disciplines, but also the whole process of education in general. However, in practice, most often, the algorithm of realization of intersubject connections is the following: the teacher organizes learning topics, updates the previously learned academic material (subsequent

connection) refers to the topics that are studied in other subjects (related links) and prepares students to accept new material (preliminary communication). In the modern practice of establishing interdisciplinary connections can occur in the development of integrated courses, which is a local educational system is aimed at studying a specific educational material and ensuring its consistency and integrity as well as combining methods, concepts and contents of different academic disciplines. It was defined that interdisciplinary connections develop in students: 1) a coherent picture of the world; 2) the value attitude to knowledge and social reality; 3) system representations about interaction of different Sciences; 4) development of skills on the basis of didactically systematic different-subject knowledge.

The development of self-government and social activities of the students is due to their positioning as subjects of educational process. Student self government and social activities is a special form of initiative, independent, responsible activities aimed at the solution of important questions of activity of student's youth, development of its social activity, support of social initiatives, the formation of common cultural competencies. Self government provides voluntary inclusion of students in all spheres of activities in the learning process by relying on interpersonal interaction with tutors, fellow students. In practice, self government is released in the participation of students in goal-setting, planning, organizing, reviewing his own education, fulfilling certain social roles under the guidance of a teacher (lecturer, examiner, moderator). Public activity ensures the effectiveness of socialization, development of professional qualities (unity of words and deeds, independence and productivity, the ability to establish constructive relations, to defend its position, to take criticism). While social activities should not be imposed on the student from outside in the form of norms, regulations, rules and restrictions. In practice the social action involves increase of the number of competitions, projects, the organization of clubs for informal discussion on topical socio-economic and legal issues. It was found that the development of self-government and social activities of the students is connected with the stability of intergroup relations. The role of the student group is very large, as high social determinants (society, culture) are reflected through it. The famous Russian pedagogue Anton Makarenko (1990) wrote that people are not brought up in pieces, and created synthetically. He believed that collective was an effective means of education, that is, such a form of organization of people's lives to satisfy their vital needs, and successfully solve all educational problems. The whole complex educational process in a well-organized team happens without any special effort, right the constant layering of tiny and finely nuanced impressions, actions and relations. A similar idea was expressed by another Russian educator V. A. Sukhomlinsky (1982). Beauty, he wrote, is the means of educating a sensitive conscience, understanding the beauty as the beauty of human relationships (Sukhomlinsky, 1982, p. 187). V. A. Sukhomlinsky proved that collective emotions, shared experiences, mutual – only team experienced communication enriches the spiritual life of its members and plays a very important role. What a huge force is collective sense of affection and kindness, collective kindness, V. A. Suhomlinsky wrote. It is, as as a rapid flow, carries away the most indifferent people.

The culture of social self-realization offers such self-discovery and the acquisition of identity of oneself in the social world, which results in sustainable harmony with nature and society. Such harmony is the unity of the individual life of the self-organization of personality and socially significant realization of its activity, primarily in the professional, civic and spiritual-moral relations. Characteristics of the social culture of self-realization include: proactive and creative desire to achieve socially significant results in professional and civic activities; ability to assess social processes, with a clear humanistic and democratic position, to be active in the debate, defending humanistic and democratic position; the ability to determine the identity of their prospects, to develop their own long-term strategic life program; the degree of realization of unity with the real public existence belonging to the creation of civil society; the definition of professional and socially significant activity of those specific aspects in which the realization of all powers and abilities will lead to high public significant results; awareness of the duty, the internal system of the norms of consciousness activities that allow to regulate the direction of life in accordance with the chosen life program, principles and interests, the desire to give priority to public content. Methods of education of the culture of social self-realization involves discussion; discussion of new literature (including professional); movies and discussion; participation in implementation of socially-oriented projects; inclusion in the content of education elective courses (student's choice).

Improvement of the reflective skills of the students is due to the need for the development of socially significant qualities. Reflection is a specific form of activity aimed at understanding their actions. Reflective skills include: goal setting and definition of objectives to achieve; whether the content of the activities of the task; the efficiency of selected methods, tools activities; compliance of the obtained results with the set objectives; assessment of the causes of successes and failures; lessons learnt from the activities in its integrity. Methods to improve reflective skills of the students included: 1) organizing training plans of self-improvement; 2) humanistic interpersonal communication between all subjects of the educational process (empathy, complicity, assistance, cooperation, mutual understanding, kindness, respect for human dignity); 3) emotional saturation of educational material, which is focused on the common cultural values, fostering empathic understanding, intuitive thinking of students, providing the opportunity to access personal significance of knowledge, of spiritual values; 4) games-dramatization, which reflects the experience and culture of the individual, its needs and motivations.

Verification of the effectiveness of social-pedagogical conditions of organization of the humanitarian environment was held from 2013 to 2017. The research involved 500 teachers, 500 students University. The criterias for the effectiveness of the humanitarian environment as a tool for the formation of common cultural competences were found through the questionnaires of teachers and students . The set of criterias included: knowledge of students of the basics of world and national culture, spiritual and moral foundations of human life; culture of speech (knowledge of the native and foreign language and ability to express thoughts); the culture of communication (benevolence, justice, tolerance, compassion, empathy); the development of student self-government; social activism of students; the desire of students to social self-realization; the possession of reflective skills. One of the questions in the questionnaire were aimed at identifying the attitude of teachers and students to cultural competency. The answers to this question are presented in table 2.

Table 2. The results of the response of teachers and students to the question "What areas of life can cultural competence be useful?" (number of answers was not limited) (%)

The response options	Teachers	Students
Professional career	81	74
Civil, social activities	90	78
The expansion of social ties	99	91
Self- realization	93	82
Making the right socio-economic decisions	87	71
The definition of moral, legal, ideological choice	99	93
The establishment of business relations and a productive working environment in the workplace	99	91
Private life	98	89
Family relations	98	93

From table 2 it can be seen that both teachers and students appreciate the "usefulness" of common cultural competences.

4. Discussions

Analysis of the literature showed that the organization of the humanitarian environment and the formation of common cultural competencies many studies were dedicated. For example, there are views that: 1) cultural and professional development of the learner is the main goal, which changes the requirements for the organization of the learning environment (Cañizares et al, 2015; Požarnik & Lavrič, 2015; Rosenblith and Bindewald, 2014); 2) truly professional development is impossible without personal development, therefore, requires a special axiological, moral-ethical oriented dominant in the organization of environment education (Fernández & Bueno, 2016; Rodríguez, Vicente & Siles, 2016; Sedano & Paris, 2013; Vula, Berisha & Saqipi, 2015); 3) we need to promote versatile development of personality, which requires to improve the efficiency of all the means and methods of education, coordinated management of all relations in the process of education, the inseparable connection of science and art to bring a combination of education, involving the students in social practice, improving the overall culture of all subjects of educational process (Gozálvez & Jover, 2016; Monroy &Pina, 2014); 4) the humanitarian environment is deliberately formed humanitarian orientation of the curriculum and specific disciplines, contributing to the formation of personality (Gutiérrez & Morales, 2015); 5) the humanitarian environment is a set of organizational structures, pedagogical tools, and administrative actions to create conditions for the implementation of the tasks of humanization of education (Mirón & Mundina, 2014; Oliva & Llera, 2014; Warhuus et al., 2017). All of these opinions, do not cause any objectives. However, first, they do not cover the humanitarian environment as a tool for the formation of common cultural competences. Secondly, in a humanitarian environment itself noone is interested in the processes of learning, education, extracurricular activities of students in a single unit. This determined the aim of our research.

5. Conclusion and recommendations

The main result of the research was the program of the organization of the humanitarian environment as a tool for the formation of common cultural competences. The program includes the steps of, socio-pedagogical conditions and criterias. The significance of the results is that the identified stages perform forming, structuring, differentiating, integrating function, allow us to establish the structural relationships between the components of the humanitarian environment (the humanities; social structure of the university engaged in the education process; personality structure, reflecting the values and skills) and enable the creation of integrated training courses, involvement of students in socially oriented design. Socio-pedagogical conditions (establishment of interdisciplinary connections; the development of self-government and social activities of students; fostering a culture of social self-realization and the improvement of reflective skills) provide the formation of students ' holistic picture of the world; the development of subject-subject relations; organization of stable intergroup relations. The defined criterias focus on the humanitarian environment in the selection of educational content and management of scientific-research and extracurricular activities of the students.

The results of the study allow us to outline the prospects for further research of this problem that are associated with the development of programs of social and cultural activities of university students. The article may be useful for university lecturers; employees of the centers of advanced training and retraining of personnel in the selection and structuring of contents qualification of the teaching staff of universities.

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MEDIA AND CHILDREN (WITH AN EMPHASIZE ON THE IMPORTANCE OF PRESS)

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Abstract
One of the most important functions of the media is contribute to the process of acculturation of children and adolescents. The flow of transmission of ideas, norms, beliefs and behavior examples in society is done by media function, including newspapers and magazines. The current study aimed to investigate emphasizing importance of press on children and adolescents. The issue under consideration in this study is that what is the impact of media, including the press on children and adolescents? This library study using a descriptive analytical method investigates this subject. According to the conducted survey, the results showed that despite subject (topic) diversity in publications such as fiction, poetry, entertainment, news, and so the importance of inclusive magazine reading culture to children, because having the ability to fill leisure, acculturation, the knowledge of different nations, nurturing and development of various skills can be realized.

Keywords children, media, press, publications

Introduction
Media is any intermediate or channels of message transmission applied from the sender. The media sometimes also called channel. A media is a tool for communication. The media is carrier or medium of the message. Thus, the intermediate means both the media and interface (Ingelis, 2009: 37)
Because Iran has different tribes with various cultures, beliefs, clothing, ceremonies, language and dialects, newspapers (magazines) are appropriate tool for social and cultural ties between different groups of children in society.This relationship is established through reflecting the lives of children across the country for news, real stories, reports, photographs, etc (Kheiri, 2010, p. 2).
The publications have various functions such as education, information (informing) and entertainment. The publication is a suitable for leisure, acculturation, education and institutionalizing good habits in children and adolescents. The acculturation is done through various training, such as education of peace culture, citizenship regulations, urbanization, traffic, safety and health notes (Qaeiny, 2002, p. 14).
Also, publication through stories and poems can be resulted in habit of study and enjoyment of literature, during time the child is passing the most sensitive period of being influenced and the most development of mental structure. The magazines

can make children aware and sensitive to news around the world in order to accept great responsibility in society in the future (Shoarinejad, 2010, p. 15).
In the entertainment publications can help children in various fields, such as increased accuracy, creativity and skills such as eye-hand coordination skills by drawing and coloring and so. Fluency and correct reading skills through correct markup are among other functions of magazines. In addition, the publications grow and nurture the multiple intelligences of children, such as motor intelligence, naturalism intelligence and musical intelligence and so (Ghasemi, 2010, pp. 4-13).

The statement of problem

Media in advanced industrial societies have saturated the contemporary culture in new entertainment information. In this age, the difference between reality and ideas, symbols and reality simulation has been fade. It has been called making fictional faces. That is reproduction of simulated reality that is difficult or impossible to distinguish it from reality. The result is the emergence of meta-reality. What is not yet real is more real than the real (Kioistoo, 1999: 194).
The media gives the ability to understand the movement of community to people and society members. Media reducing the complexity of communication between people and the authorities and people to people will help to create social cohesion. The social cohesion requires restricting the diversity and reduced complexity (Lazar, 37: 2001).
Daniel Lerner (2002) considers the media as breeders of "animated character" and its appropriate mindset and believes that media transfer the appropriate content to increase the economic consumption and political participation (quoted by Annabelle Sar, 2011: 10).
The mass media, newspapers, magazines, film and television, often are considered associated with entertainment and thus in the lives of most people is considered relatively unimportant (Eivazi, 2009: 11).
Media for children pursues several objectives which notably include:

1. Creating creative, critical and meticulous thinking in student toward content and functionality of media
2. Recognition of visual forms of communication using it in conjunction with other skills in reading, writing, speaking and listening
3. The presence of media in children's lives.

Mass media including publications increasingly have been important as an energy source of a symbol of small cultural communities and spatially scattered cultural communities. The media, especially the press, are more reliable source of ontological identity and security (Lazar, 37: 2001).
Periodicals can synchronize children with rapid changes and technology development and other changes, while the book does not have this feature (Yahyapour, 2006, p. 12).
If we look at it from a historical point, the first question would be this that in the history of Iranian press, where and how children are mentioned first? The next step is looking for stories about children and next steps are the search for publications about children and issues related to them (such as education) or publications that have been published in places associated with and related to children (such as schools and schools).
The next step is to find examples of addressing the issues or use children in their writings. Then turn to the publications that the majority of their content steadily has been set for child or adolescent audience.

Importance and necessity of research

With the advent of revolution in the field of information and communication technology, the printing press, due to the having ability to make interested children to study, acculturation and institutionalizing it have a special place. In fact, applications are bridge between children’s probing mind and his/her social environment. Periodicals because of persistence, reasonable prices and availability become a part of the lives of children and families. That is why its role in the lives of children and adolescents, is even more sensitive and deeper than books (Hosseinzadeh, 2001, p. 18).

The influence of the media and its impact on societies is to the extent that the education of media use has become an inevitable necessity. It should be emphasized that children and adolescents affected by media completely different from their parents. They don’t differentiate between "world" and "global media" and in the use of media act much easier than their parents. Media education is a social-critical analysis of the media. Thus, the main objective of media education is sobering up, authorizing in dealing with the media and its programs and content. Media education teaches individuals to interpret and production of the message, select the most appropriate media and take a greater role in the influenced by it (Soleimani, 2007).

Media education begins at home. Children are born ready to learn and they easily receive information around themselves. Today, in developed countries such as America Bibi bugs magazine is released for children 6 months to 2 years. Unfortunately, due to being obsolete culture of reading magazine in our country, now there is no magazine for children under 3 years. Families can use for children in this age group the publications for 3 to 6 years age group which are released in Iran. It is essential for parents to be sensitive to this issue in order to the early years of childhood, the study to be institutionalized in their child.

The second step is school media training (education). School libraries can by providing the proper publications for children and adolescents help to promote the culture of publication (magazine) reading. The schools having book reading hours or in additional times can encourage the children to reading children and adolescent issues (publications).

The third step is the role of officials responsible for children's issues (publications). They providing a high-quality publication in terms of physical characteristics and content encourage children to read publications (magazines) and play a significant role in promoting this culture. Officials of publications can be assured when children are enjoyed reading a magazine, they will never let it go (Seyawashian, 2010, pp. 3-10).

According to what was said, it is necessary to examine the importance of applications (magazines) and developing it among children and adolescents in order to make children resistant against invasion of other media including social networking, TV, satellite, etc.The following question and the purpose of this study can be used to assess the researcher’s concerns.

Literature

- Kothari (2014) about the establishing the child and adolescent section of scientific and cultural publication of Allameh University in Tehran as Blue Bird noted that soon specially the children and adolescent book publication, dissemination of magazine and releasing the research related to children and adolescents press at the Allameh University will be addressed.

- Rahmandoust (2013) in his conducted survey stated that publications (issues) of children and adolescent are ahead several steps form books. Child and adolescent press is the place of publication the best works of children's literature and selected works of children's literature in Iran should be probed in magazines. In addition, the main problem of public children and adolescent media is the presence of managers who have no slightest knowledge of children and children's literature and applying individual preferences and policy changes, caused by the change of managers are the most obvious damages of state-owned publications.
- Kashefi Khansari (2009) in a study entitled children and adolescents press list, has addressed the 30-year-old list of all the magazines and publications in this field.
- Kashefi Khansari (2009) in a study entitled “story of ancient times press (newspapers)” in the Havva (Eve) publication, has addressed the history of from its inception until the end of the Iranian Qajar time. The materials related to children in these publications, school publications and adolescent issues (publications), etc.

The effects of media on children and adolescents’ lifestyle

In this age of media as a window to the outside world are effective on views, attitudes and behaviors of children and adolescents; so that the idea of many of us to outside world and ourselves have been formed inevitably by the media. The media agency is engaged to produce, reproduce and distribute knowledge in its broad sense -meaningful symbols or references and being experienced in the social world. Often symbolic limits of the environment that we live in (including information, ideas and beliefs) are revealed to us with the help of the mass media. In addition, the media play a mediating role between social reality and individual experience; mediating the audience with others and an experience outside of his/her direct contacts or perception, the mediator between audience and legal, industrial, governmental entities and perception of audience of other groups. Thus, metaphors like a window to the outside world, commentator of complex events, tribune to transfer information and ideas, a mirror reflecting society or veil for truth and serving promotional purposes indicate mediating role of mass media in social relations (Mac Koayl, 2006 , p. 84).

Media as a window to the outside world are effective on views and behaviors of children, one of major concerns on the effect of media on lifestyle, are children and adolescents audience. In the case of young audiences, the media can create specific modes of consumption. Due to lack of cognitive skills this group is more fragile facing ads (Eivazi, 2009, 112).

Basically, the notion of lifestyles without the mass media is impossible. The media play an important role in promoting different lifestyles. The range of lifestyles of ideal types that are presented in the media plan may be limited, but are wider than life styles that people as a rule, place in those frame in their daily lives. However, he believes the media in the new world despite providing the possibilities and species, present narrow-minded interpretations of roles or specific lifestyles (Hosseinzadeh, 2001, p. 89).

Lifestyles, according to their popularity and social power use various media to disseminate them and shaping the content and form of the programs. Lifestyle can be emerged as culture or values of the mass media communicators. For example, writers, directors and other production agents in the television series reflect their lifestyle, namely the lifestyle of the middle class (Zare'ian et al., 2007).

The history of the press in Iran

The dissemination of children and adolescents press as publications that specifically are only to be read by children or teenagers, hasn't been a sudden or abrupt phenomenon, but rather, like any culture issue, its emergence is the outcome of continuous and timely motion.

The first pre-number (usher) of the first Iranian publication (magazine) that today is called news paper and in 1252 AH, published during the reign of Qajar Mohammad Shah, has a brief reference to children. Among the measures of Hazrat Shah stated that after the killing and oppression of Torkaman Googlan and Yamoot tribes, their women and children were forced to displace to capital, Tehran (Kashefi, 2006, p. 12).

News paper is published on a monthly basis for at least three years. But a limited numbers (issues) and scattered entries of it have been remained where it can be a story found about prince children and adolescents of William IV in "Daralmolk London" and news about the "big school Petersburg that learn mining to youth". Noteworthy, about sixty years before the publication of the first Iranian press and contemporary with Zandi era, publishing Farsi newspapers in India and all Persian newspapers in that country had been started and in those publications occasionally some references to children can be found, such as news of the rape of an English businessman to a Hindu girl which is noted in Sultan al-Akhbar. Or job advertisements for Arabic and Persian teacher at an English school in the Jam-Jahan-Nama (orrey cup) or news of birth celebration of a court child in Siraj al-Akhbar and poetry Asadullah Khan Ghalib, the famous poet of the time, has composed on this occasion"(Kashefi, 2009, p. 13).

Serious and permanent attention to news about the children and adolescents can be found in the Vaghye-Ettefaghieh newspaper (occurred events) as the second Persian publication (and third publication) of Iran. This publication constantly and continuously had inserting news of Dar-al-Fonoon (Academy) (which students were teenagers), news of Smallpox disease and vaccination of them, news of foreign children, news related events dealing with children, delinquent children and even news and advertising of children's book (Mohammadi, 2012, p. 11)

Aside from Iran's official logo (lion and sun), the first picture of Iran press is related to children. In the No. 471 of Vaghye-Ettefaghieh newspaper (occurred events) (in which it was published with the name of the events) dated 28 Muharram 1277, an image of miraculous surviving a child in a Tazie (a religious show) has been drawn. In 1288 AH, on the Iran's thirty-second edition of the newspaper, first time the picture of two little girls in the newspaper logo beside Sun and Lion logo was drawn. In Number 45 of scientific newspaper published in1295 AH, for the first time the independent picture of a child (a girl on the swing game) was published (Kashefi, 2006, p. 14).

Another important point is that the first official inspector statement in Iran has been issued in justifying maintaining the moral health of children. In this command in Rajab in 1280 AH, by Naser-al-din Shah addressed the Sani-al-Molk (brother of Kamal-ol-Molk) had been issued, about what "reminded to children" is concerning, and says, "especially the children who are placed to read this irrelevant anecdotes and narratives, of the edition is not recommended to them, because like

Such as engraving in stone, and they may be immersed in the sensual needs and demonic obsessions" (Kashefi, 2006, p. 16).
The first publication (magazine) in Iran which was published at a training setting, was the second publication (magazine) and Iran's first non-Persian magazine named Zaher Yrady Bahra which was published in 1265 lunar year in the Orumiyeh in Assyrian language by the American school teachers and administrators. Justin Perkins, editor of the journal, was a priest and a Protestant missionary who founded the first modern school of Iran in Mohammad Shah Qajar era for Assyrians in Urmia. Zaher Yrady Bahra had a lot about the school and education as well as for the use of American students (Nematollahi, 2006, p. 12).
The scientific newspaper named administration against Iran had begun its release in 1280 his and had been prepared and published in Dar-al-Fonoon (Academy) School, although it can't be considered as a school magazine. The first discussions on the education and the necessity of upbringing of children was written by Mirza Taqi Kashani, known to Hakimbashi in the newspaper named Almontabeh-fel-Fars (Impression material in Persia) (1289 AH, Shiraz) and culture (1296 AH, Isfahan) wrote. Many of his subjects in a book entitled "Treatise on the upbringing of children" were compiled and released (Kashefi, 2006, p. 17).
The newspaper named "military, scientific and literary" (Nezamieh, Elmieh and Adabieh) is the Iran's first academic journal in Persian language. This newspaper was published in 1293 in a military school in Tehran named Ota-major. In addition, this magazine for the first time used the simple and non-literary Persian language that it reason was the young trainees of school and publication audience (Hashemi, 2004, p. 24).
The scientific newspaper which was released that same year, was addressing the school news specifically. This magazine for the first time attempted publishing authors the writings of teen and new pen authors. In this magazine (publication) for the first time, in the beginning of an article to its teenage audience it was said:
"…So the treatise on natural science that some staff's brief content is also attached to it in children language, the writings of French philosophers has been translated and written in this newspaper that due to lack of information are in the same condition that for children. From achieving these advantages, a good fruition and true delight can be achieved (Kashefi, 2006, p. 21).
Danesh(Knowledge) newspaper, was officially the organ of Dar-al-Fonoon (Academy) school. This magazine was published in 1299 AH and was about "the status of teachers and students". Danesh (Knowledge) is the first Iran's publication which ads were free. The magazine of Varagheh Mah (moon page) of Tabriz Dar-al-Fonoon (Academy) is considered as a perfect example of a school magazine and local newspaper of a school. The magazine of Varagheh Mah (moon page) This Dar-al-Fonoon (Academy) consisted of elementary and secondary schools. The magazine of Varagheh Mah (moon page) of Tabriz Dar-al-Fonoon (Academy) of Tabriz was published in 1311 and in any number of it a hadith about the virtues of learning was being inserted. Iraj Mirza was the editor of the Journal who was preparing the publication by signatures of Sad-al-Shoara (Head of Poets). This magazine was releasing "for conscious of homeland beings" and all it was the school's internal news. In the third issue of this magazine we read:
"Anyone who want to release the scientific content or enthusiastic points which means further enthusiasm for school students and resulting in insight and use, send for the director of this victorious sheet which will be accepted with all

appreciation and acknowledging by head will be published (Kashefi , 2006, pp. 9-25).

This magazine as the first publication specific to students in Iran was published only in four issues.

Naseri Journal of Tabriz was publishing by Mirza Mohammad Nadeembashi (Courtier specific for Mozaffar-al-Din Prince Crown Mirza). The publication of this magazine (publication) was begun in 1311 AH and its publishing place was Mozaffariyeh School of Tabriz. Naseri is the first Iran's publication that formally discounted for schools:"from schools and colleges half the price is charged". In this journal (magazine), educational news and novelty books for children and adolescents were publishing (Ghasemi, 2010, p. 16).

During Mozaffar-al-Din Shah era, the student and school supplies (publications) grew. Tarbiat (education) as the first private publication and the first daily newspaper (daily) of Iran and was being prepared by Mirza Mohammad Foroughi Esfahani, was full of news and educational materials and articles about this. Also was addressing seriously about children's literature and readings. In addition, this publication in many schools as a textbook and tuition was presented (Mohammadi, 2001, p. 61).

The Al-Hadid newspaper (Tabriz 1315), Pailak Gatizak (1315, Tabriz, in Armenian), Adab (literature) (1316, Tabriz), Kamal (1317, Tabriz), Falahat Mozaffari (1318, Tehran), Marefat (knowledge) (1319, Tabriz), Norouz (1320, Tehran), Maktab (school) (1323, Tehran, Mirza Hasan Roshdieh) were school supplies (publications) of Iran in the Mozaffari era. Pailak Gatizak, Kamal, and Norouz were primarily publishing and preparing for use by students (Nematollahi, 2006, p. 16).

And now, after years, many publications and annual festivals of Ma'aref (education) magazine that was published in 1316 in Tehran, was the Organ of Education Association and the entirely a magazine about children and education. The Adab (literature) magazine that was written by Adib-al-Mamalek Farahani, in continuing its release in Mashhad and Tehran was seriously considering the issues of children and their rights was attempting to attract teenage audience. A part of the materials of Kamal magazine was about the students, some content for them and another part also addressed them. The Norouz magazine was a combination of content and information for student. Much of readers of Dawa-ul-Haq magazine (1321, Tehran) were students and in the Hadid magazine (1323, Tabriz) a lot of content was related to the students and for them. Some of these magazines, such as Danesh [Science] and Varaghe Mah [Moon sheet] were free of Dar-al-Fonoon of Tabriz were free. Some, like Naseri magazine, Adab-e Mashhad [literature], Adab-e Tehran [literature], Norouz [New Year] and Dawa-ul-Haq had given official discount for schools and students (Kashefi, 2006, p. 31).

Of the most important issues before the Islamic Revolution in children and adolescents are student magazines, Nagheme-ye Koodak [child singing], children information and children universe. Two magazines of children universe and children information magazine are those began to publish in a year, and were two serious competitors and popular publications among the children. Of course, the dissemination of children information (magazine) was stopped in the early years of the Islamic Revolution, but children universe (magazine) with all the ups and landing, with no stop ever had been published and continues writing foe children and soon celebrate its 60th birthday (Yahyapour , 2006, 49).

From major publications after the Islamic Revolution has been published and can be referred to are: Newspapers Group affiliated to Tehran municipality, Development magazines Group of the Ministry of Education, Shahed magazines for teen, teen expectations, guys, Gul Agha, Book of the Month for children and adolescents, Journal of children and juvenile literature, juvenile Soroush, Hey kids, and Shahrzad (Kashefi, 2006, 102).

The authors of children's publications

The publishing course of publications for children in the forties, from an experimental and relatively popular form was changed to more professional process. The main stream of press in this period, is the publishing of a series of magazines named Peyk [delivery man] which was releasing in cooperation of literati such as Mahmoud Kianoosh, Ismail Sa'adat, Iraj Jahanshahi, Mahmoud Mahmoudi, Ferdos Vaziri, Karim Emami and Najaf Daryabandari, Mustafa Rahmandoust, Babak Niktalab, Shohreh Yousefi, Banafsheh Rasuliyan Boroujeni and especially Jabbar Baghcheban (Hossein Zadeh, 2006, p. 91)

Jabbar Baghcheban as one of publisher of issues (magazines)

Jabbar Baghcheban is among prominent teachers who attempted to publish a magazine for children. Baghcheban (Aliasgharzadeh) was publishing his magazine in quarterly and named it album. Each album also had a certain name. Like mountain bride, Santa electric, etc. (Samadi, 2010, p. 12).

Baghchehban by publication of this quarterly, was seeking two goals: "your servant with the creation of this album which in history is unprecedented, I enterprises that with a cost less than the price of a postcard, both the obligation of Eid congratulations to friends can be carried out and also by its contents can positively effect on upbringing of children of friends family. These albums are the best cards for Eid greeting and are best to encourage children of schools and ethics (Baghchehban, 1380, p. 16).

These quarterlies were publishing in the different cut and prices. They had very little diversity in content and usually an album was only a long poem or a long story, and sometimes even pieces titled "Vakooshk" that is the crux can be seen in the album. Baghchehban's albums had four colors imagery that were designing by "Lily Taghipoor" (Baghchehban, 2001, p. 17).

In addition, Baghchehban founded two other magazines named "language" and "children spring" in relation to children. Language, or teacher's language, was a monthly with the theme of social and educational and was first published in 1323. Sometimes several pages in this magazine were published for children in which, Baghchehban with a sincere and simple language was speaking to children and wrote the story for them (Samadi, 2010, p. 12).

However the children spring, was a magazine for children, and was published to attach language magazine. It was supposed that this publication, to be released in any season entitling children spring, children summer, children autumn and children winter. But only one number of it named children spring was released (Kashefi, 1385).

The investigation of the status of current magazines

In 2014, the investigation group of publications of Children's Book Council, considering the important role of children and adolescents press in the areas of infant, child, adolescent and teenage children, has identified 54 magazines in Tehran and 15 newspapers the cities. The field of publications is mainly training and entertainment, scientific, cultural, literary, religious, and artistic, Quran and

Mahdism. The following table shows the number of publications in the different age groups (Investigation Group of publications of Children's Book Council, 2014).

Table 1 The frequency of publications in the age group in 2014

The number of publications	Minor	Child	Juvenile	Child-Juvenile
54	9	19	18	8
100%	16.6%	35.1%	33.3%	15%

According to table, the most frequency (35.1%) is belonged to children publications and the lowest frequency (15%) devoted to **Child-Juvenile** publications.
Table 2 The frequency of public and private publications in 2014

The number of publications	Non-public	Public	Unknown
54	13	40	1
100%	24%	74.7%	1.3%

The table shows that 74.7% of public publications belong to public ones and 24% to private.
Table 3 The frequency of **Child-Juvenile** publications period of release in 2014

period of release	Newspaper	Weekly	Two-weekly	Monthly	Two-monthly	Quarterly	Total
Minor	0	0	0	8	0	1	9
Child	0	2	1	15	0	1	19
Juvenile	1	2	1	13	1	0	18
Child-Juvenile	0	2	0	5	0	1	8
Total	1	6	2	41	1	3	54
Percent	2%	11%	3.5%	7.6%	2%	5.5.%	100%

In the table, the release period of monthly with 76% and weekly with 9.1% can be seen. The lowest frequency with 2% belongs to newspaper.

Distribution

The area of distribution of publications mainly is throughout the country. Development publications (children, novice, student and youth) in schools, the future planners and searchers (Student Basij [mobilization] Organization) are distributed in schools and seminaries. The magazines of child effort and effort in the stores of Intellectual Development of Children and Adolescents Center are provided for audience. Other publications can be obtained from the position of newsagents (Investigation Group of publications of Children's Book Council, 2014).

Foreign language publications

- Children: Journal of Ladder in English-language- Spanish magazine named Angelitos
- Teen: Magazines of Zamzam and Teenager in English are published.

- Chil-juvenile: Journal of Al-Huda in Arabic (Investigation Group of publications of Children's Book Council, 2014).

Publications for children and youth with special needs

- Human children for visually impaired and blind children with Braille
- The clear growth (development) of blind young children with Braille
- Attach young children mighty Peik-e Tavana (enabled delivery man) for physical rehabilitating children (Investigation Group of publications of Children's Book Council, 2014).

The publications in the cities

In addition to the magazine of the Baloch Muslim child and Baluch Muslim teenager listed in available journals, the cities publications include: Bagh-e Shaddoneh [Happy Garden] of Markazi Province Arak, Bayram in Zanjan, beach kids in Bushehr, Desert kids in Yazd, Baharak as the children magazine in Bandar Abbas- Hormozgan Province , Pishvak in the province Lorestan, Taban [rising] in Qazvin occasionally, especially for child, Rochaneh (stomata) in the Kurdish language in Baneh, Shapareh attached to newspaper Hamadan message in Hamadan, attachment of young children Peik-e Tavana (enabled delivery man) of Qazvin, Ferfereh [gig-operated] as attachment of newspaper of beautiful Isfahan, Goldooneh in Golestan province, Mehr in Susangerd- Khuzestan, children's song in Hamedan are published. Due to lack of access to all of the above magazines and the lack of sufficient information, we can't like other children's publications place them in table (Investigation Group of publications of Children's Book Council, 2014, 1393).

Conclusion

Children learn a lot from the media. Many educational, communication and family activities are among the issues of publications. The printing press, in making interested, acculturation and institutionalization of children have a special place. The magazine (publication) acts as a probe bridge between probing mind of child and his social environment. Publications for continuity, diversity of content, the price right and availability, can fill a part of reading program for children and families. That is why their role in the cultural life of children, even is more sensitive and more enduring than book. Journal of Pediatrics also should be updated considering what is happening in Iran and the world. Children with browsing magazines in the world, seeing various horizons can be learned. Publication of magazines and supplements (attachments) for children is very important, in these publications, the literary literacy of practitioners shouldn't only be considered, but they should be familiar with updated knowledge about children and adolescents to beside attractive layouts, transfer contents to audience which based on written scientific principals and in addition to entertainment, prepare them to entering adulthood. At the same time, it is necessary, in addition to direct attention to children's literature and the production of content for this section, the category of literature from another dimension also be looked and publications related to children and adolescents but for adult audiences and their parents and education officials be provided. According to the survey results showed that considering the diversity publications in fiction, poetry, entertainment, news, and so, the importance of inclusive culture of magazine reading to children, because having the ability to fill leisure, acculturation, the knowledge of different nations, and development of various skills can be realized.

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SOCIOLOGY OF PRAISE DURING THE GHAZNAVIAN AGE

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Abstract
Ghaznavian age because of the dictatorship of the kings and also a because of the all present that given are terms of thrive praise poetry. In this article we have tries review In terms of Praise poetry sociological roots of Supply and demand. In this article first we review the elements of motive praise poetry in three famous poem of this age namely review Farokhi sistani ,Onsori and Manochehri damghani are formed and then paid to sociology of this poetry. Eventually the results shows that the praise poetry leads to increase Kings Dictatorship of Ghaznavi. The first period of Ghaznavian is related to Masoud and Mahmoud is Period of prosperity of Persian.
Poetry. The large number of poets in Ghaznavi age that mentioned are Foros Asadi, and yatimieh and Tatmeh saabi and tazkerate alshoara confirmed this subject. Poetry of this poets show the glamorous life of kings of Ghazni and in this respect, reproduction of this social space environments are Very valuable. What more can be seen in these poems are recurring elements and photos And the few words that this poets used for Kings Grandiosity. Also what draws the reader in his poems is the introduction of these poets to create amazing images with the limited domain of vocabulary.

Key words: Ghaznavian, Sociology praise, Sistani farokhi, Manouchehri Damghani, Onsori

Introduction
Nizam al-Mulk Tusi in Siasat nameh or Seirol Molok Is described state and revolution cycle of traditional society that's mean the establishment of an authoritarian state and its overthrow and its successor by an authoritarian other state.
God almighty at any age and times chose one of the people, and praised his kings arts and materials of world and quiet servants returned to his and protect him from corruption and riot and intrigue and his awe and pomp are increase in peoples heart until peoples can live in her justice period and wants his survival of the government.
In other words , after to break the Authoritarian state return the " corruption and riot and intrigue " and spread anarchy and irregularity and insecurity in society and even though that who have the power in government can have the other life and property and her honor of King or strong government emerged that its awe and retinue make people calm and the justice is Order and stability and its positive results obtained in this framework at the authoritarian regime are returns

and at least people wants the survival of his government for a while because the people are tired from anarchy and riot and irregularities (it means Public despotism instead of personal despotism).

Then corruption and riot and intrigue in each period cause the renewal the Authoritarian order But the new government cannot stand forever but to quote Nizam al-Mulk disobeying people God's commandments causes that because of the wrath of God:

Among them the good king went and various swords drawn and pour the blood and everybody that are stronger whatever want to do until the all sinful men to die among the sedition and bloodshed and world became empty of all of them and with inauspiciousness this sinful are impeccable that are perish in seditions and with regard to vicinity sinful and impeccable are punishment with each other.

According to Nizam al-Mulk fall of an authoritarian state (And thus the loss of order and stability) No wonder that say its result of disobedience to the commandments of God and the wrath of God for them. It is important that he are aware of period of state and revolution in traditional society that the life of an authoritarian regime usually finished by an anger and rebellion And the result is detection and irregularity and insecurity that until the early twentieth century even sometimes use the terms of the revolution .Yes this sedition and riot as we saw earlier with advent the strong and righteous kings and return to order and prosperity. In this way, State and Revolution Cycle in traditional Iranian society includes despotism –sedition –riot and autarchy (katozian).

In traditional society of the Iranian are isolated from society and not just at the top but it was above.

As a result in the final analysis of the government they aren't any base and the mainstay of continuous in society and for this reason and also in terms of people don't have political legitimating and it does not represent the interests for them.

In this way, all rights of social mala Monopoly to Government And the rights that any individual, group and social class (even an entire society) it had Essentially based on the government's permission and will, that's mean In order of preferential that government can canceled in At any moment.

that's mean power the government it's not depending and conditioned to a custom ,common law ,agreement and continuous law and this is exactly The ordinary meaning of the word despotism –it means self-will and stubbornness – in this society not the law and the politic that are used in European society Does not exist.

In other words, the law is the same order and judgment that despotic government emit with his commands And if he wants can to change and the politic Does not exceed plot and intrigue and effort for canceled and obliteration of rivals and enemies ,and it's for protect and conservation of government rule and society.

this fundamental separation between the government and society that cause and even the results lack of legitimacy of government and corners society law because of that and necessarily cause to the society look to a government like a foreign power and violence government and don't know the government from the people (katozian)

Obviously in this society that in such a society the government has no legitimacy and acceptability the court must use a powerful media that can shoe her government lawful. The Praise poetry is the best way for court So that their popularity will increase.

Sociology of literature

Is a title that Takes Very diverse action and Research areas Sociology of Literature therefore must pay to describe the analytical methods that Many people are used to it to Understand why relations between the artist and society the content of the artwork and content of collective consciousness and mental structures work of art does not have the same response.

What Accordingly, Sociology of literature in the broadest sense from all other forms of literary criticism separates this is theoretical order that creation of artistic not Intended a person alone

But the effect is the expression of a collective consciousness that an artist more severely most people will participate in drafting it (poyandeh).

The relationship between the poetic text and society should Attention directed to the deep work of art and shouldn't draw off the artwork Even the simplest thoughtfulness also confirms this expectation do not lead because the actual content of the poem to turn away those emotions and personal experiences.

The relationship between art, literature and politics

Is the idea that art is art and it's not imposed political advertising and erosive itself an obstacle to the establishment of certain cultural currents itself an obstacle to the establishment of certain cultural currents and to strengthen certain political currents assist?

Not only it is not But it seems More decisive issue in a way that represents cash more efficiently and more compelling, raises The principle that just have to study the nature of the artistic work of art Therefore, it does not negate that we study the set of feelings and attitude towards life itself comes out of it .

This is the subject that has been rejected that Due to the political content of his work ethic and their beautiful and not because of solute on it and combined with them, and become commune

In addition can review why the Artwork in the style of its creator's concerns, practical concerns have fabricated and far from honest way to be a failure.

It seems that the main topic of debate at this point is hidden.

Zaidi want Dummy manner to express Specific content and obviously that does not create an art work.

Art defeat shows the artworks and this content for Zaid is Hard and unyielding and her Enthusiasm is fictitious and imposed him Zaid in fact, not the artist but also services who wants to please the masters (poyandeh).

When politicians are pushing the art to express a certain cultural world do political activities not to art criticism if the cultural world that is fighting for has been essential living reality The development and spread of resistance is interminable and have his special artists But despite the pressures imposed by such irresistible character not found or not obvious This means that we faced with Artificial world and why The most generous people do not agree with them (poyandeh).

Now that an overview of the sociology of literature and its relation to politics review two major approaches in the sociology of literature:

A) Sociologists of genetic: The major developmental sociological research effort to find hidden world work and linking it to a particular social group. This particular method of dealing with Lucien Goldman's literary works. Goldman's most famous book is The Hidden God where the evaluation of the ideas of Pascal and Racine's. He plays in Racine reviews are faced with fixed building with a triangle 'God, man,

world' which in all his works is repeated. Therefore his work represents the world is hidden (shamisa). What worldview mourning poets of Ghaznavi highlights is threads flattery and servility in relation to exaggerate Hyperbole and exaggeration Holiness negligence and myth-making that his place will be investigated and explained?
B) Thematic Sociology: This branch of literature that society is in fact the work of Georg Lucas that discuss about social issues in literary texts And tries review a different theme in the works of a particular writer or poet (shamisa).
2) Zeitgeist: Tends to absolute power within the empire of Ghaznavi
Fifth century hegira Tradition of Iranian Government in the East, the Islamic world was predominant, in this tradition the idea of near east is based on divine right of monarchy was interwoven with Islamic thought (anosheh)
it is clear In such a society the king is to rule by divine permission How it is possible to extend his dictatorship And take with her power all services of all segments of society, especially poetry and literature At the beginning of a siasat nameh redundancy pointed how God is leading some men to attention the king returns . Specifically, Fifth century hegira, saw the development of "manners al" in the Literature of Iran. Nizam al-Mulk very emphasizes that God created all men are adept and assumption that all people are the kings Servant for all time.
Mahmoud and his son Masood Ghaznavi Empire age as the king maker of the original point of view of political action and in such a state Not expect anything else But praise and admiration King Dictator. Ghaznavi kings were despots that kept his empire with sword and intimidation of people. nazem speaks about Sultan Mahmoud of administrative organization that called the Association of Heads of State and military . King calls of the consultation on the important occasion But as its nazem authentication this association is more than the The committee was not consulted and Sultan was not required to consult it Or accept her vote. Mahmoud was only through indirect forced to accept an opinion.
The words of Beyhagi can understand any opposition by will Masoud can Sultan's anger is aroused. But in the face of careful and deliberate thought was possible patiently to grant it. Nevertheless King had the right to offset any decision and everything changed as desired (anosheh).
The rebellious mood and atmosphere excuse of Masoud nobody had safety and with His excesses Who couldn't hope to the future the idea of a father and son both had come to opportunism and profiteering In such an environment, even human emotion in poetry and literature wasn't an honest reflection.
Poets are gathering every day around government persons that can make them happy with present. And because his government was subject to failure the poets went from his association, even the Masoud was alone. Painful tragedy and heroism of his death in the poem did not reflect in any of payrol and admirers. No wonder that this panegyric Saraeian appears so absurd, none of them is not in the spirit of honesty, friendship and love. (Zarrin kob)
3) Elements: This section refers to elements that poets of the period kings took advantages of them for praise.
1-3) Hyperbole, Exaggeration, Overstatement:
These three elements are key to the poetry of this period. These three elements, in turn, further the tyranny of the kings. "The authority of the Sultan Mahmoud and his conquests, especially suicide attacks to India need to advertise as he had the title of King Ghaznavi. As a result, the market of praise poetry became more

prosperous and day-to-day added to the exaggerated. Exaggeration that had a reasonable extent in Samanian age at the age of Mahmudi Was out of balance (shamisa).

Shir kam va pil zoor va gorg poy va gorgerd
Babr ro, ahoche, robah atf va tak naz
(Dabir Siaghi, Manochehr Damghani)

شیرکام و پیل زور و گرگ پوی و گورگرد
ببر رو ، آهوجه ، روباه عطف و تک تا
(دبیرسیاقی، منوچهری دامغانی)

****

Mah ra ras va zanb rah nadahad dar har borj
Ta ze saed to nadarad mar in har do javaz
(Dabir Siaghi, Manochehr Damghani)

ماه را رأس و ذنب ره ندهد در هر برج
تا زسعد تو ندارند مر این هر دوجوا
(دبیرسیاقی، منوچهری دامغانی)

****

Hame jahan ze to ajez shodand ta darya
Nadasht hich kas in ghadr va manzelat ze basher
(Dabir Siaghi, Farokhi Sistani)

همه جهان زتو عاجز شدند تا دریا
نداشت هیچ کس این قدر و منزلت زبشر
(دبیرسیاقی،فرخی سیستانی)

****

Saed escandar bazmash sahat sahra shaved
Sahat sahra beazmash saed escandar shaved
(Dabir Siaghi, Onsori)

سد اسکندر بعزمش ساحت صحرا شود
ساحت صحرا بعزمش سد اسکندر شود
(دبیر سیاقی، عنصری)

****

Jood o gar bar biaban ooftad darya shaved
Khashm oo gar bar zamin oftad zamin akhgar shaved
(Dabir Siaghi, Onsori)

جود او گر بر بیابان اوفتد دریا شود
خشم او گر بر زمین افتد زمین اخگر شود
(دبیر سیاقی، عنصری)

****

This view of the court poets of Ghazni double the Tyranny of motivation of Ghaznavi kings. Praise the king of Ghazni With this degree of exaggeration any other man the delusional megalomania and to make them proud and dictatorship false. Although the kings of Ghaznavi strongly wanted this flattery and flatterers. Supernatural explanations court poet make Kings of the time tyranny and supernatural and elusive.

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2-3) Compare praised the Iranian mythological characters:

One of the themes of the literary poets in praise of Ghaznavi compared praised Iran mythological characters. The poets sometimes beyond the limited set and deal

to the despisethe Iranian characters and so Turks of Ghaznavi on top of the mythical characters.
Sultan admirers that even in war trips were with him also wrote an ode about the world conquests and often also have important social connectedness.
In this Chaplvsyha sultan of old heroes of Ferdowsi's Shahnameh heroes who say they suffered Dlavryhay Premier counted and the king heard the lie Shahnameh heroes it was insignificant.

Kamande rostam dastan na bas bashad rekab
Chenachon gorze afaridon na bas mesmar va mezraghash
(Dabir Siaghi, Manochehri)

کمند رستم دستان نه بس باشد رکاب او
چنانچون گرز آفریدون نه بس مسمار و مزراقش
(دبیر سیاقی، منوچهری)

****
Dah panzdah man bish nabad gorze fereidoon
Haftad mani gorze she shir shekarast
(Dabir Siaghi, Manochehri Damghani)

ده پانزده من بیش نبد گرز فریدون
هفتاد منی گرز شه شیر شکارست
(دبیر سیاقی، منوچهری دامغانی)

****
Shojaat too hami bastard ze daftarha
Hadise rostam dastan va nam sam savar
(Dabir Siaghi, Farokhi Sistani)

شجاعت تو همی بسترد زدفترها
حدیث رستم دستان و نام سام سوار
(دبیر سیاقی، فرخی سیستانی)

****
Naboode bood bar an shahr hich kas ra dast
Ze asre sam nariman va gah rostame zar
(Dabir siaghi, onsori)

نبوده بود برآن شهر هیچ کس را دست
ز عصر سام نریمان و گاه رستم زر
(دبیر سیاقی، عنصری)

****
Ey adl va rad mardi ra dar jahan
Nooshiravan digar va esfandiar
(Dabir siaghi, farokhi sistani)

ای عدل و راد مردی را در جهان
نوشیروان دیگر و اسفندیار
(دبیر سیاقی، فرخی سیستانی)

****
Az hatam va rostan nakonam yaad ke oo ra
Angoshteh kahin ast beh az hatam va rostam
(Dabir siaghi, onsori)

از حاتم و رستم نکنم یاد که او را
انگشت کهین است به از حاتم ورستم
(دبیرسیاقی، عنصری)

3-3) Compare Persian kings with large foreign kings:
One of the masterpieces of poets of Ghaznavi top Embed the kings of Ghaznavi is Non-Iranian great king. However the king of Ghaznavi under the Caliph of Baghdad to their activities paid and praise them enough them feel the power. Mahmoud past that are of interest to the publication of his name and reputation in the territory of other kings maybe it's name and reputation to the forefront of his army thought greetings exaggeration of the composer of odes also enjoyed and hear the lies and tricks admired poets thus had mocked him was full of joy and pride(zarinkob)

Malek room be mesr amad va khahad ke konon
Khedmat va shoghle gholaman saraye too konad
(Dabir siaghi, manochehre damghani)

ملک روم به مصر آمد و خواهد که کنون
خدمت و شغل غلامان سرای تو کند
(دبیرسیاقی، منوچهری دامغانی)

****

Choon rasolanash dah gam be tajiil zanand
Gheisar az takh foro gardad va khaghan az gah
(Dabir siaghi, manochehre damghani)

چون رسولانش ده گام به تعجیل زنند
قیصر از تخت فروگردد و خاقان از گاه
(دبیرسیاقی، منوچهری دامغانی)

****

Ze kae nameye oo gar doo dastan khani
Bekhandeh yad koni karhaye escandar
(Dabir siaghi, farokhi Sistani)

ز کارنامه او گر دو داستان خوانی
بخنده یادکنی کارهای اسکندر
(دبیر سیاقی، فرخی سیستانی)

****

Be chine shah az peye khotbehye too
Ze gohare khatib tora sakht menbar
(Dabir siaghi, farokhi Sistani)

به چین شاه چین از پی خطبه تو
ز گوهر خطیب ترا ساخت منبر
(دبیر سیاقی، فرخی سیستانی)

****

Be room az peye khedmat toost shaha
Hame shahr diba bar afkandeh gheisar
(Dabir sistani, farokhi sistani)

به روم از پی خدمت تست شاها
همه شهر دیبا برافکنده قیصر
(دبیر سیاقی، فرخی سیستانی)

****

4-3) Mamdouh and the sanctity of the divine approval to legitimize the rule of the Ghaznavians:
One of the tools the government Ghaznavian always been to legitimize the rule of divine approval. Kings by advertising the fact that they are approved by God and with the permission of Allah imposed her kingdom on the public. Poets of

Ghaznavi also constantly literary devices Kings of Ghaznavi's people represent a holy and decent wrong and constantly in his poems refer to this topic that their government is by Allah's permission. In such circumstances it is clear that the kings of increased authoritarianism on the other hand no one is allowed to attack the king approved of God.
It is true that in the House the name of religion, khalifa and Muslims was respected but these were policies and the terms and tricks but what was behind it were the world and the pleasure and fame.
Sultan himself was once Hanafi and one time Shafei Sometimes love Kramyha and sometimes to feel loved Ash'arites to appease the Caliphe killed Ambassador of Fatimi.
And because solid strength and increasing his wealth was confiscated bad Dinan and Qarmatians to the death and destruction left.
But in all these things in order to broaden the scope of the country he was sawing his renown and reputation. Religion and asceticism and piety of Islam and contrary to what is stated in the story of Sofia had softened his heart.
Ghaznavian would like your Samanian to forge their bloodline until His government has a legitimate and popular aspects. Note that according to the old beliefs, the Iranians just someone to admit that the race of kings is king and have divine charisma (shamisa).
It is clear that in such circumstances Kings of Ghaznavi vacuum oven having him with Islam And approved the compensation they Khalifa and in this way Poets do not diminish the sanctity.
Shahe malekan peyroe bare khodayan
Ze izad maleki yafteh va bare khoodaii
(Dabir siaghi, manochehre damghani)
شاه ملکان پیرو بار خدایان
ز ایزد ملکی یافته و بار خدایی
(دبیر سیاقی، منوچهری دامغانی)
****
In mamlekate khosroo taeed samaeist
Batel nashavad hargez taeed samaeii
(Dabir siaghi, manochehre damghani)
این مملکت خسرو تأیید سمائیست
باطل نشود هرگز تأیید سمائی
(دبیر سیاقی، منوچهری دامغانی)
****
Iizad hameh afagh be oo dad va be hagh dad
Na hagh nabovad anche bovad kaare khodaie
(Dabir siaghi, manochehre damghani)
ایزد همه آفاق به او داد و به حق داد
نا حق نبود آنچه بود کار خدایی
(دبیرسیاقی، منوچهری دامغانی)
****
Bedin pako va deli nik va eteghade doroost
Khoday dad tora bar hameh jahan farman
(Dabir siaghi, farokhi Sistani)
بدین پاک و دلی نیک و اعتقاد درست
خدای داد ترا بر همه جهان فرمان
(دبیر سیاقی، فرخی سیستانی)

****
Too ra khoday bar aedaye too mazhar kard
Chenankeh kard bi sisad hezar fath zeman
(Dabir siaghi, manochehre damghani)
ترا خدای بر اعدای تو مظهر کرد
چنانکه کرد به سیصد هزار فتح ضمان
(دبیر سیاقی، فرخی سیستان)
****
Ravad chenankeh khodavand shargh raft barzam
Zamaneh gasht marav ra dalile oo izadyar
(Dabir siaghi, onsori)
رود چنانکه خداوند شرق رفت برزم
زمانه گشت مراو را دلیل و ایزدیار
(دبیر سیاقی، عنصری)
****
Kalam va tigh shah ast ankeh jebraeel amin
Ze aseman sokhan avard vangahi samsam
(Dabir siaghi, onsori)

کلام و تیغ شه است آنکه جبرئیل امین
ز آسمان سخن آورد وانگهی صمصام
(دبیر سیاقی، عنصری)

5-3) reading Qarmati the enemies of the king and the king Ghazi traits:
Clearly, the aim of the kings of Ghaznavi The invasion of other lands is Increase your territory and facilities as well as other countries were looted treasures. However, this is quite untrue court poet presented And jihad for God and fighting the infidels show. Sultan Amir wine and simple assembly and ministers were also imitate And in Ghazni life everywhere was the same When we turn to lead party Sultan that the fire was hot a holy zeal To combat with the Hindu . Provides big assembly of Ghartyan ,her Blood , Mercenaries , volunteers , Stunning army of poets , Courtiers , Servants , And all kinds of careerists .
And with the name of jihad went to the sand and india, this bloody wars That was considered sacred and involves rewards make Muslims in the hearts of Indians was bad and the ugly, Of course The Idol House of India reserves Of the old depleted.

Va anankeh mofsadane jahanand va mortadan
Az melate mohammad va tohide kerdegar
Mar mehrataranash ra zendeh kooni be goor
Mar kahtaranash ra zende konii be dar
(Dabir siaghi, manochehre damghani)
و آنانکه مفسدان جهانند و مرتدان
از ملت محمد و توحید کردگر
مر مهترانشان را زنده کنی به گور
مر کهترانشان را زنده کنی به دار
(دبیر سیاقی، منوچهری دامغانی)

****
Hamisheh kare to ghazvast va pisheh too jahad

Be in do chiiz kooni yad, khofte gar bidaar
(Dabir siaghi, farokhi Sistani)
همیشه کار تو غزوست و پیشه تو جهاد
به این دو چیز کنی یاد، خفته گر بیدار
(دبیر سیاقی، فرخی سیستانی)

****
Govahe in keh soye gang roy avardii
Peye ghazan bad andish khorghe kofaar
(Dabir siaghi, farokhi siatani)
گواه این که سوی گنگ روی آوردی
پی غزان بد اندیش خرقه کفار
(دبیر سیاقی، فرخی سیستانی)
****
Bekoshamat doshman va bardasht ganj va mal bebarad
Ze bahre nosraat dine mohammad mokhtar
(Dabir siaghi, onsori)
بکشت دشمن و برداشت گنج و مال ببرد
زبهر نصرت دین محمد مختار
(دبیر سیاقی، عنصری)
****
Hezar fath chenin va hezar ghazv chenin
Boro bar amadeh va gofteh ashaar onsori
(Dabir siahghi, onsori)
هزار فتح چنین و هزار غزو چنین
برو برآمده و گفته عنصری اشعار
(دبیر سیاقی، عنصری)
****
Ze bahre ghavi kardan din izad
Hamo gardad andar jahan choon sekandar
(Dabir siaghi, forokhi Sistani)
ز بهر قوی کردن دین ایزد
همی گردد اندر جهان چون سکندر
(دبیر سیاقی، فرخی سیستانی)

3-6) are not respecting religious literature in praise commends:

What before anything else in the poetry of court are unrealistic and sometimes even annoying is compare Kings of Ghaznavi prophet's religious leaders and great personalities.

Compare the Prophet Muhammad, Imam Ali, and other great religion of the kings of Ghaznavi is disgusting.

Khoosro adl ke hast amozegarash jebraeel
Kardeh rabalalaminash ekhtiare va bakhtiar
In kakardanash ekhtiaar elaa be hagh va rastii
Van nabodanash joz be kheir va vajz be adl amozegar
(Dabir siaghi, manochehre danghani)
خسرو عدل که هست آموزگارش جبرئیل
کرده رب العالمینش اختیار و بختیار

این نکردش اختیار الا به حق و راستی
و ان نبودش جز به خیر وجز به عدل آموزگار
(دبیر سیاقی، منوچهری دامغانی)

****

Vagar azar bedanesti tasavirash negaridaan
Na ebrahiim az on bedaat bari gashti na eshaghash
(Dabir siaghi, manochehre damghani)

وگر آزر بدانستی تصاویرش نگاریدن
نه ابراهیم از آن بدعت بری گشتی نه اسحاقش
(دبیرسیاقی، منوچهری دامغانی)

****

Hamchenan baaz az khorasan amadi bar poshte piil
Kahmad mersel be soye jannat amad bar baragh
(Dabir siaghi, manochehre damghani)

همچنان باز از خراسان آمدی بر پشت پیل
کاحمد مرسل به سوی جنت آمد بر براق
(دبیر سیاقی، منوچهری دامغانی)

****

Peyambaran r azan pish mojezaat nabood
Ke shah darad va in roshanast va ayaan
(Dabir siaghi, farokhi siatani)

پیمبران را زان پیش معجزات نبود
که شاه دارد و این سخت روشنست و عیا
(دبیر سیاقی، فرخی سیستانی)

****

Cheh too va cheh heydar bezoor va beniroo
Cheh shamshiir too cheh heydar
(Dabir siaghi, farokhi Sistani)

چه تو و چه حیدر بزور و بنیرو
چه شمشیر تو چه شمشیر حیدر
(دبیر سیاقی، فرخی سیستانی)

****

Kaebeh ast sarayash ze bozoorgi malekanra
Kelkash hajarolasvaad va kaf cheshmeye zamzam
(Dabir siaghi, onsori)

کعبه است سرایش ز بزرگی ملکان را
کلکش حجرالاسود وکف چشمه زمز
(دبیر سیاقی، عنصری)

****

Oo ra beparastad che azaad va che bandeh
Oo ra besetayand che gooya v ache abkaam
(Dabir siaghi, onsori)

او را بپرستند چه آزاد و چه بنده
او را بستایند چه گویا و چه ابکم
(دبیر سیاقی، عنصری)

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4) Praiseworthy character:
In this section, desired their physical and spiritual features:
1-4) physical features:

Including features that are attributed poets of the period kings can only be the story of the epic Shahnameh and Homer's Iliad and Odyssey found.
Features extraordinary greats such as Homer and his heroes were Ferdowsi. They are more influenced by epic Paranormal attribute these features to the kings of Ghaznavi Nothing but obsequious and flattering exaggeration poets of this period cannot be taken into account However, the position of the poet in Persian literature will be always reserved.

Ahanin ramahash choo ayad bar dele poolad poosh
Na mani tighash choo ayad bar sare khanjare gozaar
In bedard targe roein ra choo hizoom ra tabar
Van shaved dar sineh jangii cho dar soraakhe maar
(Dabir siaghi, manochehr damghani)
آهنین رمحش چو آید بردل پولاد پوش
نه منی تیغش چوآید بر سر خنجر گذار
این بدرد ترگ رویین را چو هیزم را تبر
وان شود در سینه جنگی چو در سوراخ مار
(دبیر سیاقی، منوچهری دامغانی 1394:37)
****
Berooze maerekeh andar mosaaf doshmane oo
Ze biime zarbaate oo piil befekand dandan
(Dabir siaghi, farokhi Sistani)
بروز معرکه اندر مصاف دشمن او
زبیم ضربت او پیل بفکند دندان
(دبیر سیاقی، فرخی سیستانی، 1371:254)
****
Har an savra ke nazdike oo bejang ayad
Ajaal foro shaved andar tanash bejaye ravaan
(Dabir siaghi, farokhi siatani)
هر آن سوار که نزدیک او بجنگ آید
اجل فرو شود اندر تنش بجای روان
(دبیر سیاقی، فرخی سیستانی، 1371:254)
****
Moobarezan adv pishe oo chenaan ayand
Choo moor ke bood bargerefteh daneh geraan
مبارزان عدو پیش او چنان آیند
چو مورچه که بود برگرفته دانه گران
(دبیر سیاقی، فرخی سیستانی، 1371:254)
****
Hamchenaan khahi ke danii kare gitii ra hami
Adami choon too nabashad ba ghazaa va ba ghadr
(Dabir siaghi, onsori)
همچنان خواهی که دانی کار گیتی را همی
آدمی چون تو نباشدبا قضا و با قدر
(دبیر سیاقی، عنصری، 1363:101)
****
Bar hazaar bashand mardoom az srofe rozegaar
Khood sorofe rozegaar az toost dar hazaar
(Dabir siaghi, onsori)

بر حذر باشند مردم از صروف روزگار
خود صروف روزگار از تست دایم در حذر
(دبیرسیاقی، عنصری، 1363:102)

****

2-4) spiritual characteristics:

Attributes such as sportsmanship, shelter the poor, peasants and dervishes at the thought of being, knowing all the secrets of the universe and... Including several thousand trait the poets of Ghaznavi attributed to kings.

Whereas injustice and oppression example of the Ghaznavian To subordinates and people can be in found in pathetic story Hasanak minister.

Ey baar khooda baar khodayan
Shahe malekanii va panahe zoafaeii
(Dabir siaghi, manochehre damghani)

ای بار خدا و ملک بار خدایان
شاه ملکانی و پناه ضعفایی
(دبیر سیاقی، منوچهری دامغانی، 1394:151)

****

Dar daar fana ahle bagha khalgh nadidaast
Az ahle baghaayi too va dar dare fanayii
(Dabir siaghi, manochehre damghani)

در دار فنا اهل بقا خلق ندیده ست
از اهل بقایی تو و در دار فنایی
(دبیر سیاقی، منوچهری دامغانی، 1394:151)

****

Shahii ke nashod maeroof ela be javanmardii
Ela be nekoo namii ela be nekoo karii
(Dabir siaghi, manochehre damghani)

شاهی که نشد معروف الا به جوانمردی
الا به نکو نامی الا به نکو کاری
(دبیر سیاقی،منوچهری دامغانی، 1394:114)

****

Gitii az adl biarayad ta dar gozarad
Adl va ensaaf malek masoud az adl omr
(Dabir siaghi, farokhi Sistani)

گیتی از عدل بیاراید تا درگذرد
عدل و انصاف ملک مسعود از عدل عمر
(دبیر سیاقی، فرخی سیستانی، 1371:143)

****

Lajaraam chandan keramat yaftii ze izaad kaz on
Sad yeki ra hich haseb kard natvanad shoomar
(Dabir siaghi, farokhi Sistani)

لاجرم چندان کرامت یافتی ز ایزد کز آن
صد یکی را هیچ حاسب کرد نتواند شمار
(دبیر سیاقی، فرخی سیستانی، 1371:75)

****

Timare raeyat khoord va andoohe darviish
Izaad nadahad oo ra hich andeh va timar
(Dabir siaghi, farokhi Sistani)

تیمار رعیت خورد و انده درویش
ایزد ندهد اورا هیچ انده و تیمار
(دبیر سیاقی، فرخی سیستانی، 1371:89)

****

Asrare hami giiti danesteh be danesh
Mahmood va pasandideh be alame asrar
(Dabir siaghi, farokhi Sistani)

اسرار همه گیتی دانسته به دانش
محمود و پسندیده به عالم اسرار
(دبیر سیاقی،فرخی سیستانی،1371:89)

****

Khalgh ra manad ke khalgh az khaak bashad oo ze nor
Aghl ra manad ke mani ziir bashad oo ze baar
(Dabir siaghi, farokhi Sistani)

خلق را ماند که خلق از خاک باشد او زنور
عقل را ماند که معنی زیر باشد او زبر
(دبیرسیاقی،عنصری، 1363:100)

****

Aghl azoo shood niknaan va elm azoo shood rahnama
Fazle azoo shood pishdast va fakhr azoo shood

عقل ازو شد نیکنام و علم ازو شد رهنما
فضل ازو شد پیشدست و فخر ازو شد مشتهر
(دبیرسیاقی، عنصری، 1363:100)

****

4 - Conclusion:

This is not imaginary events, it's real, described the atmosphere at that time mirth of young pleasure, the poet's personal life (a poet who deals with a port of sorrow and Joy pleasure).

In such an environment, what the poet do? Almost no

The society does not expect him, only is the court of Sultan, that He wants him to worship and entertainment, He was one of a clown, amockery, and is a life rounder.

But his life reflected the life of the courtiers, princes, courtiers, an empty life, Hollow, and fruitless can be life filled with joy (zarinkib)

One of the functions of the court is Exploitation literature In order to impose the mass of public opinion or to avoid issue intellectual thoughts and poets, man of letters And this act to distract from the mission of literature. And literature to promote community responsibility and ideals such as Justice, freedom, equality and stand against oppression and injustice and the tyranny of kings.

Literature has been court media that the court must have a public media to promote their ideas (political purpose and social) benefits. One of the best mediums of poetry. In fact, literature is a means of raising people's feelings and belief.

Ghaznavian king to legitimize his rule mourning poetry as a means of media Used that among people of great expansion, and this not only affects people's beliefs But the king's subconscious mind Has been severely affected.

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HOW ARE EQ, IQ AND SELF-ESTEEM RELATED TO READING COMPREHENSION OF INTERMEDIATE AND ADVANCED IRANIAN EFL LEARNERS?

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Abstract
This study intended to investigate the possible relationships among emotional intelligence (EQ), intelligence quotient (IQ), self-esteem, and reading comprehension of Iranian EFL learners. Furthermore, the effect of learners' proficiency level was taken into consideration. For this purpose, two tests (TOEFL Proficiency Test and Reading Comprehension Test) and three questionnaires (Bar-On EQ-I Questionnaire, Wechsler Adult Intelligence Scale, and Rosenberg Self-esteem Scale) were administered to a sample of 26 intermediate and 31 advanced EFL learners at a private language institute in Karaj. In order to make the questionnaire clear for all participants, the items were translated in their L1 (Persian). The gathered data were analyzed descriptively utilizing central tendency. In addition, they were analyzed inferentially using correlation analysis, regression analysis, and a set of independent-samples t-tests. The analyses indicated strong and positive relationships among EQ, IQ, and reading comprehension ability of the participants while there was no significant relationship between self-esteem and reading comprehension. Independent-samples t-test revealed that proficiency level had an effect on participants' performance on EQ, IQ, and reading comprehension tests, in the way that advanced learners outperformed than intermediate learners. Finally, multiple-regression analysis showed that both EQ and IQ successfully predicted learners' reading comprehension performance while self-esteem could not be a good predictor for reading comprehension ability of intermediate and advanced EFL learners.

Key words: Emotional intelligence (EQ), Intelligence quotient (IQ), Self-esteem, Reading comprehension

1- Introduction

Reading can be thought of as a way to draw information from a text and to form an interpretation of that information (Richards and Renandya, 2002). However, this "definition" does not really tell much about what happens during reading and comprehending a text. Actually, reading comprehension is remarkably complex and involves many processing skills that are coordinated in very efficient combinations (Grabe and Stoller, 2011). So, there is a considerable body of research on reading in a second or foreign language with an overarching goal of education which focuses on reading comprehension for all native and non-native students (Grabe, 2002). Because of these importance and complexities, factors which may influence learners' reading proficiency, have been studied by many researchers (Grabe, 2002).

According to Bachore (2014), most of the knowledge that learners get, comes through the ability to read and comprehend the texts. Tizon (2013) stressed that reading is the mother of all study skills and it is one of the most complex and valuable skills a person can acquire. It is not merely an ability to recognize written or printed words, but it also refers to putting meaning to what a person reads and drawing a unified thought of what is read.

Among the influential factors, two intelligence types in addition to learners' self-esteem were put under focus in this research; Intelligence Quotient (IQ) is defined as "the global capacity to act purposefully, to think rationally, and to deal effectively with one's environment" (Wechsler, 1958, p. 34) while Emotional intelligence (EQ), is defined as a person's ability to manage oneself as well as manage relationships with others, so that one can live one's intentions (Weerdt and Rosse, 2012). Self-esteem can be defined as the way an individual perceives him/herself (Engels et al, 2004). In other words, self-esteem is most commonly used to refer to the way people characteristically feel about themselves (Brown et al, 2001).

The study sought to scrutinize the possible relationship among IQ, EQ, self-esteem and reading comprehension of intermediate and advanced Iranian EFL learners to determine which one of these personality attributes had been a more influential parameter on their reading comprehension performance. Consequently, the study was an empirical attempt to answer these research questions:

- Are there any significant relationships among EQ, IQ, self-esteem and reading comprehension of intermediate and advanced Iranian EFL learners?
- Do intermediate and advanced Iranian EFL learners have statistically different performances on EQ, IQ and self-esteem tests?
- Which one of EQ, IQ and self-esteem can be a better predictor of reading comprehension ability for intermediate and advanced Iranian EFL learners?

2- Literature review

For many years, the results of IQ tests were used as the predictor of students' success in academic settings, but recently another type of intelligence was introduced as Emotional Intelligence (EQ). In other words, EQ is defined as "the ability to perceive emotions, integrate emotions to facilitate thought, understand emotions, and regulate emotions to promote personal growth" (Salovey and

Mayer, 1990, p. 67). Goleman (1995, 2001) claimed that, at best, IQ only accounts for twenty percent of the factors determining success in life, whereas the EQ accounts for the other eighty percent. Researchers have suggested that a high level of self-esteem facilitates the achievement of goals and teachers who are aware of the levels of self-esteem their students have about themselves can develop activities and lessons that lead to success for the students (Leary, 1999). Drawing from various theoretical perspectives, much research has validated the assumption that high self-esteem is associated with educational achievement (Marsh et al, 1999).

Simply put, IQ is a measure of an individual's intellectual, analytical, logical and rational abilities. As such, it is concerned with verbal, spatial, visual and mathematical skills (Sigmar, 2010). The most famous theory of intelligence is that offered by Spearman (1927), who proposed that there are two factors underlying mental test performance: A general factor (which he called "g") and specific factors (which he referred to as "s"). In line with Spearman's view put forth in 1920s, intelligence was a "combination of a general factor (g), which is available to an individual to the same degree for all intellectual acts, as well as several specific factors which vary in strength from one act to another" (p. 139).

In 1983, Gardner in *Frames of Mind*: *The Theory of Multiple Intelligences* introduced the idea of multiple intelligences which included both interpersonal intelligence (the capacity to understand the intentions, motivations and desires of other people) and intrapersonal intelligence (the capacity to understand oneself, to appreciate one's feelings, fears and motivations). In Gardner's (1983) view, traditional types of intelligence, such as IQ, fail to fully explain cognitive ability. Thus, there was a common belief that traditional definitions of intelligence were lacking in ability to fully explain performance outcomes.

Originally the term EQ was mentioned by Leuner in 1966, however, it is usually attributed to Payne's (1986) *A study of Emotions: Developing Emotional Intelligence*. Few years later Salovey and Mayer (1990) attempted to answer why some individuals are better at recognizing emotions than others where they first used the term "emotional intelligence" (Mayer, DiPaolo & Salovey, 1990). In 1980, Bar-On, (1997) a psychologist and one of the initiators of EQ-related issues, began to study how emotions affect people's functioning. Using his own work and that of earlier researchers, he began to develop the EQ test, the first scientifically valid assessment for emotional intelligence. The American Psychological Association approved the test, known as the Bar-On EQ-i, or Emotional Quotient Inventory.

Research done in connection with EQ so far has paid attention to EQ as a predictor of success in transition from high school to university (e.g., Parker, Summerfeldt, Hogan, & Majeski, 2004), and has investigated the way the constructs in emotional intelligence are related to a number of issues such as work settings (Carmeli, 2003), performance in interviewing (Fox & Spector, 2000), cognitive tasks (Shuttes, Schuetplez, & Malouff, 2001). Recently, some studies have been done into the role of emotional intelligence in teaching (Fer, 2004; Hawkey, 2006; Mortiboys, 2005). These studies have demonstrated that emotional intelligence can enhance the quality of teaching and learning. However, the relationship between EQ and testing has not been taken into account.

One of the critical studies done regarding the role of EQ in second language learning is the work of Fahim and Pishghadam (2007), in which they explored the relationship between EQ, IQ and verbal intelligence with the academic achievement of students majoring in English language. Interestingly, they found that academic achievement was strongly associated with several dimensions of emotional intelligence (intrapersonal, stress management, and general mood competencies). Moreover, it was found that academic achievement did not correlate much with IQ, but it was strongly associated with verbal intelligence which is a sub-section of IQ test.

Putting the types of intelligence (i.e., IQ and EQ) aside, self-esteem seems to be an extremely popular construct within the field of psychology and has been related to virtually every other psychological concept or domain, including personality (Asadi, 2010). Success is not measured by how much one gains but of how satisfied one is with one's work (Daniel & King, 1995; Grandin, 2002). Hence, a person should put a high value for his performance and be confident of his achievement because those judgments he makes are the drive for mastering proficiency (Stout, 2001). Demo and Parker (1987) believed that in real situations both self-esteem and language learning are interacting variables, in the sense that language learning can affect the degree of self-esteem and vice versa; that is to say, by strengthening one, the other factor will be strengthened.

Various aspects of learning language skills are affected by self-esteem. A number of studies (e.g., Heyde, 1979; Hassan, 1992; Timothy et al., 2001) concluded that self-esteem is strongly correlated with oral communicative proficiency and low self-esteem students cannot express themselves with confidence. Similar results yielded in the area of writing (Frankburger, 1991; Grodnick, 1996; Hassan, 2001) indicated that self-esteem can affect writing success. In addition, other studies (Hutchison, 1972; Sweet, 1977; Richardson, 2003) indicated that self-esteem can affect reading. Success is not measured by how much one gains but of how satisfied one is with one's work (Daniel & King, 1995; Grandin, 2002). Hence, a person should put a high value for his performance and be confident of his achievement because those judgments he makes are the drive for mastering proficiency (Stout, 2001). Moreover, Branden (1994) indicated that the biggest barrier to success is not lack of ability or talent but it is lack of self-esteem. Brown (2000) maintained that "no successful activity can occur without some degree of self-esteem"(p. 145).

Drawing from various theoretical perspectives (e.g., social comparison theory, symbolic interaction theory), much research has validated the assumption that high self-esteem is associated with educational achievement (e.g., Marsh, Byrne & Yeung 1999), that ability levels may influence depressive symptoms and levels of self-esteem (Humphrey, Charlton & Newton 2004), and that a positive self-concept is desirable for children's personal development (Branden 1994). Evidence for the reciprocal nature of self-esteem and adolescent academic achievement has been found by some researchers, but findings are not consistent across studies nor documented as well as the bi-directional influence between domain specific self-concept and academic achievement (Booth and Gerard, 2006). For instance, a study of 838 secondary students in the United States has found a significant relationship between self-esteem and academic achievement for seventh-grade students, but not for ninth-grade (Alves-Martins et al. 2002). In a rigorous longitudinal test of the interrelationships among self-esteem, self-concept and academic achievement based on a large sample of East and West German seventh-graders, Trautwein and colleagues found that prior self-concept significantly predicted later achievement and prior achievement significantly predicted later mathematics self-concept; however, a reciprocal relationship between self-esteem and academic achievement was not found (Trautwein et al. 2006). In general, more successful academic accomplishments are coupled with higher self-esteem. Because there is such a strong, positive relationship and a continuous interaction between these two factors, studying them together can serve students, teachers, counselors and anyone working in the school environment in a beneficial manner (Freih, 2005).

There has been a controversy between researchers over the influence of IQ, EQ and self-esteem on academic achievement, especially on language learning proficiency in an EFL context. Sifarian (1992) examined the nature of the connection between intelligence and inductive reasoning and language learning in general. Results revealed the presence of a median correlation between IQ and foreign language proficiency. In addition, Salahi (1998) investigated the effects of intelligence on the performance of EST (English for Science and Technology) students on reading comprehension. 93 male and female ESP (English for specific purpose) students of Islamic Azad University participated in this research. The main finding of this study was that there existed a weak relationship between intelligence and reading-comprehension achievement.

Szilvia (2007) examined the components of foreign language learning and their connection with learning motivation and other characteristics of students, such as intelligence, learning orientations, self-concept, locus of control, and school achievement. According to those results, intelligence is not connected closely to learning or language learning motivation. Skourdi and Rahimi (2010) equally investigated the relationship between emotional intelligence and linguistic intelligence in acquiring vocabulary among 66 EFL junior students from Shiraz and Shiraz Azad Universities. Findings revealed that there was a positive relationship between emotional intelligence and linguistic intelligence, between emotional intelligence and vocabulary knowledge, and between linguistic intelligence and vocabulary knowledge. Emotional intelligence was found to be a potential predictor for linguistic intelligence, and vice versa. Furthermore, multiple regressions showed that linguistic intelligence was a better predictor of receptive vocabulary knowledge than emotional intelligence.

In the study by Zimmerman and Kitsantas (2005), the mediational role of self-esteem for learning and perceived responsibility beliefs between the girls' homework reports and their academic achievement were examined. One hundred and seventy-nine girls from multi-ethnic, mixed socioeconomic status families were participated in the study. They were selected because homework played a major role in their curriculum. The pass analysis revealed a significant path from the quality of the girls' homework to their Grade Point Average (GPA) via their self-esteem and perceived responsibility beliefs. Furthermore, they found that the direct path between homework and GPA was zero, but the indirect path via self-esteem for learning and perceived responsibility was significant. The reverse hypothesis that the girls' homework mediated the effects of their elf-beliefs on GPA was not supported by the results of a second path analysis. Despite the many findings cited above, there is still pressing need to conduct research on EQ, IQ and self-esteem's effect on successful performance of reading comprehension tasks in Iran as a an EFL context.

3- Method

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3.1 Participants

75 learners of English (38 intermediate and 37 advanced) were the general population of the study from which the required sample of the study was selected. They were selected from the whole intermediate and advanced EFL learners of Dorsa Language Center in Karaj and were all Iranian and native speakers of Persian with the age range of 17 to 29 from both genders (39 female and 36 male). This should be noted that none of these students had the experience of living in an English speaking country and were chosen based on convenience sampling. In this type of sampling, the participants' accessibility is relatively easy and should have particular characteristics, which are related to the purpose of the study. Tables 1 and 2 represent the demographic information of the participants regarding their age and genders.

Table 1. Age of the population

AGE	Female participants (%)	Male participants (%)	All participants (%)
Less than 20	14 (14.04)	8 (7.02)	22 (21.06)
21-25	21 (36.84)	20 (35.09)	41 (71.93)
26-29	3 (1.75)	8 (5.26)	11 (7.01)
All	39 (52.63)	36 (47.37)	75 (100)

Table 1. Reputation of the participants regarding English learning

Years of studying English	Female participants (%)	Male participants (%)	All participants (%)
Less than 1	0	5 (6.66)	5 (6.66)
1 to 2	14 (18.66)	11 (14.66)	25 (33.33)
2 to 3	17 (22.66)	9 (12.00)	26 (34.66)
3 to 4	7 (9.33)	4 (5.33)	11 (14.66)
More than 4	1 (1.33)	2 (2.66)	3 (4.00)
All	39 (52.00)	36 (48.00)	75 (100)

In order to check and reinsure their homogeneity and selecting the needed participants, the whole population of the study was asked to take a valid TOEFL General Proficiency Test. After acquiring all the population's TOEFL scores those whose scores were between 1 unit of standard deviation above and below the mean score were selected as the homogeneous final participants of the enquiry. 26 intermediate and 31 advanced English learners were chosen as the actual participants of the study. The distribution of participants with respect to their gender and level of English proficiency is presented in the following table. The finalized participants were considered homogenous regarding their English background because they were all learners of private English institute, none had the experience of living in an English speaking country and they had more or less similar performances on the TOEFL general proficiency test.

Table 3. Level of English proficiency across gender

LEVEL / Sex	Intermediate	Advanced	Total
Female	12	18	30
Male	14	13	27

Total	26	31	57

3.2 Materials and instruments
To determine whether EI, IQ and self-esteem have any correlation with the students' reading performance, the instruments used and the manner in which they were intended to collect data as the variables of the study are described in the following order. The measuring instruments and of this enquiry consisted of:

- *TOEFL General Proficiency Test:* A retired version of TOEFL (EST, 2003) was administered in order to check the homogeneity of the participants at the outset of the study. The test encompassed 40 test items of structural/lexical English knowledge.
- *Reading comprehension tests:* The reading comprehension tests for each of the proficiency levels were taken from "NTC's Preparation for the TOEFL" consisted of five standard texts each followed by six questions in multiple-choice format.
- *Bar-On EQ-I Questionnaire:* To measure the EQ of the subjects, the main version of the Bar-On Emotional Quotient Inventory (EQ-i; Bar-On, 1997) was used and administered at the beginning of the study. It is a self-report measure of emotionally and socially intelligent behavior that provides an estimate of emotional social intelligence and can be administered to all people above 16 years old. This scale includes 132 items in the form of short sentences and measures five broad areas of skills or competencies: The first is *intrapersonal EQ* (40 items), the second is *interpersonal EQ* (29 items), the third is *adaptability EQ* (26 items), the fourth is *stress management EQ* (18 items) and the fifth which is *general mood EQ* (17 items). The translated version of the questionnaire was employed for the study.
- *Wechsler Adult Intelligence Scale:* To measure IQ of the participants, Wechsler's Adult Intelligence Scale (1981) was used. The test consists of two scales of verbal and performance. The verbal scale is composed of *Information* (29 items), *Digit Span* (14 items), *Vocabulary Knowledge* (40 items), *Arithmetic* (14 items), *Comprehension* (14 items) and *Similarities* (13 items) subscales. The performance scale measures *Fluid intelligence* (the ability to see relationships, as in analogies in letter and number series), *Picture Comprehension, Picture Arrangement*, *Block Design*, *Digit Symbol* and *Object Assembly*. In this study, the translated version of the scale was used which is prepared by Azmoon Padid Institute (1993), Tehran.
- *Rosenberg Self-esteem Scale:* It was used for measuring participants' general self-esteem. It is a 10-item scale that measures global self-worth by measuring both positive and negative feelings about the self. All items are answered using a 4-point Likert scale format ranging from strongly agree to strongly disagree. The scale generally has high reliability: Test-retest correlations are typically in the range of .82 to .88, and Cronbach's alpha for various samples are in the range of .77 to .88 (Blascovich and Tomaka, 1993 and Rosenberg, 1986). Studies have demonstrated both a uni-dimensional and a two-factor (self-confidence and self-deprecation) structure to the scale.

3.3 Procedure

To commence the study and get the reliable data, 75 participants expressed their willingness to take part in the study. However, in order to ensure their homogeneity, a retired version of TOEFL general English proficiency test was administered. It should be noted that the mean of the scores was 84.51, with the standard deviation of 3.55. Based on the results, 57 participants were selected as the actual participants of the study. After selecting the participants, a Bar-On EQ-i was administered to check the baseline difference of the selected students' emotional intelligence. Then participants' IQ was measured, using Wechsler's Adult Intelligence Scale then, using Rosenberg Self-esteem Scale, the general self-esteem of the participants was evaluated. Then, the participants of each proficiency level were asked to take part on a reading comprehension test (i.e., NTC's Preparation for the TOEFL). Finally, the acquired data was fed into SPSS (Statistical Package for the Social Sciences) for analysis.

To provide answers to the research questions raised in advance, first, a descriptive analysis was run followed by one-sample Kolmogorov-Smirnov test to check whether the mean scores of the participants' TOEFL, emotional intelligence, intelligence quotient, self-esteem and reading comprehension scores were in normal distribution by using indices such as Kurtosis and skewness. Subsequently, a Pearson correlation coefficient among the variables was administered in order to assess whether a significant relationship existed among the aforementioned variables. Moreover, a set of independent-samples t-tests were employed to compare the performance of intermediate and advanced learners on the the enquiries tests. A multiple regression was utilized to see which one of the study's variables can be a better predictor of reading comprehension ability of Iranian intermediate and advanced EFL learners.

4- Data analysis and results

One of the aims of the study was to determine the possible relationships among EQ, IQ, self-esteem and the reading comprehension ability of intermediate and advanced EFL learners. Therefore, Pearson correlation coefficient was employed to gain insight on any possible relation between each pair of the variables and to find out the strength of these relationships. The findings are summed up in Table 4 and 5 for intermediate and advanced students separately.

Table 4. Results of correlational analyses for intermediate students

	Emotional Intelligence	Intelligence Quotient	Self-esteem	Reading Comprehension
EQ	1	.533**	.02	.371**
IQ	.533**	1	.05	.584**
Self-esteem	.02	.05	1	.07
Reading Comp	.371**	.584**	.07	1

**Correlation is significant at 0.01 level.

As the above table illustrates, the correlation analyses for intermediate learners revealed that three relationships were significant at the 0.01 level; EQ and reading comprehension, IQ and reading comprehension, EQ and IQ were also found to be highly correlated. Regarding EQ and reading comprehension, the correlation coefficient was .371. The correlation coefficient was .533 for EQ and IQ and the most significant correlation (r = .584) was between IQ and reading comprehension for intermediate EFL learners. However, the correlation coefficients between self-esteem and the other three variables were not significant and there were very weak relationships between self-esteem and IQ, EQ and reading comprehension.

Table 5. Results of correlational analyses for advanced students

	Emotional Intelligence	Intelligence Quotient	Self-esteem	Reading Comprehension
EQ	1	.587**	.02	.512**
IQ	.587**	1	.03	.625**
Self-esteem	.02	.03	1	.06
Reading Comp	.512**	.625**	.06	1

**Correlation is significant at 0.01 level.

According to Table 5, the correlation analyses for advanced learners revealed that the relationships were significant at the 0.01 level for EQ and reading comprehension, IQ and reading comprehension and also for EQ and IQ. Due to the results of Pearson correlation coefficient, the correlation coefficient was .587 between EQ and IQ. Also the correlation coefficient was .512 for EQ and reading comprehension. Moreover, the correlation coefficient for IQ and reading comprehension of advanced students was .625, which was the most significant relationship among these variables. Just like the results of Pearson correlation coefficients for intermediate students, the correlation coefficients for self-esteem and EQ, IQ and reading comprehension of advanced students were not significant and there were very weak relationships between self-esteem and these variables.
Independent-samples t-tests were run on each of four dependent variables; emotional intelligence, intelligence quotient, self-esteem, and reading comprehension while the independent variable was the proficiency level (i.e., intermediate and advanced). In other words, these t-tests aimed to determine the significance of different proficiency level's performances on EQ, IQ, self-esteem, and reading comprehension tests, although it has not been a concern of the study. Table 6 displays the results of these independent-samples t-tests.

Table 6. Results of Independent-samples t-tests

	Level	Mean	Std. Deviation	T	Sig. (2-tailed)	Mean Difference
EQ	Intermediate	416.93	48.47	1.2	0.01*	20.37
	Advanced	437.30	35			
IQ	Intermediate	128.5	22.67	2.46	0.006*	11.73
	Advanced	140.23	29.41			
Self-esteem	Intermediate	6.47	2.21	1.01	0.243	0.83
	Advanced	7.3	4.23			
Reading Comp	Intermediate	17.83	1.45	1.85	0.0041*	0.18
	Advanced	18.01	1.62			

Table 6 suggests that there was a significant difference between the two groups' performance on emotional intelligence questionnaire (p = 0.01, p < 0.05). As the table clearly presents, the mean difference between the intermediate and the advanced participants was statistically significant ($p = 0.006$, $p < 0.05$). With respect to the learners' self-esteem, the mean score for advanced students was 7.3 and it was 6.47 for intermediate students. According to the level of significance ($p = 0.243$, $p > 0.05$), results indicated a non-significant difference for the learners of different proficiency levels. Finally, Table 4.12 shows that the mean score of advanced participants on the reading comprehension test was 18.01, while it was 17.83 for the intermediate participants. Due to the level of significance ($p = 0.0041$, $p < 0.05$), there was a statistically significant difference between the two groups' performance on the reading comprehension test; advanced English learners were superior to intermediates.

In an attempt to determine whether students' reading comprehension could be predicted by their EQ, IQ or self-esteem indices, a multiple regression analysis was conducted. As it is discernible, both EQ and IQ can be credited as the predictors of success for reading comprehension tasks (IQ was found to be a better predictor) while self-esteem was not revealed to be a predictor for fruitful reading comprehension tasks.

Table 7. Regression analysis for EQ, IQ, and self-esteem

Variable	Beta	T	Sig.
EQ	.282	4.63	.00
IQ	.439	8.56	.00
Self-esteem	.000	1.3	.78

Dependent variable: Reading comprehension

Table 7 shows that both of IQ and EQ regressions were significant at 0.01 level, that is, the independent variables of EQ, IQ, significantly can predict reading comprehension success. The *Beta* values of the three variables revealed that IQ was the best predictor. That is, one standard deviation unit change in the EQ score would result in 0.43 units of change in reading comprehension. After IQ, EQ was a good predictor of reading ability with a *Beta* value of 0.282. Moreover, as it is shown the *Beta* value of self-esteem was 0.00 with no predicting power. The results indicated that IQ and EQ were significant predictors of reading comprehension, respectively. The findings suggested that IQ demonstrated the strongest relation with reading comprehension while there was not a considerable relation between self-esteem and reading comprehension of the participants.

4.1 Discussion

As the statistical analyses revealed, a positive and strong relationship was found between EQ and reading comprehension of intermediate and advanced EFL learners, meaning that an increase in EQ is associated with an increase in students' reading comprehension ability. This is consistent with previous theoretical and empirical studies (Aghasafari, 2006; Fahim and Pishghadam, 2007; Stottlemayer, 2002) which empirically supported the positive relationship between EQ and academic success. Similarly, Motallebzade (2009) found a positive and strong relationship between EQ and reading comprehension.

Further analysis showed a stronger correlation between IQ and reading comprehension which is in line with Duckworth and Seligman (2005) study, which supported the positive correlation between IQ and reading comprehension ($r = .55$). Comparatively, Ghabanchi and Rastegar (2014) came to this conclusion that the relationship between IQ and reading comprehension proficiency was stronger than the relationship between total EQ and reading comprehension proficiency. Furthermore, they found that reading comprehension proficiency was strongly associated with the IQ of EFL learners in educational context.

Finally, it was found that there was not a significant and strong relationship between self-esteem and reading comprehension of Iranian EFL learners ($r = .02$, $p < .05$). This finding contrasts with that of Hisken (2011) study, which provided evidence that regarding self-esteem and reading comprehension, there was a positive and significant relationship ($r=.342$) between them. Of course, it must be stressed that the results are consistent with Rubio's (2007) study.

Multiple regression analysis revealed that EQ and IQ significantly predicted the students' reading comprehension. EQ predicted 28% of reading comprehension performance while IQ predicted 43% of that. This can be compared with the study by Duckworth and Seligman (2005), who investigated the effect of IQ in predicting academic performance among 150 eight-grade EFL learners. By using regression analysis, they concluded that IQ is a good predictor (*Beta*=*.54)* for reading comprehension. After IQ, EQ is a better predictor of reading comprehension with a *Beta* value of .28. This finding is consistent with that of Walker (2006) who claimed that EQ is a good predictor (*Beta*= *.49)* for reading comprehension. Moreover, Stys and Brown (2004) approved this study's findings about the predictive power of EQ for reading comprehension success. Proficiency level (*Beta* = .08) was also shown to be a predictor for successful reading comprehension tasks.

Finally, self-esteem with a *Beta* value of .01 is the weakest predicting variable of all and cannot predict students' reading comprehension performance. This is in line with Rubios' (2007) study who concluded that self-esteem is a weak predictor for reading comprehension. However, the findings of the study conflicted with others (Zoller, 2001; Bagheri and Faghih, 2012; Yogurtcu, 2012), who claimed that self-esteem is a significant predictor for reading comprehension performance of students. For instance, Yogurtcu (2012) investigated the impact of self-esteem perception on reading comprehension on academic achievement and found that there is a strong relationship between self-esteem and reading comprehension and self-esteem with a *Beta* value of .66, is a significant predictor of reading comprehension. The findings revealed that IQ, EQ, and proficiency level were significant predictors of reading comprehension ability. Among them, IQ was the strongest significant predictor of reading comprehension (*Beta* = .43), after that, EQ (*Beta* = .28) and proficiency level (*Beta* = .08), respectively. Additionally, self-esteem was found to be an incompetent predictor of reading comprehension for Iranian EFL learners.

5- Conclusion

Many studies have highlighted the need for effective measures to improve the reading skill. Learners' beliefs and feelings influence the ways in which they approach a specific task such as reading comprehension. Among the effective variables, EQ, IQ, and self-esteem are three related and in many cases determining concepts to foreign language learning and subsequently to reading comprehension ability (Block, 1993). It is increasingly evident that the acquisition of reading strategies and reading comprehension skills demands a large amount of effort and motivation and as a result, teachers should invest time and energy in supporting students' motivation and engagement in reading.

The findings revealed a strong and positive relationship between EQ and reading comprehension, and a stronger one between IQ and reading comprehension. Moreover, the correlation coefficient between self-esteem and reading comprehension was negligible. Moreover, there were significant differences between intermediate and advanced English learners on EQ, IQ and reading comprehension tests; advanced students had a better performance on these tests, compared with intermediate students. Additionally, it was shown that the two independent variables of EQ and IQ could significantly predicted learners' performance on reading comprehension tasks. According to the *B*eta values, it was revealed that IQ has been a better predictor than the EQ. However, regression analysis demonstrated that self-esteem cannot predict the reading comprehension of Iranian EFL learners successfully.

5.1 Pedagogical implications

The obtained results of this study have several pedagogical implications regarding how teachers should help their learners learn to increase their reading proficiency as well as their positive feelings toward learning tasks. One of the most important results of this research was the fact that students' EQ and IQ are closely related to their learning and have a positive influence on it. Consequently, it is logical to conclude that English school and language institutes should consider and make use of the ideologies, methods, and activities of EI and IQ enhancement in the EFL classrooms in an effort to promote the students' academic performance. This leads to the enhanced classroom intimacy, which will even cause teacher student relationships more sympathetic and reduce the problems of class control and management.

In spite of the common belief that traits like EI and IQ in each person are fairly constant, there is some evidence, which confirms that the learners' EI and IQ can be varied in a short period of time if they are motivated enough (e.g., Nelis et al., 2011). Shao, Yu, and Ji (2013) stated that a person's motivation influences greatly on how he or she performs in the reading tasks. Likewise, they claimed, "Researchers in language and motivation have confirmed that both the acquisition and production processes of the second language are largely determined by the learners' motivation, and reading is no exception" (p. 118).

Moreover, the findings of the present study can be applicable to teacher training courses (TTC) English school, and language institutes in order to promote the students' EI and IQ, which leads to better academic performance. In such courses, future teachers can gain the teaching knowledge and techniques required, such as literature-based approach or using highly emotional short stories, to enhance their students' motivation that leads to higher level of EI and IQ, which in turn results in better performance in their reading skill.

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GRASPING THE MEANING OF GLOBALIZATION THROUGH ITS ANTONYMS

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Abstract
This paper seeks to amplify the basic meaning of globalization and how it came into being by scrutinizing it through its antonyms concepts such as Internalization, Dependency Theory, World-System Theory, Development, Liberalization, Neoliberalization and Global Village. The arguments of this paper is done by comparative method, that is between globalization with those of its antonyms. It is found that the meaning of globalization becomes clearer and more objective should it is perused through its antonyms rather than conventionally done, namely, by defining it directly to its term. By using comparative method, globalization could be grasped a process of *porousness* of the boundaries which hitherto binding the relationships to the 'Core-Periphery structure' and compartmentalizing the countries and preventing the local entities (at the grassroots) in those countries from having direct relationships and unification with the entities outside the country (or from above, or at the global levels). On the contrary, its antonyms denote the strengthening of those boundaries by preserving the 'Core-Periphery structure.' Globalization came into being as a consequence of the emergence of postmodernity since mid-1980s which has "diminished the Core-Periphery structure" and various boundaries. This paper emphasizes that globalization discourses should not only about the absence of boundaries but also about the condition of the world without Core-Periphery structure.

Key words: Modernity, Internationalization, a Core-Periphery structure, postmodernity, porous

Introduction
Even though there are large number of academic and scholarly discourses on the concept of globalization (for instance, Giddens, 1991 & 1990; Mario Saenz, 2002; Harvey, 1989; Beck, 1992; Powell, 2014), it is still worthy to revisit the present topic for it has some important advantages. Naturally, should one has known what is not globalization, he/she would not easily fall on the wrong track when dealing with globalization. The complexity of globalization frequently confused observers. Many have employed Internalization, Dependency Theory, World-System Theory, Development, Liberalization, Neoliberalization and Global Village to analysis it. Many have addressed globalization as coterminous with Westernization (Bozkurt 2012). In fact, there are observers who assumed that globalization is the process of Westernization itself (Keping, 2009: 107). For instance, Ganguly (2010: 50)

applauds, "Nevertheless, Westernization can be seen as an aspect of globalization." As can be perused in this paper, those theories and concepts are not globalization, in fact, they are its rivals.

One of most serious misleading notion in conventional discourses is to have disseminated globalization as a concept which bound to "Core-Periphery structure" where the "Core" is referred to the well developed nations in the West, while the "Periphery" as underdeveloped nations in the South or in the East which are depending to the West. For instance, Galtung (1971: 103), while dealing with globalization, gives this statement:

The World consists of Center and Periphery nations, and each nation, in turn, has its own centers and periphery. Hence, our concern is with the mechanism underlying this discrepancy, particularly between the center in the Center, and the periphery in the Periphery.

Most observers, whether explicitly or implicitly, assent that the local entities are weak, fragile, vulnerable and defensive, thus, the emergence of globalization has been at the expense of poor non-Western nations. They commonly regard globalization as an imperialist project of the West which has brought negative influences to the local (especially among non-Western nations) such as imperialism, colonialism, yellow culture and religious detraction (Ganguly 2010: 52; Headley 2012), demising nation-states and driving non-Western nations under the subrogation of the West (Ohmae, 1995: 78; Fagan & Munck, 2009: 232; Ritzer & Atalay 2010: 247; Holton, 2011: 120). Ohmae (1995: 78), for instance, advocates that in globalization era "The nation state has become an unnatural, even dysfunctional unit for organizing human activity and managing economic endeavor in a borderless world."

Some of them even assumed that globalization has brought global standardization, homogenous and single world where the whole world increasingly similar because has been constrained and shaped by a single power of the West. For example, in terms of clothing, people around the world, including those behind iron curtains of Great Walls of China, are wearing Western clothes (such as pants, t-shirt, coat, tie and shoes). In terms of language, the whole world are moving towards speaking English and using Roman alphabets. In terms of education, be it is formal or non-formal, the whole nations in the world are adopting the Western education system. In terms of economy, people around the world, including socialist Russia and China, are now taking Western capitalistic and *laissez-faire* system as their model (Ganguly 2010: 52).

This paper will peruse that all the above notions are not globalization. Instead, they are the essence of Modernity, Westernization, Internalization, Development, Dependency Theory, World-System Theory, Liberalization, Neoliberalization and Global Village, the antonyms of globalization. It is suffice to grasp the meaning of globalization by scrutinizing the comparison of its characteristics with its antonyms as shown in **Table 1.** Once those antonyms of globalization have being unfold, one will automatically gain knowledge on what globalization really means. In fact, it will shade light on how globalization came into being as it is today.

This paper is an attempt to grasp what does globalization mean and how it came into being by reckoning through its antonyms. These are done by, first, unfolding the concept which is consensually identified as globalization as its basic reference, and than, secondly, comparing it with those concepts which are not globalization. This paper unfold the concept of globalization configured by Roland Robertson

(1992) as its basic reference, particularly for the purpose of setting up its premise. The importance of Robertson's concept here is owing to the fact it has been the precursor in the configuration of the term "globalization" as a concept. This is testified by the findings of Waters (1995) from his extensive and exhaustive studies in prominent libraries in the West. He proclaims:

The key figure in the formation and specification of the concept of globalization is Robertson (Waters, 1995: 3).

The configuration of this concept occurred in the mind-1980s when Robertson published an paper entitled "The Relativization of Societies: Modern Religion and Globalization" (1985 in T. Robbins, W. Shepherd and J. McBride (eds.), *Cult, Culture and the Law*. Chicago: Scholars). According to Waters (1995: 3), initially his research focused on the nation-state-society, but he identified the nation-state as an actor in an international arena.

Should the finding of Waters is debatable, at its very least, it had been after Robertson initiated its concept in mid-1980s that brought the current discourse of globalization to become profound. Before that, "globalization" had been arbitrary used as an ordinary word without any distinguish concept. Nevertheless, the bulk of arguments in this paper are based on the author's own observations and contemplations. It is deeply hope that it can give some basis to predict the pass, the current and the future trends of the world condition by looking through the antonyms of globalization.

What is Globalization

Robertson's definition of globalization is as follow:

Globalization **as a concep**t refers both to the compression of the world and the intensification of **consciousness** of the world as a whole (Robertson, 1985: 8).

Every word and phrase in this Robertson's definition of globalization underpin fundamental components of the concept of globalization which without acquainting with them will deviate the discernment of globalization from its actual meaning—as far as the definition of globalization mooted by its founder is concerned. One has to reckoned that that Robertson is employing globalization as a "concept," not as "a concrete existing world." Furthermore, emphasis should also be given to the word "*consciousness*" in his phrase "globalization as the compression of the world and the intensification of *consciousness* of the world as a whole." This is owing to the fact that he is talking about "consciousness," not about the existing world. Robertson's own words on this matter is as follow:

I maintain that what has come to be called globalization is, in spite of differing concepts of the theme, best understood as indicating the problem of *form* in term of the world become 'united,' but by no means integration in naïve functionalist modernization (Robertson, 1992: 7).

In Robertson's definition, it refers globalization as "the compression of the world." As literally speaking, the word "compression" means 'too tight,' 'compact' or "too crowded." In globalization discourse, it denotes the world without boundaries—which include no state's boundaries, state's laws, and regulations and so forth which previously compartmentalized the countries into their own enclosure's boundaries and preventing local entities (in those countries) from having direct relationships and unification with the entities outside those countries or at the global levels—and, as the world has not been compartmentalized by various boundaries, it became a single place. It become crowded (in the sense 'compressed) as all entities in entire world are living in that 'single place.' He exerts, the world became without boundaries as those boundaries become ***porous*** (Robertson, 1992: 5).

In daily and informal conversations, 'porous' means something that can be passed through, penetrate, easy to cross, permeable and accessible. This happened because there are pores which caused various elements can cross over from one side to another, and this resulting the occurrence of contacts between the entities which previously separated by those boundaries. Its antonym is 'watertight' meaning can not be passed through, not penetrable, cannot cross over, not permeable, and inaccessible.

In globalization discourses, the phrase 'boundaries become porous' —or the "diminishing of Core-Periphery structure"— denotes the actions or processes that dismantling, diminishing, abandoning, loosing, reducing, weakening or abolishing anything which hitherto blocking, inaccessible, obstacle, unavailable, constrained, binding, structuring and preventing the relationships and unification between the entities in the country with the entities outside the country.

The 'boundaries become porous' or 'Core-Periphery structure diminished' occurred in various forms and also being driven by various factors. The factors came from two directions: firstly, at the grassroots, and secondly, from above. For the first direction, some of the factors which caused the boundaries became porous at the grassroots are as follow:

Economically	:	Relaxation of trade barriers, lifting the embargo, tariffs, taxes, and Neo-Liberalization policies (including Liberalization, Deregularization and Privatization)
State's barriers	:	Loosing the control of citizenship, passport, immigration, laws, international border's surveillance and control
Politically	:	Enhancing the political stability, and good diplomatic relationship with foreign nations
Physically	:	Minimize the distance, fences, river, sea, mountains and thick forest
Education	:	Enhancing the educational development levels; this lessen the obstacles because it open-up the mind-set and sensitivity about the significant of the outside world
Communication	:	Rapid progress of transportation systems, especially jet aircraft, fast rail. This also includes the cheap ticket of those transportations
Telecommunication	:	Revolutionary sophistication of telecommunications systems, especially internet, satellite, computer and mobile hand phone which have multifunction. These result the distance totally zero
Ideologically	:	Abandoning or subdue the ideological differences. Currently, the socialist and democratic nations are inaccessibility. compare to democratic nations
World-Class standard and branded		The emergence of deep consciousness of the 'world-class standard' and branded
Global bench-mark		Referring the global bench-mark as the frame of

reference

At the grassroots, all those factors of globalization are voluntarily undertaken by the locals —local entities or local actors. Karliner (1997: 178) called this process as "the globalization at the grassroots." Furthermore, he stresses that the "'globalization from above,' as an incipient form of 'globalization from below' appears to be taking place across the world (Karliner, 1997: 178).

As for the second direction, on the other hand, there are also entities or actors from outside or "from above" that have caused the boundaries to become porous. Some of them are as follow: 1) the increasing of global wealth, 2) weakening the international trade policy, 3) the collapse of communism/socialism nations, 4) revolution in the field of communication (ICT) especially with the establishing interactive connections, 5) sophistication in transportation, 6) restructuring the operation of Transnational Corporations (TNC) through Neo-Liberalization policies including Liberalization, Deregularization and Privatization, 7) globalizing trade and finance market, 8) the activities of international capitalists, and 9) diasporation.

Globalization came into being as a result of the interrelated actions of those factors from both sides, at the "grassroots" and "from above." It process is best elaborated by Robertson's (1992: 5) observation:

With the rapid growth of various supra-national and transnational organizations, movement and institutions (such as global capitalism and the global media system) the boundaries between societies have become more *porous* because they are much subject to 'interference' and 'constraint' from outside. On the other hand, internal societal affairs are themselves increasing complicated and oriented to outside by a variety of factors, including greater consciousness (which may well be grossly misinformed) of other societies, allegiance to groups within other societies (much but certainly not all of that occasioned by diasporation), economic penetration and the 'internationalization' of national economies.

The outcome of this process could also be expressed by using the phrases what observers called "borderless world" or "the world without borders." However, it cannot be perceived using the concepts of Internalization, Dependency Theory, World-System Theory, Development, Liberalization, Neoliberalization and Global Village. Globalization is totally different from its antonyms, firstly, at its basic level, globalization is about the *porousness* of boundaries which binding the relationships to the 'Core-Periphery structure' and compartmentalizing the countries and preventing the local entities (at the grassroots) in those countries from having direct relationships and allegiance or unification with the entities outside the country. Secondly, as could be scrutinized its factors in the list above, globalization is voluntarily done by all parties both from the outside as well as by the locals. These interrelating actions have caused all those boundaries to become *porous*, and finally gave to globalization.

Thus, in globalization it is not only about the absence of boundaries —to which observers called it as "borderless world" or "the world without borders"— but also concerning the condition of the world without the 'Core-Periphery structure' caused by foreign factors as well as by voluntarily undertaken the local actors. It should be expressed that scrutiny on its factors in the list above demonstrates that one of the characteristics of globalization is it involve the roles of local actors in the process. This is what being called "glocalization,' a term coined by Robertson as well.

Of What Not Globalization — Westernization, Internalization, Dependency Theory and World-System Theory

As mentioned in the earlier section of this paper, conventional discourses have confused the concept of globalization by mixing it up with what not globalization, namely, Westernization, Internalization, Dependency Theory, World-System Theory, Liberalization, Neoliberalization and Global Village. All these concepts are not globalization because in essence they are bound to "Core-Periphery structure.' This structure is a product modernity. As can be scrutinized in the latter parts of this paper, modernity started in the West since at least 16th century, and at its initial stage it spread to the whole world through: Colonization of the West since 16th century especially by the British, Dutch and Flanders (Belgium, France and parts of Holland); Internalization (of trade, ideas) since early part of 19th century; and economic Liberalization in mid-20th century.

These are also how the process Westernization spread all over the world. It came together with modernity. It also so with Internalization. The very word of 'Internalization' was posited by Karl Marx and Frederick Engels (in their monumental writing, *The Communist Manifesto*, 1969, originally 1848) in mid-19th century. According to its main author, Karl Marx, Internalization came into being as the consequence of the exploitative bourgeoisies (or capitalists) from the West on non-Western or periphery nations:

The need of constantly expending market for its products, chases the bourgeoisie over the whole surface of the globe. It must settle everywhere, establish connection everywhere (in Wiesner-Hanks *et. al*, 2014: 187).

Hence, based on the founder of it concept, Internalization is about the activities of the bourgeoisie (or the capitalists) from the West exploring the whole world to sell their goods and to get raw materials to fill their factories in the West, as well as to get cheap labors. Then, according to Marx, as a measure to secure their economic interests and dominations, they colonized the nations where they established their economic activities.

Due to such development, Internalization, as well as modernity, had brought the emergence of 'two centers or axes' in the life of mankind in the whole world, namely, the 'Core-nations' in the West and 'Periphery nations' in non-Western countries—which also refers to as 'the South' or 'the East.' As the results of this emergence, the progress of humankind (in the whole world) was bound to Core-Periphery structure where the non-Western nations are deeply depending to the Core-nations in the West.

Thus, this is the evidence that the concept of Internalization should not be considered as globalization as it strongly intimated with colonization and imperialization. More importantly, it very basic foundation stands on "Core-Periphery structure." Whereas these occurrences are against globalization.

Accordingly, it had been within this framework that modernity spread out to the whole world in its early stage. It also within this framework that had brought out the theories of Dependency Theory initiated by Cardoso and Faletto (1979), and the World System Theory by Wallerstein (1980). In fact, these theories had been the extension, if not 'duplication,' of the developments which posited by Karl Marx's 'Internalization.'

In social science studies, those theories and concepts, namely, modernity, Internalization, Development, Dependency Theory, World-System Theory, Liberalization, Neoliberalization, and should be added too Global Village, are been classified as *Grand-Narratives* or mainstream theories. As could be seen in this paper, these theories and concepts should be considered as globalization. The main reason is that they all stand on the foundation of "Core-Periphery structure." For instance, the concept of Development, at its initial stage it had been the expansion modernity from the West to periphery nations through Internalization, colonization and economic Liberalization. Hence, its essence is almost identical with the developments of Internalization and colonization posited by Karl Marx and also with other concepts in *Grand-Narratives*.

Dependency Theory and World-System Theory had directly taken for granted the structure of Marxist's Internalization thesis, in fact, together with his faltering, dogmatism, and criticize to the Western modernity. That is why both theories are called 'Neo-Marxist,' where 'Neo' means 'new.' Both theories equally noted that the development of modernization and Internalization are generically 'colonization' on the rest of the world which resulting all nations all over the world becoming dependent on to the West (the Core-nations) (Hall, 2000: 4-9, 316; Kardulias, 1999: 288).

The variations between Dependency Theory and World-System Theory are as follow: Dependency Theory expressed the world has been divided into two axes, the Core-nations and the Periphery nations. Dependency Theory created "a structure of Core-Periphery" or 'a structure with two axes.' Hence, as it was almost identical with World-System Theory which both intimated with Marxist's paradigm.

The World-System Theory by Wallerstein (1974), appeared in the 1970s, supervened Dependency Theory. Ritzer & Dean (2015: 62) clarify that:

Dependency Theory has tended to wane, but it has been replaced, and to some degree incorporated, in a broader theory known as the World-System Theory (Wallerstein 1974: 2004). This theory envision a world divided mainly the *core* and the *periphery* with the nation-states associated with the latter being dependent on, an exploited by, the core nation-states.

According to Wallerstein (1974: 204), he initiated the World-System Theory as the structure of Dependency Theory, that is 'Core-Periphery,' still inadequate to capture the complexities of world at that era. Then, he introduced World-System Theory which had another periphery that is 'semi-periphery' between the Core-nations and Periphery nations which acts as a buffer between the Core (Western nations) and the Periphery nations (non-Western nations) (Wallerstein, 1974: 204; Allen & Skelton, 2005: 33; and Meng, 2006: 46). It avoided direct relationships between the Core and Periphery, thus, the impacts of the Core (Western nations) on periphery nations less rigid compare to Dependency Theory—as the semi-periphery acts as a buffer between the Core and the Periphery.

The semi-periphery did achieve capitalist development, but their development dependent on two senses: First, much of the production of the industries in semi-periphery countries were the output of transnational firms with their headquartered in the Core regions, the West. Second, a large percentage of products from the semi-periphery countries were sold as input for further production in center country industries. Hence, the semi-peripheries which were often exploited by the Core were also the exploiters of peripheries themselves (Wallerstein, 1974: 204; Allen & Skelton, 2005: 33; and Meng, 2006: 46).

This means in World-System Theory there are centers within the periphery nations. These centers supply various sources and cheap laborers to the major periphery which they dependent on, and the major periphery still the dependences of the Core-centre, the West. The basic features of World-System Theory can also be drawn as follow (Chatterjee, 2010: 30):

- The world is divided into 'core' and 'periphery' regions, a system in which the rich capitalist nations dominated over the poor periphery nations, mainly the Third World Nations
- Semi-periphery is not as advanced as the Core but it ahead of the periphery
- There are core and periphery within the Core and Periphery, the new class struggle would involve the core and the periphery
- Dependency Theory which comes closer to World-System Theory suggests that due to historical reasons, the Third World remain dependent on external power

However, in essence, there was no major structural differences between Dependency Theory and World-System Theory as they were both governed by 'a Core-Periphery structure' posited by Marxist's 'Internalization.' They both created the uneven and imbalance development between the West and non-Western nations (Kearney 2004: 220). Both theories expounded that periphery nations could not develop in the real sense, instead, will continuingly in underdevelopment condition because they are bounded in shackled chains of "Core-Peripheral" structure. Periphery nations are powerless to resist the powers of the Core-nations. As will be detailed in the coming sections, this structure is also embedded in other concepts which derived from modernity, namely Global Village, Liberalization, and Noeliberalization.

The *Global Village* — is Not Globalization

Another source of confusion to grasp the meaning globalization is the emergence of the phrase "Global Village" initiated by Marshall McLuhan in 1960s through his *Understanding Media* (1964/2003: 6). At a glance, the phrase "Global Village" seems as though it bears the meaning of the globalization. However, should one scrutiny its structure, substances and also the factors which brought it to come into being, one will notice that in reality it does not fulfill globalization characteristics. In fact, Global Village is opposing to globalization.

As a concept, Global Village refers to the increasingly linked together of human across the globe through electric media such as telephone, television and press which enabled people in one side of the world connected with people at the other side of the world as quickly as it takes us to converse with those who inhabit the same physical space; as though those people are living in the same village (McLuhan, 1964: 5). According to McLuhan (1964: 5), the speed of those electronic media, in particular, allow people all over the world to act and react to global issues at the same speed as normal face to face verbal communication where the "*time* has ceased, and the *space* has vanished. He pronounced, we now live in a Global Village a simultaneous happening" (McLuhan, 1967: 63). People can hear and see events thousands of kilometer away instantly in few seconds. For instance, an incident that took place in Sahara desert, Africa, instantaneous be known by the local people in Mongolia.

However, Global Village should not be considered as globalization. The immediate different is communication in globalization prominently through internet which operating in interactive terms, that is there are exchanges of messages between the sender and the receiver where each take turns to send or receive messages. Here, in globalization era, both "sender" and "receiver" are both "communicators" and their role reverses each time in the communication process as both the processes of sending and receiving occurs at the same time. Importantly, in globalization communication everybody is an editor.

More detail why Global Village should not be considered globalization, instead, it should be considered as its opposing, owing to the following facts:

1) Global Village sprouted and grown in the mold of Modernization and Internationalization,
2) Just like Internalization and Modernity (which had set up the foundation for Dependency Theory, World-System Theory, Development), Global Village continuing the "Core-Periphery structure' which has two axes; they are the Core-nations in West, and Periphery nations in the South and East;
3) All information and assets in the mass-media networks throughout the world belonged to and controlled by the West. For instance, the information to be published or broadcast worldwide are controlled, censored and edited by the editors in the studio rooms in the Western countries;
4) The networks of Global Village were telephone and television which by their own nature were not interactive
5) Connection and communication are forced by foreign entities, not voluntarily,
6) The flow of messages in Global Village networks are not interactive between the *sender* and the *receiver*, instead, they are of a "one-way communication" that is from the West to non-Western nations; or from the Core to the Periphery nations, not another way round. The Periphery nations are passive receivers of the message and information supplied by the West; they swallowed whatever messages and information offered to them. Hence, through Global Village, the West determined the moral, values, tastes and so forth which being channeled as mass-media's software to disseminate to the whole world.

Global Village had been the results and continuity of Modernization with legacies of pursuing imperialism. For instance, major broadcasting entities in Global Village are CNN International, SNBC and BBC, and in press (news, paper, magazines and books) are dominated by international *Times, the Far Eastern Economic Review, Asia Magazine, Asia Week* and so forth with their headquarters are all stationed in the West — in North America and Western Europe. These speak by themselves the fact that the Global Village is been dominated by the West.

Liberalization & Noeliberalization

Probably, one may have heard people talk about Liberalization and Neoliberalization which associating them with globalization. In essence, they are both concerning liberalizing foreign trade or the reduction of government's involvement in economic activities especially in import-export, liberalizing foreign trade, dealing with prices, production directives, and encouragement of private sector involvement (Nonneman, 1996: 4). However, whether one is looking at the 18th century classical Liberalization point of view of Adam Smith or at the 1970s Neoliberalization point of view, even though they operate on the basis of *laissez-faire*, free market, and demand driven forces—with the reduction of trade barriers for imports, and the halting of policies that favored import substitution over production for export (Nonneman, 1996: 4)—Liberalization and Neoliberalization should not be taken as globalization for the four following reasons:

1) **The scopes of Liberalization and Neoliberalization are very limited**; they are excessively restricted to global elites, and too much concerning economic and political factors. Sonntag (2003: 10) alludes, "In talking about liberalization, many scholars are making at least implicit reference to both the economic and political connotation of the term." Whereas globalization is an inclusive concept that it involved economy, politics, social, culture and so forth. In fact, as far as its initial concept is concerned, Robertson (1992: 129) acclaims that, "I will claim that globalization is an elaboration of civilization analysis." His acclamation to mean that globalization is about the aspect of life, not just economy and politic.
2) **Liberalization and Neoliberalization maintaining "Core-Periphery structure";** one should not miss the point that Liberalization is very old concept, as old as the risen of economic modern term coined by Adam Smith in 18th century. During the whole era of Liberalization, from the that century up to 1960s, the condition of the whole world had been dominated by West, and the non-Western nations could not penetrate into the development, and they life in the condition of underdevelopment. In other words, Liberalization stood in the heart of the Core-Periphery structure. Then, it reappeared in the 1970s in the form of Neoliberalization with the policies to the interests of international capital holder (Cohen, 2013: 68). Hence, although Liberalization and Neoliberalization do not sharply against globalization, their structure are still 'a Core-Periphery structure" which bear domination of West upon the periphery nations (non-Western nations). This notion can be proven by looking at the time when Neoliberalization came into being in the 1970s; it was the time the periphery nations (or the South and the East) were still in the condition of underdevelopment and hardly ready to take-off. Hence, Neoliberalization does not have any mean to unshackle the Core-Periphery structure. On the contrary, globalization occurred very much latter, that was in the 1980s, the era of the emergence of postmodernity; it was the time long after the periphery nations had already accumulated and acquired some levels of modernity or development; they were not only achieved political independent from the Western colonial powers, but they were also the owner of some of parts of Modernity or development. Importantly, as will be detailed in latter section of this paper, its era which juxtaposed with the emergence of postmodernity has been the era where the boundaries became porous (or a Core-Periphery structure diminished) which gave space to all entities, including those in the periphery nations, involved in the world affairs.

3) **The involvement of local communities in Liberalization and Neoliberalization are very limited, and they do not give space to local entities to involve in any activity at the global levels, hence, left the periphery nations prolong in underdevelopment condition;** as they are too occupied with exports and import with global elites, Liberalization and Neoliberalization did not bother the global poor, the subalterns, who did not have access to development, let alone to credit, stock ownership and technology. During the periods before the 1970s, most of the countries, especially in periphery nations, had yet achieved political independent. And economically, they were in very poor and in underdevelopment conditions. Even though Liberalization and Neoliberalization opened the doors but it had just for financial inflows and outflows. They did not give space to periphery nations at the local levels to involve in Modernity or development. Swartz (2008: 128) gives a very good point on the condition of local communities in the context of Liberalization and Neoliberalization:

What is less known [about Liberalization and Neoliberalization] has been outside devastating impact: a massive increase of resource gaps between the North and the South and between the rich and the poor, and the disproportionate impoverishment of women and children all over the world.

On the contrary, the progress of globalization increasingly spread the resources from the Core (the West) to periphery nations, hence, its progress toward the eliminating the gaps between the North and the South, and between the rich and the poor as well.

4) **Liberalization and Neoliberalization created the domination of external forces upon the local entities;** worse still, one of the basic characteristics of Liberalization and Neoliberalization were that they reducing or eliminating protection on domestic industries, opening up to imports and to foreign investment, and they discriminated local/domestic trade at the grassroots from involving in the world economy (Nonneman (1996: 9). This means Liberalization and Neoliberalization did not truly free/independence from external domination, instead, the connection between the locals (or the entities inside the country ate grassroots) with entities outside the country were not voluntarily. Internally, the local entities were forced by the 'top-down' of government's policies, and externally, they were forced by international capitalists procedures and policies of large scale beyond their capability. Hence, the 'top-down' process constrained the development of the periphery nations, and as the result, the Core/West continually dominating the world, binding the world into a Core-Periphery structure.

How Globalization Came Into Being

Robertson (1992: 8-9) gives the reason why he was determined to configure the concept of 'globalization' in the mid-1980s even though at that era there were already various concepts and theories concerning the condition of the world such as Internationalization, Westernization, Dependency Theory, World-System Theory, Liberalization and Global Village. According to him (Robertson, 1992: 8-9), the reason was there had been an emergence of a new 'human condition in whole world' in that era which was different from the previous era to the extent that it could not be grasped by using those existing terms. This is another direct and obvious symptom that shows Internationalization, Westernization, Dependency Theory, World-System Theory, Liberalization and Global Village should not be considered as globalization.

Giddens (1991) calls the new 'human condition in whole world' at that era (mid-1980s) as 'late-modernity.' Giddens (1990) also calls the era as "high modernity" with the consequences of modernity becoming more radicalized and universalized than in the past.

As will be argued, the emergence of the new 'human condition in whole world' has being caused by the raise of postmodernity in that era. It is a new features of modernity in which its degree and velocity had become so accelerated, dense, intense and widely spread and deeply embraced by every nation all over the world which never happened before. In short, it is the enlargement or extension of modernity which effect the human condition in whole world. Robertson (1992: 142) proclaims it:

Globalization is an enlargement of modernity, from society to the world. It is modernity on the global scale.

It has been the result of the enlargement or extension of modernity that has brought out globalization into being. Hence, it would almost impossible to grasp how globalization came into being without the historical knowledge of how the evolution of modernity in advance.

In essence, globalization is rooted from modernity in the sense that, as evident in daily life, almost all aspects of current human life—including trades, entrepreneurships, managements, capital (monetary institutions), skill manpower, industries, the sources of the industries, production, marketing, knowledge, entertainment, ideas, arts, thought, information, tools and apparatus in life, not to mention science and technology—are all rooted from modernity. Historically, modernity started and belonged to the West since its beginning in 16th century. It expend throughout the world in many channels, mechanisms and vehicles. In Development studies, it is analysis by using the five stages of development of Rostow's model. They are: traditional society, precondition for take-off, the take-off process, the drive to maturity, and high mass consumption society. However, in dealing with globalization, the enlargement and expansion of modernity all over the world is reduced to three stages as follow:

Firstly, at its initial stage, since 16th century to 18th century, modernity began in the West, belonged to West and centered in the West (or Developed Countries). As has been a well known fact, historically modernity began with the Renaissance in 16th century, followed by Industrial Revolution and Political Revolutions in the West (Toynbee, 1990/1962). At this stage, the expansion of modernity through out the world happened through the following channels: 1) Colonization of the West since 16th century especially by the British, Dutch and Flanders (Belgium, France and parts of Holland); 2) Internalization of trade, ideas and material since early part of 19th century; and 3) Economic Liberalization in mid-20th century.

The whole world had been almost totally under the aegis of hegemonic forces of the West. The scenario of the world had already been concerned by Enlightenment philosophers such as Kant and Rousseau.

The **second** stage of modernity, apparently from 19th to mid-20th century. In this stage, modernity had spread and been embraced by almost all nations in this planet, especially among the periphery nations in the South and in the East. At this stage, the roles of colonialization and imperialization are not obvious although they still occurred. Instead, the expansion of modernity had been taken place by the progress of trades, urbanization, socioeconomic development, dissemination of modern education system, increasing of wealth, the endeavors of political and social stability, sophistication of communication system, advancemans of transportation and its infrastructure, and the incoming of foreign investment, especially from the West. It also occurred through the undertaken of modern science and technology from the West. Importantly, those progress were undertaken by the local entities as well.

However, modernity at this stage still inherent its old features. This is because the condition of the whole world still depending to the West. Thus, it configured the world to stay in the state of "a structure with two axes," or to be precise a "Core-Periphery structure," where its Core axis is in the West, and its Peripheral axis is in the non-Western nations. This stage of modernity also preserved some of the processes which had already emerged in the first stage of modernity, namely, Westernization and Internalization—which had playing roles since before 20th century.

It had been in this second stage of modernity, especially since 19th century an 20th century, that had brought the emergence of the concepts of Westernization, Internalization, Dependency Theory, World-System Theory, Liberalization, Neoliberalization and Global Village. One of profound features of those antonym concepts of globalization at that era was their essence bound to 'a Core-Periphery structure.'

As above mentioned, in 19th century the expansion of modernity all over the world had been conceptualized by Karl Marx as 'Internalization.' His idea, called 'Marxist,' had been reemerged by Cordoso and Faletto (1979) in his Dependency Theory, and by Wallerstein (1980) in his World-System Theory. They are classified as 'Neo-Marxist.'

It had been also at this stage that brought out the big names in Development studies such as Weber and Durkheim (just to name a few) which dominated intellectual thought till these days. Their ideas have become the basis and are embedded in Development theories which consist of Liberalization, Neoliberalization and Global Village.

However, even though they are rivals, both Marxist and Development theories shared a common premise that is they conceptualized the 'human condition in whole world' based on "Core-Periphery structure" thesis where the "Core" refers to the well developed nations in the West, while the "Periphery" refers to underdevelopment nations in the South and in the East which depending to the West.

In short, the first stage of modernity had been the era of setting up the "Core-Periphery structure" thesis. Discourses on this thesis has been a blend of that structure with negative notions of Western influences such as the expansion of colonization and imperialism which embedded in Westernization, Internalization, Dependency Theory, World-System Theory, Liberalization, Neoliberalization and Global Village. Hence, those antonyms concepts of globalization should not be confused as globalization because, though seemingly identical, they inherently bound to the Core-Periphery structure.

Eventually, the **third** stage of modernity occurred from mid-1980s to our life time. It had been in this stage that had brought the emergence of a new 'human condition in whole world' which was different from the previous era to the extent that it could not be grasped by using the existing concepts such as Internationalization, Westernization, Dependency Theory, World-System Theory, Liberalization and Global Village. As mentioned above, it had been in this stage, particularly in the mid-1980s, that Robertson (1992: 8-9) was determined to configure the concept of 'globalization.'

The development of modernity in this stage, especially in the periphery nations, had reached its highest limit. This stage occurred from the result of the accumulative development of modernity from decade by decade since the 16th century. As it reached mid-1980s the accumulative development of modernity had brought modernity beyond its previous level. As above mentioned, it is at this latest stage that Giddens (1991) calls it as 'late-modernity' and 'high modernity.' However, other scholars, such as Robertson (1992: 8-9) and Tuner (1990: 9) assert that the emergence of the new 'human condition in whole world' at this era has been intimately related to the raise of postmodernity.

Robertson (1992; 8-9) inclines to foresee the condition of the world at that era which Giddens called 'late-modernity' and 'high modernity' as 'postmodernity.' Robertson's inclination has been on the ground that the consequences of modernity which becoming more radicalized and universalized than in the past which he calls 'postmodernity' as the most fundamental factor that has brought globalization into being (Robertson, 1992: 8-9). As a matter of fact, Robertson was not alone of this thesis as the intimacy of the condition of the world with postmodernity at that era and as a major factor of globalization has been consensus among scholars in this field (Tuner, 1990: 9; Powell, 2014: 2; Mario, 2002: 42). In fact, Tuner (1990: 9) reckons that, "It is equally important to connect globalization with the debate about postmodernity."

Hence, it is not unappreciated to stand on the notion that globalization came into being as a consequence of postmodernity. The growth and the emergence of postmodernity (since mid-1980s) had brought "the boundaries became porous" or "a Core-Periphery structure diminished." At this conjunction, to make the argument meaningful, it is most crucial to interrogate: What are the factors that have driven postmodernity to emerge, and why "the boundaries became porous" or "a Core-Periphery structure diminished" with the emergence of postmodernity?

These inquiries need to explore some of the characteristics of postmodernity. Postmodernity has double interrelationship meanings. From one angle, postmodernity is the enlargement or an extension of modernity. Whereas from the other angle, postmodernity is against modernity. It had been the combination of these two directions of developments that had brought "the boundaries became porous" or "a Core-Periphery structure diminished" which eventually brought globalization into being as it is today.

At practical levels, the boundaries become porous (or a Core-Periphery structure diminished), at least, in two situations: Firstly, d**uring the process** of modernity among the periphery nations; and, secondly, **at the time** when the growth of modernity of periphery nations has reached its highest levels — or periphery nations had become well developed nations as Core or Western nations. The former situation occurred, for instance, when the government relaxing the trade barriers (such as lifting the embargo, tariffs, taxes), and abolishing visa to attract foreign investments; or loosing the control of citizenship, passport, immigration, laws, international border's surveillance and control with the purpose to get cheap laborers from outside the country. These are normal practices taken by governments. In order to achieve their nations' objectives in economy development, they adopted a more relaxing and open policies. These measures and policies, naturally, are the factors that brought the 'boundaries become porous' or "a Core-Periphery structure diminished." In short, here the 'boundaries become porous' is equal to the relaxing and open policies. It goes on the same course in other aspects of life, including politics, physical, education, communication, telecommunication and ideologically. [The overall view on the 'boundaries become porous' already given above, under the sub-topic "What is Globalization"].

Whereas the latter situation occurred when the periphery nations had acquired modernity at the levels that they do not need to depend to the West (or to Core-axis nations) anymore as they had acquired what they wanted by their own efforts. Its historical evolution is best illustrated by Latouche's (1996: xii) thesis:

The first is the process of mimetic industrialization prompted by the worldwide spread of a transnational economy. The second concerns the process of urbanization, connected with the destruction of peasant communities. The third could be called 'nationalitarianism' meaning the process of constructing rootless, mimetic states intended to create an artificial nation and manage its economy.

What Latouche means is that the growth of modernity in the periphery nations occurred in three stages. At the first stage, the periphery nations copied the modernity from the West. This measure was taken because the periphery nations were influenced by the dynamic worldwide spread of a transnational economy. Then, at the second stage, the periphery nations had endeavored the process of urbanization by themselves. This occurred as the outcome of structural changes in the local entities caused by the influenced of worldwide spread of a transnational economy. Eventually, at the third stage, the periphery nations had nationalized the modernity; it had been managed by local entities, owned by the local entities and controlled by the local entities. According to Latouche, at its last stage, West itself has now lost its root, or being cut off from its origin which was initially belonged to the West. Latouche called the action taken by the periphery nations as 'nationalitarianism' which means the local entities had owned, managed and controlled the modernity.

Latouche called the periphery nations at that stage as 'artificial nation.' This has been a condition where the periphery nations managed their own affairs (economically, politically, socially, army, security and so forth), without depending on the West anymore, and this had brought the 'West' lost it initial owner, the Europe:

I analyze the West as a sort of megamachine that has now become anonymous, deterritorialized and uprooted from its historical and geographically origin. The 'West' has no longer means Europe, either geographically or historically; it is no longer even a collection of beliefs shared by a group of people scattered over the earth. I see it as a **machine,** impersonal, soulless, and nowadays **masterless**, which has impressed mankind into it service. The 'West' has lost its specific mooring in any cultural-geographical location and has become something of an abstract generator of cultural practices (Latouche, 1996: XII, 3).

This is to say that even though formerly 'the West belongs to Europe' but now, since mid-1980s, it is belonged to humankind; to other nations in non-European nations as well. This is what Latouche means by "the West nowadays masterless." This happened because the non-European notions had long accumulating the modernity as well. As they accumulated the modernity decade by decade, they had gradually possessed modernity to the levels of what the Europe had achieved. These evolutional processes had yet occurred in the configuration of Westernization, Internalization, Development, Dependency Theory, World-System Theory, Liberalization, Neoliberalization and Global Village. This is owing to the fact that the new condition of the world called "postmodernity" had not yet prominent during the era of those antonyms concepts of globalization were configured.

Conclusion

One can grasp accurately, objectively and confidently the meaning of globalization by comparing its characteristics with its antonym, namely, Modernization, Internalization, Westernization, Marxist, Neo-Marxist (Dependency Theory and the World-System Theory), Development, Liberalization and Global Village. In essence, globalization is the enlargement or extension of those of its antonyms. However, it differs from its antonyms. In practical term, it is eventually very useful to conceptualizing the meaning of globalization by grasping it from the point of views of what not globalization as it will avoid the observers from easily slip into the wrong tracks of not globalization as he/she already known what are not globalization. Most importantly, it is also open up the path to comprehend substantively the concept of globalization at its very roots because it is the extension of those concepts. It is needed to emphasis that the notions such as Westernization, the project of the West, the world under the subrogation of the West, demising nation-states, negative influences on the local (of non-Western nations), imperialism, colonialism, cultural, religious detraction, global standardization, homogenous, single world and the alike, are not globalization, instead, they are the essence of Modernization, Internalization, Westernization, Dependency Theory, World-System Theory, Liberalization, and Global Village. As illustrated in this article, the concept of globalization has two facets, firstly, as a concept it is the *consciousness* of the world as an integration into single entity," as the result of the absence 'boundaries' which previously comporting a country and preventing local entities (in the country) from having direct linkages and unification with the entities outside the country or at the global level. Secondly, as a process, globalization as to mean a process of porousness of boundaries which previously comporting a country and preventing its local entities (in the country) from having direct linkages and unification with the entities outside the country (at the global levels). Whereas its antonyms are preserving the structure of 'Core-Periphery structure' where the periphery nations are forced to bind to the Core/Western nations. Instead, in globalization, the relationships are voluntarily.

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Table 1
Comparison Between Globalization and Its Antonyms

	The Antonyms of Globalization derived from Modernity* **1) Internalization (Marxist)** **2) Westernization** **3) Development Theory** **4) Neo-Marxist** **5) Dependency Theory** **6) World-System Theory** **7) Liberalization, Neoliberalization** **8) Global Village** *** What are listed under these antonyms of globalization also called *Grant Narratives***	**Globalization derived from Postmodernity and Poststructure**
1	• The project of the West: colonization, imperialization • The hegemonic force of the West • Non-Western nations under the subrogation of the **West**	• Of nobody's project, thus nothing to with colonization and imperialization • No hegemonic power of the West • No subrogation under the West
2	• Periphery nations life in poor and Underdevelopment condition	• Periphery nations life in good well-being and Development conditions
3	• There are boundaries which compartmentalizing the countries and preventing the local entities (at the grassroots) in those countries from having direct relationships and allegiance or unification with the entities outside the country.	• The relationships in globalization do not been preluded by 'boundaries' such as the law of a country, geographical distance, the policies of the government, the borders of the country, ideology and culture/civilization which hitherto separating the entities in the country from the foreign entities,
4	• The world is dominated by "Core-Periphery structure' which has two axes, the Core-nations in West, and Periphery nations in the South and East	• The absence of 'a Core-Periphery structure,' they are done by all nations, interrelationship, voluntarily • The connection are not bound to specific structure. This means there is no more 'a structure with two axes'
5	• Operate on the basis of "Extended-core" — that is the existence of capitalist nations in the West (as the center of modernity or development) which expended to the non-	• Operate on the basis of without 'a Core-Periphery structure'

	Western nations (the periphery nations depending on the West in various aspects)	
6	• The factors and relationships are 'from above' alone	• The factors and relationships are from both sides, from above as well as at the grassroots.
7	• The absence of the locals' roles.	• Celebrating the roles of the locals actors in the process of which has brought the process of GLOCALIZATION.
8	• The *juggernaut* and demising the sovereignty and demising nation-states	• The nation-states become stronger
9	• One-way, non-interactive communication whereby the periphery nations are passive receivers	• The connection in the form of *multilaterals*, • The communication are interactive, not in the form of 'a one way', • The networking belong to all the human being in the world.
10	• The networking belong to the West and are *inaccessible* to all quarters; it does not give space to all quarters or entities	• The networking are *accessible* to all quarters; it gives space to all quarters or entities, whether the West as well as non-Western (South or East), to participate.
11	• Carrying baggage of Western values; the West determined the moral, values, tastes	• Neutral, values free
12	• Not done on voluntarily basis, instead, being forced by foreign factors	• The relationships between the entities in the country with foreign entities are done ***voluntarily***, not been forced by hegemonic powers of the West,
13	• Does not recognize difference cultures, civilization, other than of the West,	• Recognizing differences of all cultures, civilization
14	• The relationships and unification are been preluded by various 'boundaries' which hitherto separating the entities in the country from the foreign entities.	• The relationships and unification are not been preluded by the 'boundaries' such as the law of a country, geographical distance, the policies of the government, the borders of the country, ideology and culture/civilization which hitherto separating the

		entities in the country from the foreign entities.
15	• The uneven development	• Evenly development
16	• The domination of global capitalist regime	• Participant of periphery nations in the economy
17	• Marginalization of non-Western	• Involvement of non-Western into global affairs; *an enlargement of modernity, from society to the world*
18	• Toward single world	• Pluralism-world; It does not derive toward *a single world*
19	Toward homogeneous world	• Pluralism-world; It does not derive to *homogeneous world*
20	Toward the world alignmenization	• Pluralism-world
21	Standardization of the world	• Pluralism-world; It does not derive to the standardization of the world
22	Desacralization; religious detraction	• Enhancing sacralization and religious faith
23	The penetration of Yellow Culture	sacralization; religious
24	Only concerning economy-politics, Liberalization and Deregularization	• Concerning various subjects, not just economy-politics, Liberalization and Deregularization, instead, involving civilization, culture, religion, social

THE STUDY OF POLYSEMY IN THE FRAMEWORK OF CONCEPTUAL METAPHOR IN AZERBAIJANI TURKISH

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Abstract

The aim of the present study is to investigate the role of conceptual metaphor in the polysemy of the visual verb of /tamaşa etmək/ (watch) in Azerbaijani Turkish within the framework of cognitive semantics. The research method is a descriptive - analytic and the study tries to present the various meanings of the verb. To achieve this goal, the linguistic data was gathered by using Azerbaijani Turkish dictionaries, books, magazines, newspapers, and one of the authors' linguistic intuitions. The findings indicate that for visual verb /tamaşa etmək/ (watch) there are 11 senses with regard to its classification and abstracting away of contextual variations. They also show that the polysemy is a systematic phenomenon and factor such as metaphor and metonymy are crucially involved in the formation and description of polysemy and this makes broad meaning and eventually leads to polysemy of verb. The findings also show that polysemy is not randomly and forms based on our experiences of different concepts and the meanings of verbs are different from each other because they are understood from different ways.

Key Words: Azerbaijani Turkish, cognitive semantics, polysemy, metaphor

1- Introduction

Cognitive linguistics is an approach in the study and investigation of language, which examines the relationship between human languages, their minds and their social and physical experiences Rasekh Mohannad (2010). This area of linguistics hypothesizes that language is not the result of particular structures in mind, but it is the result of general cognitive systems that human beings use in order to conceptualize all aspects of their reality.

Cognitive semantics has great importance in the field of cognitive linguistics and studying it is considered as one of the most basic topics in cognitive linguistics. The terminology of cognitive psychology was first proposed by Lakoff (1980). In the cognitive semantics approach, the meaning of phrases are related to mind structure and language itself is considered as a part of the mind's cognitive structure, not a separate identity. In this approach, the emphasis is mostly on the meaning of word rather than the meaning of sentence (Safavi, 2004: 436-363).

One of the most basic and important parts of the study of cognitive semantics is the investigation of metaphor from a cognitive point of view which was first proposed by Lakoff and Johnson (1980) as the 'Theory of Conceptual Metaphor' or the 'Theory of Cognitive Metaphor'. The most important point of this theory is that metaphor is not only a stylistic feature of language, but thought and mind have a metaphorical nature as well. They emphasize the fact that metaphor is not necessarily a language tool to convey thought, but it is a way to think about different things. In this theory, conceptual structures are shaped based on mappings between cognitive areas. By mapping, we mean the matching of two cognitive areas which are close to each other through metaphor. They have also concluded that abstract concepts in human's mind are organized via using concrete concepts which means that language clarifies the issue that we express or understand abstract concepts based on concrete concepts (Lakoff & Johnson, 1980: 28).

One of the important concepts in cognitive semantics is polysemy which means using a single language element in different meanings. Cognitive semantics experts believe that polysemy is completely systematic and this is the human cognition that monitors the type and extent of polysemy. Therefore, the study of polysemy from a cognitive semantics point of view makes it possible to understand the mechanisms of human mind as well as the power of human cognition.

In most of the languages, particularly, in Azerbaijani Turkish, polysemy and the metaphorical words are commonly used in order to convey the internal experience and understand abstract concepts. In this language, there are so many words, lexicons and expressions which possess different meanings. In other words, they are polysemic and metaphorical. Among these words are the visual verbs which in addition to showing the action of seeing, according to their situations, are used to express comprehension, thought, image, understanding, knowledge, light, advise, wisdom and etc. In this language, the visual verb /tamaşa etmək/ (watch) is considered as a visual verb which in addition to indicating its real meaning, is used in order to express the internal experience, understand abstract concepts, and convey different aspects of cognition.

With regard to the aforementioned issues, it can be argued that polysemy, metaphor and metonymy have great importance in languages and the studies related to this area can, in fact, enrich linguistic research. Most of the research studies on polysemy, metaphor and metonymy, which have been conducted in

Iran, have solely focused on investigating metaphor and its related subjects in the Persian and some of these studies have only focused on one aspect of metaphor. Considering the fact that there is no research studies in Iran about polysemy and metaphor in Azerbaijani Turkish, this study, aims to investigate the metaphor, metonymy and polysemy of the visual verb /tamaşa etmək/ (watch) in Azerbaijani Turkish in a cognitive semantics approach by providing answers for the following research questions:

1. What is the polysemy and metaphorical status of the visual verb //tamaşa etmək/ (watch)?
2. What are the prototypical and marginal meanings of the visual verb/tamaşa etmək/ (watch) form a cognitive point of view?
3. What are the role of cognitive mechanisms, such as different conceptual metaphors and metonymy in the polysemy of the visual verb /tamaşa etmək/ (watch)?

2-Research Background

Since in Azerbaijani Turkish there has been no study about polysemy of visual verbs, thus here has been mentioned some of studies about polysemy of verbs in Persian and other languages.

The studies conducted on visual verbs by Sweetser (1990) showed that the most common target areas for the visual verbs are knowledge, wisdom, thought, and mental vision. He brings some examples from English, Greek, Latin, and Irish and indicates that the transfer of visual verbs to abstract areas is not solely limited to English language, but it is related to a lot of languages. This kind of transfer belongs to a larger system which is called the metaphor of “the mind as the body” (Sweetster, 1990: 28).

In a study titled as “Polysemy and Metaphor in Perceptive Verbs”, Ibarretxe-Antuñano (1999) focused on the analysis of polysemy and metaphor in the semantic area of perceptive verbs and examined how polysemic metaphorical structures occur between the area of physical perceptions and other conceptual areas in English, Basque, and Spanish and pointed out that perceptive verbs transfer both physical and metaphorical meanings, which are mostly interlanguage in a more extensive level. Nechybova (2008) also has specified his study to the investigation of conceptual metaphors, particularly, the conceptual metaphor of “from seeing to understanding” in English language. After examining the verb of seeing in that study, he stated that this verb possesses nine main meanings. Fayyazi (2009) also investigated polysemy in Persian and after presenting a new typology for semantic changes, indicated the role of metaphor in creating new meanings, and considered its regular performance as a structured system in the area of words.

Kovecses (2010) believes that our metaphorical understanding of emotions is often based on the fact that our body and mind are containers where emotions are created and operate in the form of some powers in one or both of these containers. Adopting a cognitive approach, Sharifi (2009) examined the relationship between the polysemy of the simple verb ‘falling’ in Persian and its cognitive elements. In this study, he investigated the polysemy of the simple verb ‘falling’ based on certain concepts, such as categorization, prototype, image schemas, and radical categories. Farrokhzad (2009) also stated that body and its parts are one of the concrete areas which have been the basis of creation of many language metaphors and it can be argued that they have a crucial role in human cognition and understanding. In fact, human beings understand a host of outer world phenomena by paying attention to their bodies and based on the performances of different parts of their bodies.

Ghaderi Najafabadi (2012) also examined the interaction between language, cognition, and culture and analyzed some metaphors based on body organs, such as eye, heart, liver, and chest in Sadie's Boostan. The analysis of metaphorical phrases is based on cognitive linguistics and cognitive poetics, particularly, those of Kovecses (2010) and Lakoff (1980) and Turner (1989). Data analysis revealed that heart and eye are productive words in the conceptualization of emotions, mental powers, cultural values, personality characteristics, and tangible events. On the other hand, liver and chest are used in the conceptualization of sorrow Likewise, Sarrahi (2012) focused on the comparative study of conceptual metaphors in Persian and English in a cognitive linguistics framework. One of the important aims of his study was to investigate the relationship between language, way of thinking, and culture in each one of Persian and English. The results of investigation and comparison of the conceptual metaphors and their language phrases revealed various similarities and differences. Karimi (2012) also examined pain metaphors in Kalhori dialect of Ilam from a cognitive linguistics point of view. From the perspective of cognitive linguistics, metaphor has a fundamental place in the conceptual and cognitive system of human mind and is not solely constrained to the area of literature; in other words, many basic concepts in the conceptual system of human mind are understood through the formation of conceptual metaphor. Pain is also one of the abstract and emotional concepts for the expression of which there is no choice but to use concrete and tangible concepts.

Soltani Kofrani (2012) focused on studying the simple polysemy motion verbs in Persian in a cognitive semantics framework. The findings of research studies revealed that polysemy is a systematic phenomenon and such elements as transforming image schemas and metaphor are involved in its shaping and description.

Using the stated principles and concepts in cognitive linguistics, such as categorization, metaphor polysemy, metonymy, image schemas, and radical categories, Dehghan (2013) made an effort to explore the polysemy of English words in the framework of cognitive semantics theory in order to examine the difficulties of learning English words. Nazeripour (2013) explored the adjectives of Persian which possess several meanings from a cognitive semantics point of view. According to the cognitive approach, all the meanings which are related to a polysemic word are related to each other in a systematic form. Following this approach in this study, he aimed at assessing the cognitive approach. Similarly, adopting a cognitive semantics framework, Rezaei, et al. (2013) investigated the polysemy of the category "on" as a proposition in compound verbs in the first two sections of Sadie's Golestan. The findings indicated that the polysemy of the category "on" is a systematic phenomenon and some elements, such as transforming image schemas, highlighting, and metaphor have an important role in shaping different meanings of this language element in a radical category framework.

Mehrabi (2014) focused on examining cognitive meaning of the verb "go" in Hafez's sonnets and after exploring several sonnets, he concluded that the verb "go" in Hafez's sonnets, except some exceptions, is often used in a meaning which is not related to "the physical movement from a place to another". The abstract meanings which were expressed via the verb "go" include dying, passing of time, being and enduring, falling in love, seeking love, union, beginning and ending work, rejecting and permanence. Mousavi, et al. (2014) also studied the word "see" from a semantic perspective in order to demonstrate how the meaning of some words exist in humans' daily experiences and background knowledge. They aimed to find the meaning frameworks of the verb "see" and state the relationships and differences between the verb "see" and other synonymous verbs, such as "observe", "watch", "look", and etc.

3-Theoretical Framework

Cognitive linguistics is one of the new areas of linguistics which considers language as a mental power that is related to other mental powers and underscores the shared aspects of different language areas. For this reason, in this area, the emphasis is on the study of the structure, acquisition, and the use of language and its relation to understanding, categorizing, semantic concepts, and other mental powers (Langaker, 1990).

Cognitive semantics is one of the most important branches of cognitive linguistics which was formed as a result of the influence of Gestalt and cognitive psychology on linguistics. It is impressed by Lakoff (1980), Johnson (1987) and Langaker's (1990) point of views in the decades of 1980s and 1990s, a new movement in linguistics which was later introduced as cognitive semantics came into vogue in America. The terminology 'cognitive semantics' was first proposed by Lakoff (1980) who introduced a point of view which attracted the attention of many semantics experts. According to this point of view, language knowledge is not separate from thinking and cognition and the language semantics is substantially based on cognition.

Concepts and issues, such as conceptual metaphor, metonymy, polysemy, categorization, prototype, the moving and boundary separating object, source and target area, mental spaces, image schemas, and some other concepts can be gathered in the area of cognitive semantics. In the following some of these concepts have been elaborated on:

a) Metaphor

Metaphor is very important in the area of cognitive semantics and the study of metaphor is one of the most basic issues in cognitive semantics. Lakoff and Johnson (1980) defined metaphor as the relationship between two semantic areas where one semantic area is stated based on the other; that is one abstract object is understood and experienced based on a more tangible object. For example, the semantic area of time is formulated based on the semantic area of place and motion. Accordingly, the metaphorical phrase "the new year is rapidly approaching us" can be understood in this way.

According to Lakoff and Johnson (1980), the contemporary theory of metaphor is based on two hypotheses: 1) Metaphor is not specified to literature and is used in everyday use of language, and 2) Metaphor is not basically a language phenomenon, but it has its roots in human's conceptual system. In this theory, metaphor is divided into three types of directional, ontological, and structural. In directional metaphors, a general system of concepts is organized by considering some concepts from another system and the individual provides a spatial direction to the abstract concept. Ontological metaphors provide the individual with this opportunity to take some parts of his/ her experiences and treat them like separate components or homogenous materials. In structural metaphors, the exact conceptual structure of the source is restored into the abstract conceptual structure of target area and some features of the source are highlighted, while others remain hidden.

b) Polysemy

The research studies conducted by Breal can be considered as the starting point about polysemy studies. Godard (2000) states that polysemy is a situation where a single word has several meanings. Taylor (1995) believes that polysemy is the association of two or several meanings all of which are related to a single language form. In other words, polysemy is a phenomenon in which a single language unit possesses several separate meanings that are related to each other. Cognitive linguists believe that polysemy is not solely related to the meaning of words. According to this point of view, polysemy exists in various parts of language, such as words, morphemes, and grammar (Hurford & smith, 2007). Lakoff also maintains that there are three important sources in the creation of polysemy which are listed below: 1) Metaphor, 2) Metonymy, and 3) Transformation of image schemas

c) Metonymy

Lakoff and Johnson (1980) believe that there is a difference between metonymy and metaphor in the sense that in metonymy an object is used in order to refer to another object in a determined and clear context. For example, it is possible for the waiter of a restaurant to use "He is a Spaghetti" in order to refer to a person who has ordered Spaghetti. In this phrase, metonymy has been used. In a relation which is based on metonymy, two elements are always in a specific relationship (e.g., possessive, Gestalt, etc.) with each other. The most important difference between metaphor and metonymy is in that two mental areas are involved in metaphor, while there is only one active mental are in metonymy.

4- Methodology

The present study is a descriptive investigation which aims at exploring different meanings of the visual verb /tamaşa etmək/ (watch) in Azerbaijani Turkish according to the cognitive semantics approach and also providing a description of the relationships that exist among these meanings as well as the causes of these relations and finally determines the role of cognitive mechanisms, such as different conceptual metaphors and metonymy in the polysemy of the visual verb /tamaşa etmək/ (watch). This study is a descriptive - analytic and tries to present the various meanings of the verb. To achieve this goal, the linguistic corpus was gathered by using Azerbaijani Turkish dictionaries, books, magazines, newspapers, and the author's linguistic intuition. The research was conducted on Azerbaijani Turkish.

5- Data Analysis

The visual verb which is going to be investigated in this study is /tamaşa etmək/ (watch) whose primary meaning (prototype) is the physiological reactions of eye in front of light or, in other words, receiving something through creating the mind images of its shape and color with the light that the eye receives from it. Bezadi (1997) said that its meaning is as below:

Baxib seir etmək (watch and gander)

This meaning is considered as the prototype since it comes to mind earlier, is more tangible in comparison to all the other meanings, and is more fundamental in clarifying the meaning of other meanings, and most importantly, this is the meaning that cannot be expressed via other verbs. By studying of various contexts of verb from books, magazines, newspapers, dictionaries, and other publications in Azerbaijani Turkish 91 usages of this verb was extracted and 11 senses, one prototype and 10 peripheral meaning groups after classification and abstracting away of contextual variations were presented. The prototype of the verb /tamaşa etmək/ (watch) is: the physiological reactions of eye in front of light or, in other words, receiving something through creating the mind images of its shape and color with the light that the eye receives from it.

Ten peripheral meaning groups of the visual verb /tamaşa etmək/ (watch) are as follows:

1- Sondamaq (pursue), dalina düş mək (follow someone)
2- Çəkinmək (precaute), şübhə lənmək (suspect), zənin olmaq (be doubtful), şübhə etmək (suspect), sanmaq (vacillate), qüşqülanmaq (speculate)
3- Müayenə etmək (treat), yolüxmaq (visit), üz üzə gəlmək (encounter), rastlaşmaq (come across), toqqüşmaq (impact), rast gəlmək (come right), təsadof etmək (enconter), yoxlamaq (go to see a patient), əkməkçbaş (visit), görüşmək (meet), görüş etmək (visit), görüşmək (meet)
4- Qorumaq (guard), Qaramaq (take care), göz olmaq (watch), güdmək (lay ambush), güdək (look after)
5- Diqqət eləmək (making precise), mülahizə etmək (regard), yoxlamaq (investigate)
6- Təsəvvür etmək (imagine), göman etmək (assume), xiyal eləmək (deem), fikir eləmək (think), əndişə etmək (think), fərz etmək (suppose), göman etmək (suspect)
7- Arqamaq (investigate), dentələmək (inspect), yetişmək (investigate)
8- Anlamaq (understand), başadüşmək (comprehend), bilmək (know), mütəvəceh olmaq (notice), almaq (get), başç ixarmaq (find out), dark etmək (realize), avarmaq (recognize), anlaişmaq (obtain), tanimaq (know), hesablamaq (evaluate), anlaşilmaq (infer), tapmaq (find), ələ gətirmək (obtain), tapmaq (find), almaq (perceive), almaq (catch)
9- Irəlik olmaq (look after), qaramaq (take care), göz olmaq (watch), güdmək (lay ambush), qorumaq (guard)
10- Seir etmək (gander), çeçirmək (spend time), aşitmaq (send), yaşamaq (live), gəzmək (roam), olmaq (be), dolanmaq (turn)

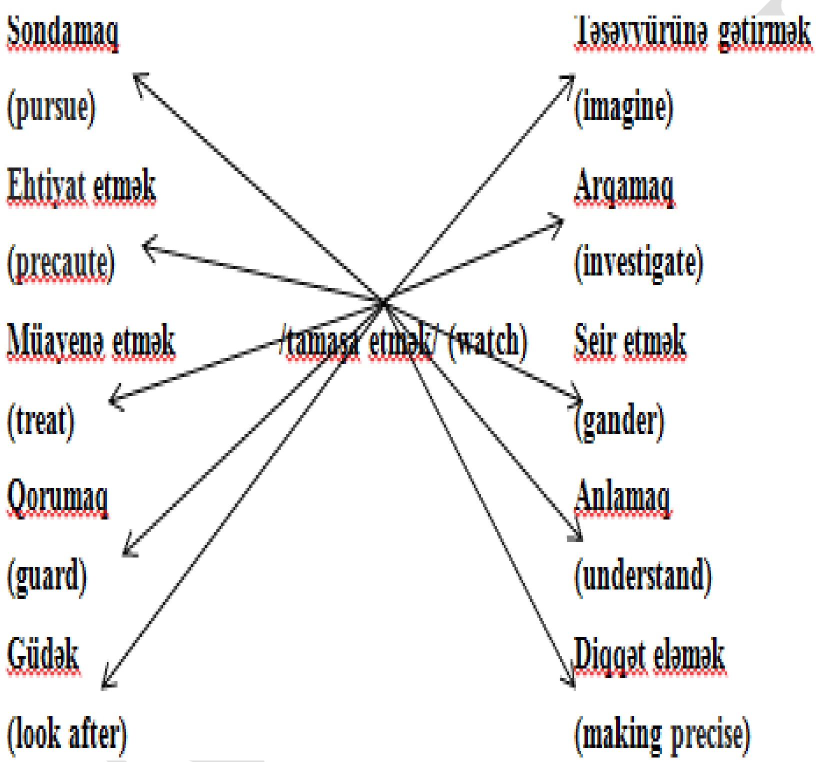
To facilitate the study of meanings of the visual verb /tamaşa etmək/ (watch) we choose a verb as a pattern from each group and bring a sentence for each of them and then investigate the metaphorical of them.

Tamaşa et o iş qorxüncüdir.	Be careful it's a dangerous gob.
Xəstəni yaxşi tamaşa etdir.	He examined the patient very good.
Oxürini tamaşa edirdi.	He was chasing the thief.
Hər vaxt ki xiyabannan keçirsən maşinlari xaşi tamaşa et.	Whenever you cross from the street be careful of cars.
Gecədən sübhüçimin evi tamaşa edirdim.	From night to morning he guards from my house

Hər vaxt ki xiyabannan keçirsən xaşi tamaşa et.	When you cross from the street be careful.
Müşkülü xaş tamaşa etdir.	Imagine the problem well.
Kitabi yaxşi tamaşa etdim.	He investigates the book well.
Əhməd dünyani on cüdə tamaşa etdir.	Ahmad ganders the world in ten days.
Tamaşa etdün necə qaçdi.	Did you see how he run.
Onün müşkülün tamaşa etdir.	He understood the problem.

With regards to prototype and peripheral meanings, semantic network of verb /tamaşa etmək/ (watch) is as follow:

Diagram (1) semantic network of the visual verb /tamaşa etmək/ (watch)



The peripheral meanings of the visual verb /tamaşa etmək/ (watch) along with the context in which they are used are as follow:

təsəvvürünə etmək tamaşa etmək dir	Imagine is look
Müşkülü xaş tamaşa etdir.	Imagine the problem well.
çəkinmək tamaşa etmək dir	Becareful is look
Tamaşa et o iş qorxüncü dir.	Be careful it's a dangerous gob.
anlamaq tamşa etmək dir	Understand is look
Onün müşkülün tamaşa etdir.	He understood the problem.
gəzmək tamaşa etmək dir	gander is look
Əhməd dünyani on cüdə tamaşa etdir.	Ahmad ganders the world in ten days.

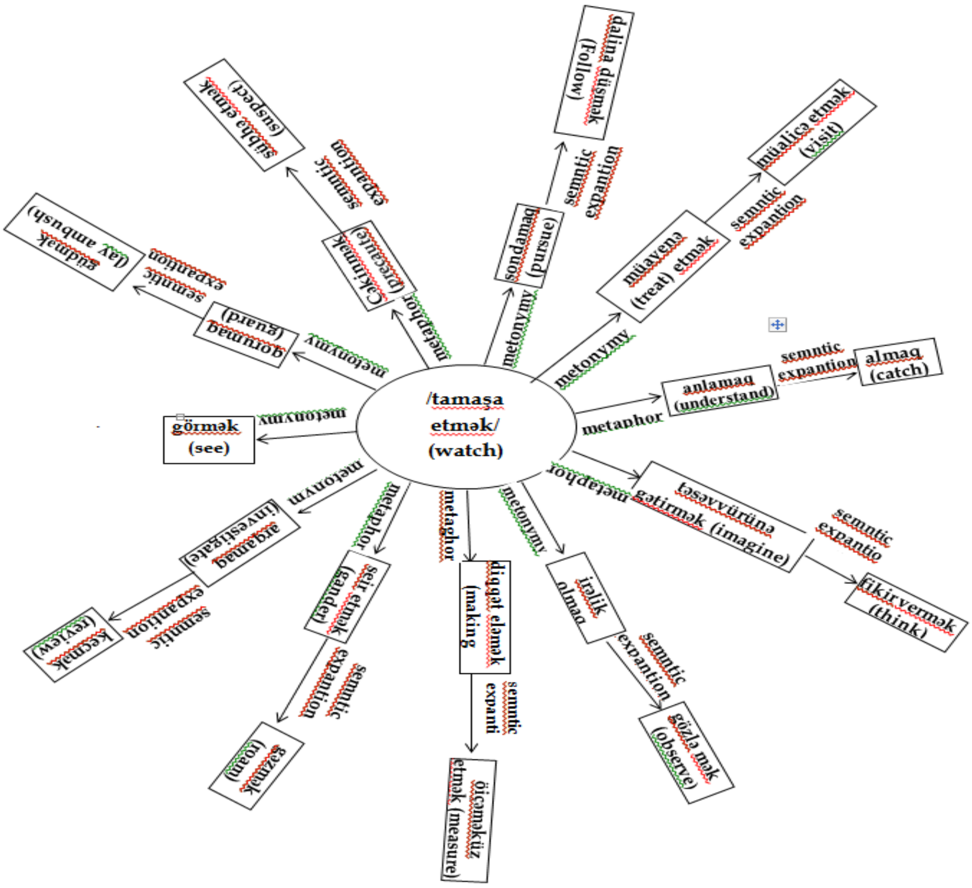
sondamaq tamaşa etmək dir	chase is look

Table (1) the visual verb /tamaşa etmək/ (watch)

target domain	source domain	row
/təsəvvürünə etmək/ (imagine)	/tamaşa etmək/ (watch)	1
(precaute)/ çəkinmək/	/tamaşa etmək/ (watch)	2
/anlamaq/ (understand)	/tamaşa etmək/ (watch)	3
/diqqət eləmək/ (making precise)	/tamaşa etmək/ (watch)	4
/seir etmək/ (gander)	/tamaşa etmək/ (watch)	5

Most of the peripheral meanings of the visual verb /tamaşa etmək/ (watch) are due to the conceptual metaphor of structural type. In this way that the source domain that is an abstract concept is understood by the target domain that is a real concept. For example, "imagining is watching" means that watching is an abstract verb is understood by verb watching that is real than imagining. According to the peripheral meanings and cognitive mechanisms, such as conceptual metaphors and metonymy the proposed semantic network of visual verb /tamaşa etmək/ (watch) is as follow:

Diagram (2) the proposed semantic network of visual verb /tamaşa etmək/ (watch)



With regard to the diagram which is illustrated above, it can be argued that since in the following senses there is only one active mental area between the visual verb /tamaşa etmək/ (watch) and its senses, metonymy is the cognitive mechanism which has a role to play in this regard. These senses include: /müayenə etmək/ (treat), /sondamaq/ (pursue), /irəlik olmaq/ (look after), /arqamaq/ (investigate), /qorumaq/ (guard). In addition, due to the fact that there are two mental areas present between the verb /tamaşa etmək/ (watch) and its senses in the following senses, the cognitive mechanism which has a role to play in this regard is metaphor. Theses senses include: /Çəkinmək/ (precaute), /seir etmək/ (gander), /anlamaq/ (understand), /təsəvvürünə gətirmək/ (imagine), /diqqət eləmək/ (making precise). Therefore, it can be inferred that polysemy is a systematic phenomenon and the meaning of the visual verb /tamaşa etmək/ (watch) in Azerbaijani Turkish which can be considered as the prototype is related to its other meanings through cognitive mechanism, particularly, metaphor and metonymy. This phenomenon leads to semantic expansion an finally the polysemy of the verb in Azerbaijani Turkish and in this way the extensive meaning network of the visual verb /tamaşa etmək/ (watch) is shaped which is explained based on the prototype and its relation to other members through family resemblances. Additionally, considering the prototype categorization, the visual verb /tamaşa etmək/ (watch) is more central in comparison to others which are more marginal.

6. Conclusion

Metaphor and polysemy have been very important in the field of cognitive semantics. Words usually have more than one meaning and when these meanings are related to each other, this phenomenon is called polysemy. Metaphor refers to the relationship between two semantic areas in which one semantic area is expressed through another; in other words, in metaphor an abstract concept is experienced and understood based on a tangible concept. The present study which was conducted according to the polysemy and metaphorical status of the visual verb /tamaşa etmək/ (watch) had some findings and implications. The findings revealed that for the visual verb /tamaşa etmək/ (watch) there are 91 usages and 11 senses, and a prototype and 10 peripheral meanings are presented after the categorization and abstraction of contextual types. These meanings are: /sondamaq/ (pursue), /Çəkinmək/ (precaute), /müayenə etmək/ (treat), /qorumaq/ (guard), /irəlik olmaq/ (look after), /təsəvvürünə gətirmək/ (imagine), /arqamaq/ (investigate), /seir etmək/ (gander) /anlamaq/ (understand), /diqqət eləmək/ (making precise). They further, demonstrated that polysemy is a systematic phenomenon and such elements like metaphor and metonymy are involved in its formation and description which leads to the verb's semantic expansion and finally its polysemy. On the other hand, in comparison to metonymy, metaphor has a more remarkable role in shaping polysemy and its application in various contexts. The findings also show that polysemy is not randomly and forms based on our experiences of different concepts and the meanings of words are different from each other because they are understood from different ways.

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Table of vowels of Azerbaijani Turkish

Phonetic mark	Turkish example	English meaning
a	at	horse
o	ot	fire
ü	üzüm	grape
u	ulduz	star
ö	ölkə	land
e	ev	house
i	iş	work
ï	qïş	winter
ə	əl	hand

Table of consonants of Azerbaijani Turkish

Phonetic mark	Turkish example	English meaning
b	baş	head
p	paltar	cloth
t	talan	loot
c	calamaq	pour
ç	çəngəl	spoon
x	xama	cream
d	daraq	comb
r	rəf	niche
z	zəmi	farm
j	jel	gels
s	saimaq	count
ş	şalvar	trousers
ğ	ğdomaq	bear
f	fişqa	whistle
q	qabaq	pumpkin
k	kərvan	caravan
g	görmək	see
l	əl	hand
m	matah	goods
n	nail	story
h	hamar	smooth
v	vermək	give
y	yatmaq	sleep

THE EFFECT OF USING SIMPLIFIED VS. ORIGINAL TEXT PRACTICE ON IRANIAN EFL LEARNERS' READING COMPREHENSION ABILITY

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Abstract
The present study was an attempt to compare the effects of using simplified reading passages versus original reading passages on Iranian EFL reading comprehension ability. To achieve this purpose, a total of 60 female Iranian EFL learners whose age ranged from 18 to 25 years old were selected through convenience sampling. According to Oxford Quick Placement Test (QPT), the students whose scores fell within the range of intermediate level of proficiency were selected as the participants of the study. These EFL learners were studying English at pre-intermediate level in International Language Center Institute, Zanjan. The participants were randomly divided into two groups, group A: experimental group (in which the participants used simplified text) and group B: control group (in which the participants used original text). As data analysis indicated, the difference between group 1 and group 2 in the post-test was meaningful. Therefore, it can be concluded that there is a meaningful difference between the performance of first group and the second group in the post-test. In fact, employing simplified text had significant effects on Iranian intermediate EFL learners' reading comprehension ability.

1. Introduction

Despite the outstanding place of reading comprehension in English pedagogy and the belief that the only and the most direct way of accessing professional information in various fields of the study is reading comprehension Nuttall (1996), the students' problems concerning reading comprehension still persist. This issue is more clearly evident among EFL learners who have limited amount of exposure to English as a medium of general communication Harmer (1991). In universities of Iran, students of different fields are required to read some of their materials in English, particularly when they are supposed to write their research projects. As a result, to assist them better in tackling their reading comprehension in their classes, teachers need to diagnose the students' major problems first and then apply appropriate strategies to help them improve their reading comprehension.

Current theories on reading comprehension generally involve conceptual representations with several mutually constraining layers. There are typically a local-level representation (i.e., text-model) based on text-based information and a global-level representation (i.e. situation-model) where the content of the text becomes integrated into the reader's larger conceptual structure (Collins199; Jordan, 1997).

Harmer (1991), considers reading is a process involving the activation of relevant knowledge and related language skills to accomplish an exchange of information from one person to another. Rather than analyzing complex units into small propositions, comprehension process consists of synthesizing simple propositions into large conceptual units (Collins, 1991). Askari and Ahmadian (2011) believe that comprehension requires making meaning from words center of reading. They add that comprehension requires making meaning from words when reading. On the other hand, Cohen (1998), emphasize that students using text structure to guide their reading show better recall both qualitatively and quantitatively.

Reading is a basic and complementary skill in language learning. The reading goal is to read for meaning or to recreate the writer's meaning. Reading to improve pronunciation, practice grammatical forms, and study vocabulary do not constitute reading at all because, by definition, reading involves comprehension. When readers do not comprehend they are not reading. The present study will find whether simplified text can be better than original text in reading comprehension or not.

According to Chastain (1988), in the past language teachers have typically given students very little assistance with reading other than to teach them grammar and vocabulary. Conceiving of reading as an active mental process greatly expands the reader's role since primary responsibility for meaning shifts from the text itself to the reader. Thus, language teachers now have a much greater range of possible procedures to follow prior to, during, and after the reading assignment to assist students to read effectively.

The present study will consider the impact of simplified text on Iranian EFL learners' reading comprehension ability. However, still, English reading, despite its significance in language learning, seems to be associated with boring rules by many. Therefore, it has always been the focus of attention to find out learners' interests and to introduce them to books and other texts that relate directly to their interests. Moreover, the goal of the communicative approach is to develop language competence for communication in real life. The main goal of this study is to investigate L2 reading comprehension ability problems among Iranian EFL intermediate learners.

2. Research Questions and Hypothesis

The research question investigated in the current study was

- Does applying simplified texts have any statistically significant effect on pre-intermediate Iranian EFL learners' reading comprehension ability?

Accordingly the research hypothesis was as follow

- Applying simplified text does not statistically significantly affect pre-intermediate Iranian EFL learners' reading comprehension ability.

3. Literature Review

Reading has been the skill most emphasized in traditional English as a Foreign Language (EFL) teaching and even today is the mainstay of EFL instruction in many countries. Recently, there has been interest in reading as a social, critical process (Breen, 1985; Carrell, 1989). The claim is that readers do not need to accept

the words on the page as given, but a range of interpretations are legitimate. They should be able to synthesize new ideas with their background knowledge, identify the relationships between different pieces of information or express their agreement or disagreement about the opinion of the writer. Learners need to use specific strategies to reach these objectives.
The procedures which are employed to discern the content of text and subsequently analyze and evaluate it are commonly known as critical reading strategies. It is confirmed that critical reading is not only for value in itself, but also it facilitates foreign/second language acquisition setting Breen (1985). Critical reading includes many strategies such as evaluating, analyzing, reading with purpose, one of the most important of which is summary writing. Naturalistic studies of second language literacy acquisition show that reading and writing cannot be separated from each other and summary writing can be influential in reading comprehension (Koda, 200; Maley, 1989).
In Iran, as a matter of fact, critical reading strategies are not normally employed in language classes. Learners engage in reading through common reading practices, like answering multiple choice questions, true-false statements and supplying synonyms and antonyms for the new vocabulary of the lesson. Additionally, teachers have a propensity for getting prompt feedback from learners' reading comprehension ability. It seems that teachers do not challenge the dominant four skills view or an integrated approach in teaching reading skill to learners. Consequently, participants do not express their opinion about the texts and are reluctant to discuss the underlying meaning of the texts.
Reading comprehension research has a long and rich history. There is much that we can say about both the nature of reading comprehension as a process and about effective reading comprehension instruction. Most of what we know has been learned since 1975. Why have we been able to make so much progress so fast? We believe that part of the reason behind this steep learning curve has been the lack of controversy about teaching comprehension. Unlike decoding, oral reading, and reading readiness, those who study reading comprehension instruction have avoided much of the acrimony characteristic of work in other aspects of reading. As it should be, much work on the process of reading comprehension has been grounded in studies of good readers.
We know a great deal about what good readers do when they read:

- Good readers are active readers.
- From the outset they have clear goals in mind for their reading. They constantly evaluate whether the text, and their reading of it, is meeting their goals.
- Good readers typically look over the text before they read, noting such things as the structure of the text and text sections that might be most relevant to their reading goals.
- As they read, good readers frequently make predictions about what is to come.
- They read selectively, continually making decisions about their reading—what to read carefully, what to read quickly, what not to read, what to reread, and so on.
- Good readers construct, revise, and question the meanings they make as they read.
- Good readers try to determine the meaning of unfamiliar words and concepts in the text, and they deal with inconsistencies or gaps as needed.

- They draw from, compare, and integrate their prior knowledge with material in the text.
- They think about the authors of the text, their style, beliefs, intentions, historical milieu, and so on.
- They monitor their understanding of the text, making adjustments in their reading as necessary.
- They evaluate the text's quality and value, and react to the text in a range of ways, both intellectually and emotionally.
- Good readers read different kinds of text differently.
- When reading narrative, good readers attend closely to the setting and characters.
- When reading expository text, these readers frequently construct and revise summaries of what they have read.
- For good readers, text processing occurs not only during "reading" as we have traditionally defined it, but also during short breaks taken during reading, even after the "reading" itself has commenced, even after the "reading" has ceased.
- Comprehension is a consuming, continuous, and complex activity, but one that, for good readers, is both satisfying and productive.

Over the past few decades, learner centered instruction, has gained a significant attention, and thus led to an inevitable increase in research dedicated to finding insights concerning the use and impact of language learning strategies (Sanderson, 1999; Bacon, and Finneman, 1990; Berardo, 2006) The trend of learner-based classroom values the significance of learners' engagement in the learning environment, and consequently changes curriculum towards a more learner-centered method of teaching (Maley, 1989b).

In a learner-centered curriculum, students' strategy-use plays an important role in students' learning process and helps them to overcome different learning difficulties. Through the use of vocabulary learning strategies, learners who seek for support to learn how to fish can use language-learning strategies, such as keeping the words in their memory, making associations, producing them, when they encounter obstacles.

According to Celce-Murcia (2002), strategy training aims to provide learners with awareness of language learning strategies through instruction. This awareness can also help learners in becoming more responsible for their own learning. As Brown (1994) and Breen, (1985) put it, learners cannot feel responsible for their own learning process, in other words cannot be autonomous, unless they have ideas of what, why and how they are learning. Strategic choices of learners can be seen as the conscious choices to solve problems and organize knowledge and skills (Celce-Murcia2002) and according to Oxford (1990, 2001), they are often said to contribute to autonomous learning.

Vocabulary learning strategies, as the main variable of the current study, are a part of language learning strategies which have received much attention since the late seventies. However, a small number of studies have been conducted to investigate the relationship among Iranian Vocabulary learning strategies, autonomy, and reading comprehension.

4. Methodology

Owning to the nature of the research question, this study is a quasi –experimental study. Knowledge of receptive vocabulary is the dependent variable and the use of mobile dictionary and paper dictionary are the independent variables of the study.

4.1. Participants

For the present study a total of 60 female Iranian EFL learners whose age ranged from 18 to 25 years old were selected through convenience sampling. According to Oxford Quick Placement Test (QPT), the students whose scores fell within the range of pre-intermediate level of proficiency were selected as the participants of the study. These EFL learners were studying English at intermediate level in International Language Center Institute, Zanjan. The participants were randomly divided into two groups.

Group A: experimental group (simplified text)

Group B: control group (original text)

4.2. Instrumentation

In this study, materials were divided into two parts. The first part is of original reading passages for intermediate language learners and the second part is of simplified reading passages. Mosaic reading is a reading skill book. It is a collection of selected texts from different sources.

In this study, the following instruments were employed:

Reading Comprehension Test as Pretest and Posttest

Two researchers made reading comprehension tests were developed to test participants reading comprehension ability as pretest and posttest. Each of these tests consists of 3 reading passages with 30 questions in the format of true/false, item matching and comprehension questions.

Oxford Quick Placement Test (QPT)

In the present study, an Oxford Quick Placement Test of English language was administered to homogenize the participants. QPT is a famous, standard test for specifying ESL or EFL learners' level of language proficiency. The sample of Oxford Quick Placement Test which was used in this study is divided into two parts: part A: 60 items, part B: 20 items. Part A contained 25 multiple-choice pictorial items, 15 multiple choice cloze items, and 20 grammar multiple choice items. (30 minutes). Part B contained 10 multiple choice cloze items and 10 multiple choice vocabulary items (20 minutes).

4.3. Procedure

To homogenize the participants of the present study, QPT was given to students. Taking the result of QPT into account 60 participants were selected as intermediate level, according to QPT scale, to participate in the present study. After homogenizing the participants, the pretest was administered to the participants. Next, the participants were divided into two groups, control group and experimental group.

In the first session of treatment, reading comprehension test was conducted as pretest to both groups. After that, the researcher informed participants of the aims of the study. Then the treatment begins. In experimental group, the teacher gave a reading passage every session to the participants. They read the text and answer comprehension questions after that the teacher explained vocabulary and grammatical point to the participants.

In control group, the teacher followed the same procedure. The only difference between the treatments of two groups was in the selection of the text. In control group, simplified texts were given to the participants and in experimental group, original text were given to the participants. In the last session of treatment, reading comprehension as posttest was given to the participants as posttest.

5. Data Analysis

In this section of the article the statistical procedure of posttest scores which were obtained from the control and the experimental group are presented. This comparison is the answer to the research question of the study. The research question in this study is

Does applying simplified texts have any statistically significant effect on intermediate Iranian EFL learners' reading comprehension ability?

In order to answer this question a round of t-test has been applied between the posttest scores of the experimental and the control group. It means 30 score obtained from posttest of the experimental group have been compared with 30 scores of posttest of the control group. The result are presented in Table 4.4.

Table 1.
Group statistics of the posttest scores of the experimental and the control group

	Group	N	Mean	Std. Deviation	Std. Error Mean
Scores	experimental	30	70.34	1.62	.39
	Control	30	65.36	1.58	.48

As it can be seen in Table 1. the mean score obtained from the experimental group which received efficient amount of treatment is highly more than that of the control group with placebo. The mean score obtained from the experimental group is almost 70, whereas, that of the control group is 65. By observing at the raw scores of the participants it can be inferred that apart from some exceptional participants whose score did not improve from pretest to posttest, the others have improved for one or two scores minimum. For more systematic analysis of the result and also discussion on the hypothesis of the study, Table 2. is presented.

Table 2.
The independent samples t-test between the scores of the control and the experimental group in posttest

	Levene's Test for Equality of Variances		t-test for Equality of Means						
								95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper

scores	Equal variances assumed	.014	.798	2.526	58	.017	1.21	.50913	.31435	2.351
	Equal variances not assumed			2.526	57.980	.017	1.21	.50913	.31435	2.352

In Table 4.5, the amount of sig two-tailed is 0.017 which is significantly less than the predetermined amount of *p* value. Therefore, it can be inferred that there is a significant difference between the groups. From another point of view, the amount of T is "2.5" is higher than critical value so the null hypothesis of the study is rejected. It can be concluded that treatment has been effective. The group which received treatment has achieved higher score than the one which has not received treatment.

6. Discussion

The results of this study are consistent with those of Singhal (2001) and Oh (2001) who found beneficial effects for input simplification on comprehension. The findings, however, are not completely in line with those of Chiang and Davis (2010), Brantmeier (2002), and Chang (2010) in this regard. They had found just a selective beneficial effect for input simplification on reading comprehension.

Chiang and Davis (2010)and Branden (2000) observed that linguistic elaboration worked more effectively for the high proficient students than for the low-proficient students. Chang (2010), however, found that the low-proficiency students benefited from linguistic modifications, but the more proficient students did not. The results of this study, being in line with those of many others, suggest that for reading purposes the use of authentic unmodified texts can be more beneficial than the use of simplified text provided that the former is accompanied with meaning negotiation through collaborative reading.

In contrary to the findings of this study which emphasize the positive effects of simplified text on promoting reading skill the following study emphasize on the importance of original text. Noor (2006) believe that, there are four main reasons which lead a language teacher to use literature in the classroom. These are valuable authentic material, cultural enrichment, language enrichment and personal involvement. In addition to these four main reasons, universality, non-triviality, personal relevance, variety, interest, economy and suggestive power and ambiguity are some other factors requiring the use of literature as a powerful resource in the classroom context.

Bacon and Finnemann (1990) also state that authentic materials are those texts which are made by native speakers for non-pedagogical purposes. In short, authentic materials are materials that we can use with the students in the classroom and that have not been changed in any way for ESL students. A classic and the most useful example would be a newspaper article that's written for a native-English-speaking audience (Sanderson, 1999).

According to Berardo (2006, as cited in Akbari & Rezvani, 2015) authentic texts must be chosen based on, suitability of content, exploitability, and readability. He believes that the content is suitable if it interests the students and is appropriate to their needs and abilities. Bacon and Finneman (1990), also assert that the authentic texts should be culturally relevant to the students' experience. Furthermore, the way the authentic text is used to develop the students' competence and how it can be broken for teaching purposes is called exploitability. Finally, the language of the text and the structural and lexical difficulty refers to readability.

The need for authentic materials in the field of language teaching and their usefulness have ever more acknowledged by the teachers and researchers. Many empirical studies have demonstrated the positive effects of authentic materials taken by learners who have opportunities to interact and deal with them. Studies, such as, Pellicer-Sánchez and Schmitt (2010), which investigated Incidental vocabulary acquisition from an authentic novel. In this study the results supported the recommendation of reading novels as a useful authentic material and helpful way of improving learners' vocabulary knowledge.

In contrary to the findings of the present study, Zafarghandi (2014, as cited in Akbari & Rezvani 2015), states that using authentic materials made students interested in language learning. The students' positive attitudes toward language learning were based on the advantages of authentic materials brought into instruction context. Authentic listening materials cause exposure to real language and are more related to natural needs of the language learners. Real-life listening materials bring the chance of applying a more creative approach toward teaching.

Lopez (2008), states that real life reading comprehension texts should be used as an essential part of language curriculum. Moreover, Hadley (2001, p. 97 as cited in Akbari & Rezvani 2015), points out, use of real or simulated travel documents, hotel registration forms, biographical data sheets, train and plane schedules, authentic restaurant menus, labels, signs, newspapers, and magazines will acquaint students more directly with real language than will any set of contrived classroom materials used alone.

So, it seems that reading practices by use of different authentic materials is sensible for the students. It is also established that students of all language proficiency levels are able to manage the authentic materials. McGrath, (2002, p.12), states the students' limited linguistic competence did not short- circuit their ability to read authentic texts in class with the support of their classmates and instructor. But the results of this study subscribe to this fact that simplified text can have facilitative role on reading comprehension process.

However, including authentic materials in foreign language classes has other advantages. Professors and experts of teaching language should maintain the enhancing power of the authentic materials Gilmore (2007), By using authentic materials students know how to use language in real world and improve their proficiency level in four skills of language learning.

Alderson, (2000) found that authentic texts make the language learners to feel learning authentic and real life language. The target language is used in a social context and its used is motivating for learning .In line with these studies, Fraser (2007), used authentic materials for extensive reading to promote English proficiency. This study intended to discover the effects of extensive reading using online materials on students' language proficiency, and students' attitudes toward the extensive reading activity. This research showed evidence of vocabulary gain and motivation increase as a result of extensive reading of authentic texts.

These positive findings were interesting enough to justify an incorporation of extensive in-class or outside-of-class reading activity using authentic materials. Authentic materials expose students to English usage as it is used in real life, thus students may find them more interesting and relevant if they are at the right comprehension level. Moreover, many experts of language teaching and pedagogy stated that applying authentic materials would improve the communicative ability of the learners (Guariento & Morely, 2001**).**

Gilmore (2007), studied the effect of using authentic materials compared to textbook materials on developing the communicative competence of the learners during one year experiment. In a recent study, Akbari, and Rezvani, (2015), worked on the Effect of Computer- assisted Language Learning on Improving EFL Learners' Pronunciation Ability. They tried to show the impacts of Computer Assisted Language Learning (CALL) on Iranian female students' pronunciation skills. It is found that the students' learning based on CALL can increase the motivation and interest of learning among the learners and have a profound impact on the students' achievement of pronunciation.

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THE INPUT EFFICACY INFLUENCE IN THE IMPLEMENTATION OF ENGLISH LANGUAGE REINFORCEMENT PROGRAM

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Abstract
This research was intended to view a standpoint on how far the Strengthening English Language Program amongst the primary school in Kelantan, Malaysia advocate to the fiscal directive Vol.2 Year 2012. This directive explicitly set forth the Outcome Based Budgeting, which enforces every program executed to follow a feasible and economically efficient assessment. Nonetheless, this article solely concentrated on the input efficacy of Strengthening English Language Program on English Language teachers. This quantitative research has been conducted via survey method using questionnaires which has been randomly distributed to primary school teachers in urban and rural schools in Kelantan. This research involved 62 schools with 297 primary school teachers as research samples. Stepwise Double Regression Inferential Analysis was performed to analysed the input efficacy influence in the implementation of Strengthening English Language Program in urban and rural Kelantan Primary schools. Research findings indicated that the input efficacy is the hypothesis which contributed only 32.7 in the implementation of Strengthening English Language Program in primary schools. It only underwrites a moderate impact towards the Outcome Based Budgeting assessment. The value of this program can further enhanced if the findings of this research is taken into serious consideration by the stakeholders, specifically with the improvements as to recognize the volatility of the program in the future. Given the circumstances that this program will sustain until 2025 (PPPM, 2013-2025) and parallel with the fiscal directive that any expense should be equalized with the outcome, therefore the concerned party should pay attention to the suggested implementation aspects as to further improve the program.

Keywords : Program Evaluation to Strengthen, Strengthening English Language (MBI), Outcome Based Budgeting (OBB), Language Reinforcement Program, Input Efficacy.

Introduction

Corresponding to the global educational evolution, once again the magnitude of English Language as an international lingua franca is irrefutable and universally used as medium of instruction aside from transmitting information in various knowledge avenues. Appreciating the language reputation, Ministry of Eduction in Malaysia has taken an initiative via the National Education Blueprint[1] to urge the students to master English Langauge while upholding the nation's mother tongue with the effect of MBMMBI Policy. The policy proposed the uphold of Malay Language and strengthening the English Language. Thus, the fundamental directive Vol. 2/2010 entitled ***'Memartabatkan Bahasa Malaysia Memperkukuh Bahasa Inggeris'*** (MBMMBI) or in English, Ite Implementation of Malay Language Sustenance and Strengthening of English Language has been set forth[2]. Nonetheless, this article will only review the Strengthening of English Language Program. The enactment of this new policy indicated the government's intention to illustrate the importance of English Language globally and their effort to reinforce English Language since it is put into effect from 2010 until 2025.

As the MBI program will be in effect until the near future, the assessment for this program was regarded as central and the overheads must therefore be equivalent with the outcome obtained as to ensure the expenditures are effectively and efficiently administered. Therefore, the government has initiated the more effective and efficient Fiscal Directive Vol 2, Year 2012 called the Outcome Based Budgeting (OBB) in which for each program accomplished, assessment is mandatory.

Through the interim report produced via program assessment could help the government to conclude whether a program should be prolonged in the future or terminated if the program failed to satisfy the objectives charted. On top of that, program assessment could identify the strengths and weaknesses of the program, which could help the stakeholders to take swift actions to improvise the implemented program, apart from assisting agencies and treasury to control the performance of each initiated program. This move is clear-cut and timely in the effort to control the nation's overheads to be more effective.

Thus, this research was conducted to review the compatibility level of the MBI program at schools, as it meets the government mandate via Outcome Based Budgeting (OBB).

Research Background.

Through the fundamental directive Vol.2/2010 under the ***"Pelaksanaan Dasar Memartabatkan Bahasa Malaysia Dan Memperkukuh Bahasa Inggeris (MBMMBI)"***[2] Policy, the Strengthening of English Language Program is part of the MBMMBI Policy, which was introduced by the government to replace the abolished PPSMI Policy. Attributable to English Language as a compulsory subject at the primary and secondary point, it was also deemed as an important language internationally. Once again the English language was given primacy, where it stands on the same level as Malay Language in the MBMMBI Policy[2]. Hence, the assessment for the MBI program should be undertaken to evaluate the program's input efficacy at schools. Likewise, corrective measures could be identified and commenced as immediate feat to prevail over existing flaws.

Research Objectives
This research was piloted to isolate the efficacy input which was the hypothesis to the execution of MBI program in primary schools.

Problem Statement
After a few years of the program's commencement, there were still critism from numerous division concerning the course and objectives of the MBI program, which was perceived as indefinite and uncertain. Similar disarray transpires at the school level where complaints from the teachers with regard to its operational were uncertain due to educational policy transformation at schools.
As remarked by Gold dan Roth[3], too many programs were simultaneously streamed, affecting the teachers' concentration on specific program held within its premises.
Random experiments performed indicated the majority of the teachers believed that there were no major modification done to MBI program and it still dominates the identical quality as the formerly pioneered program in particular of the procedures that need to be accomplished. Similarly, mainstreamed schools were found to have unsatisfactory academic facilities predominantly rural areas schools as cited by Zainudin Abu Bakar[4]. Consequently, the research on this program's efficacy was judicious to identify the prevailing glitch to elevate its competency.

Literature review

1.1 Program Assesment

The program's assessment is deemed as accountable from three different perspectives which are the program itself, financially as well as managerial. The firsthand findings could be exploited to frontward new policy proposition and cost-effective proposal in particular during the annual budget valuation[5]. According to Chelimsky dan Shadish[6] the purpose of assessment should also be based on three attributes which are accountability, knowledge and development.
In Malaysia, program assessment is considered as equally significant as it is one of the executive element which assists the administration to establish the effectiveness and achievement of a program. Thus, program assessment by definition is a formal research that requires methodical analysis on the subject of activities with the intention to secure authentic insights of efficacy, congruency and economically effective traits (3K1E). This is the principal OBB feature as a directorial tool and decision making[7]. Therefore,a program assessment is an effort of gathering information concerning a program or an aspect of a program, to decide the need to prolong or improve or dismissal of the program.

2.2. The Concept and Definition of English Language Strengthening Program (MBI)

By definition, MBI insinuated the reinforcement of English Language as a compulsory subject learnt at school, which served as a medium of instruction and language of knowledge in both nationally and internationally[2]. English Language has been granted emphasis since it is significantly pragmatic in all avenues and as a source of world wide knowledge. Nonetheless, Malay Language still holds its position as a prime language as mentioned in the Education Act 1996.

2.3. Principal Idea of MBI Program

The primary notion of English Language reinforcement was due to the prestige of the language as an universal exchange language, which needs to be adequately emphasize to enable students to compete at a national and global level[2]. Hence, this program was implemented on the basis of upgrading students' performance and mastery of English Language at schools[2].

1.4 Outcome Based Budgeting Approach.

The government's aims at producing a high income and and fully developed nation by the year 2020 will optimistically be fulfilled. Therefore slight modification has been outlined as to achieve the drawn objectives. As a result, in January 2012, Outcome Based Budgeting (OBB) has been brought to light. All civil servants, the ministries and governments' organizations were instructed to put to application through the Fiscal Directive Vol.2,Year 2012 entiltled Outcome Based Budget (OBB). The assessment process of the program accentuate on these subjects :

2.5. Efficacy Assesment.

As cited by Rossi, Freeman dan Lipsey[8], efficacy is an output acquired corresponds to the targeted objectives of the program. Effective assessment will govern the cause and effect subsist from this program. This incorporates the appraisal of the program, as to whether or not it has achieved the aforementioned objectives. In contrast, the objectives evaluation is done with the purpose of aiding the assessor to comprehend the effectiveness or ineffectiveness of the program.

Based on Treasury[7], the efficacy shelter associated issue with regard to the commencement of the mentioned program as follows:

1. What is the output/outcome influence to the impact achievement?
2. What are the unforeseen/negative impact about to take place?
3. How far is the objective attained?

Research Methodology

This research employed the quantitative data collection method that involved the use of survey method (questionnaire), which was due to the large samplings that were randomly selected. This approach is more feasible by means of large samplings and data acquired are prompt and simultaneous (Merican, 2006). Creswell (2008) noted that this approach is dynamic for researchers to administer quantitative research in order to oversee an upfront survey to the research samples.

3.1. Population And Sampling

The research population involved 1300 English teachers teaching English in primary schools across the urban and rural areas in Kelantan[2]. However, based on the calculation formula prescribed by Krejcie & Morgan (1970), a total number of 297 teachers have been randomly selected as sample for this research. The sample encompasses 148 primary school teachers at the urban area and 149 rural primary school teachers in the state of Kelantan.

3.2. Research Instrument

Instrument used in this research was a double layer rubric[12], which comprises of two parts in the questionnaires; Part A deals with the respondents' demographic background while part B of the questionnaires comprises of the input assesment that encloses input efficacy attribute (9 items), which was adapted from Rossi[8] et al, Alford dan Baird[13] dan Stufflebeam[14] as well as questionnaires pertaining to Treasury Program Assesment[7]. Findings from this pioneer research reveals that Alpha Cronbach reliability value for overall input efficacy construct items is above 0.6 which is .718.
Sekaran, & Bougie (2010) proposes that reliability value which is above 0.6 is good and acceptable while the value less than 0.6 is not a good value.This instrument also employs 5 points Likert Scale from 1 (weak) to 5 (excellent).

3.4. Data Analysis

Data collected was analysed using Statistical Package For The Social Science (IBM SPSS Version 20.0) software, which consisted of descriptive and inferential datas. Descriptive data analysis was utilised in this research because a concise yet total account can be incorporated including mean, percentiles, standard deviation, and narrates directly to respondents' demographic background such as sex, option, and locality. While Stepwise double regression was used to establish whether variable does or does not become the hypothesis against the execution of the Strengthening of English Language Program at schools.

Finding

This secion discussed the respondents'demographic background and hypothesize variable in the implementation of The Strengthening of English Language program at schools.

4.1. Demographic Background

This research engaged 297 English Language teachers from urban and rural area schools in Kelantan. Of the 297 English language teachers, 247 (83.2%) of them were female teachers while the other 50 (16.8%) were male teachers. In terms of location classification, 148 (49.8%) of the English language teachers were from urban school while 149 (50.2%) of them were from the rural areas. Next, 215 (72.4%) of the English Language were optioned teachers while 82 (27.6%) of the teachers were non-optioned English Language teachers.

4.2. Input Efficacy Attribute Influence in MBI Program

In order to attain the charted objectives, Stepwise Double Regression analysis has been performed and displayed in Table 1 and Table 2:

[Table 1]

[Table 2]

Statistical presentation in Table 1 dan Table 2, via Stepwise Double Regression Analysis discloses input efficacy hypothesis Beta value (β) at .527, t = .3.686, R^2 coordinated value = .327 is at significant t = .001.This informs that Input efficacy hypothesis has contributed 32.7 percentile towards students' standard performance in the MBI program.

Meanwhile, statistically, other hypothesis such as compatibility, efficiency, planning, implementation and assessment do not categorically contribute. In other words, when a unit of Input Efficacy is affixed, it will initiate the increase .572 unit of students' standard performance.

By large, the input efficacy contribution for MBI program is significant to Students'Standard Performance and the regression equivalent can be summed up as follows:

$Y = 1.107 + 0.583\, x_1 + .544$

Y = Students' Standard Performance
X_1 = Input Efficacy
Constant = 1.107; Range = .544

Discussion

Findings from the analysis generated confirmed that the input efficacy in the implementation of Strengthening of English Language Program (MBI) in urban and rural primary schools in Kelantan was the topmost hypothesis that contributed to the implementation of this program. Despite the fact that the merit interposed was less substantial, nonetheless the percentile offered was indisputable and this percentile will escalated if the government reforms the concerned vulnerability so much so the outcome is worth the amount disbursed.

On the other hand, in the government's attempt to narrow the educational disproportion between the urban and rural locale is perceived as feasible through National Education Blueprint (2006-2010) and National Educational Development Plan (2013-2025) in the measure to elevate the nobility of education to its supremacy comparable to worldwide educational trending advancement. This finding supports the previous research findings by Azmi, et al. (2010) who affirms that urban schools are at the advantage end from this MBI Program due to satisfactory educational capacity. Research by Zainudin (2007) also asserts that urban schools own educational facility which are far better as compared to the rural counterpart. Resource volume such as teacher personnels, ICT laboratory,computers,library among others are prolific.The percentile contribution will be prominent if the rural schools have better facility ownership.

Contribution of The Study

The findings of the study is incontestably constructive and focal for the stakeholder as a policy maker in evaluating the revenue and the result of the implemented program. Utilizing this evaluation, the stakeholder will be able to constantly boost the present educational programs so that the products obtained will be of astronomical value and the operating cost expended is worth, effective and efficient.

Conclusion

Collectively, it is worth to note that the Strengthening of English Language Program (MBI) is aptly implemented and should be recurring to promote teachers skills parallel with projected goals. This is due to the fact that the outcome or input obtained by teachers is reasonably advantageous exclusively in stimulating skills, creativity, and teachers' innovation in content delivery, which therefore, facilitate the Strengthening of English Language Program to triumph to respectable results. Yet perpetual rectification is very much desired to minimize or bridge the existing loopholes in the program. Nevertheless, the government aspiration to designate English Language as the second language at schools will be materialized with collaboration from all parties at full momentum. Therefore it is foreseen that MBI program will obtain its exceptional outcome consistent with outbound expenditures so as to consolidate English Language due to its global reputation.

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Table 1. (Stepwise) Double Regression Analysis MBI Program

MBI Program	B	Beta (β)	t	Sig. T	R^2 (standardized)	Contribution (%)
Efficacy	.583	.572	3.686	.001	.327	32.7

Dependant Variable : Students'Standard Performance; Constant = 1.107; Range = .544

Table 2. Variance Analysis

Model	JKD	DK	MK	F	Sig. p
Regression	2.681	1	2.681	13.587	.001[b]
Residual	5.526	28	.197		
Total	8.207	29			

Dependant Variable : Students' Standard Performance

THE DNA OF CULTURE IDENTIFYING THE CONCEPTS OF LANGUAGE, CULTURE, AND DNA

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Abstract
There is much debate concerning the process of language acquisition and the use of culturally derived terminologies within groups of differing ethnic origins. While there are numerous theories concerning linguistic acquisition, many of the major accepted theories have differing views regarding whether language is inherently contained in human DNA or if it is learned through various environmental influences. This paper examines these theories and uses a unique survey to determine how culturally specific language, such as slang terms and cultural jargon, are learned and disseminated to others outside the parent culture. The results of the survey indicate that slang terms and cultural jargon are learned through various sources outside the parent culture and can be acquired through various environmental sources rather than inherited through DNA. These determinations provide a new direction for further exploration into the origins of culturally derived language since a small sample size was used in this study.

Keywords: language acquisition; cultural linguistics; DNA; slang; cultural jargon

Culture and language are two dichotomies that are frequently linked since both influence self-expressions. Succinctly stated, culture is defined as "an organized system of living and thinking that contains shared attitudes, values, goals, and behaviors that are present in individuals, groups, organizations, or regions of the world" (Vissing, 2011, p. 24). The brief definition of language is "a system of conventional spoken, manual, or written symbols by means of which human beings, as members of a social group and participants in its culture, express themselves," but also indicates that language serves numerous functions, which includes "communication, the expression of identity, play, imaginative expression, and emotional release" (Crystal, 2015).

DNA (deoxyribonucleic acid) is considered to be the building blocks of life and has been linked to many elements thought to be culturally derived, such as physical attributes and certain behaviors, but has also been associated with the development of linguistic aptitudes. Many theories that postulate how people develop their linguistic abilities insinuate that language is an inherent ability, meaning that humans are born with the aptitude to communicate linguistically despite language and dialect diversity (Berk, 2008). The perspective that language is an inherently fixed attribute of human construct implies that linguistic paradigms may be programmed into our DNA, the same as other attributes like hair and eye color.

However, other theories state that language is a culturally derived facet of human development that is learned through exposure to the parent culture (Berk, 2008). This perspective stipulates that language derivation has nothing to do with DNA and everything to do with the culture each individual is exposed to during the stages of linguistic development and even thereafter since people have the ability to learn new dialects and speaking patterns as they become exposed to new circumstances, such as the adaptation of slang and cultural jargon (Metcalf, 2012). This conflict amongst the most popular linguistic theories acts as the foundational basis for this research.

Research Objectives

The objective of this research is to determine whether slang and cultural jargon can be transmitted without direct exposure to the parent culture. The lack of definitive consensus amongst leading linguistic theorists regarding the mode of linguistic acquisition makes the implications for this research quite significant.

Research Questions and Hypotheses

The following research question will act as the guiding factor in the progression of this study: *Can slang terminologies and cultural jargon be transmitted without direct interaction with the parent culture?*

Since this question can be interpreted in a broad context, the following sub-question will help keep the research focused on the specifics of this investigation: *Are slang terminologies and cultural jargon inherently imbedded in DNA?*

Based on these research questions, this investigation will attempt to prove or disprove the main hypothesis, which is:

H 1. *Slang terminologies and cultural jargon can be transmitted without direct interaction with the parent culture.*

The hypothesis based on the sub-question is:

H 2. *Slang terminologies and cultural jargon are not inherently imbedded in DNA.*

Literature Review

The purpose of this literature review is to examine the specific aspects relative to culture, language, and how they each relate to inherent attributes according to the paradigms outlined in the research questions and hypotheses. The first section will expound upon the concept of culture, followed by an in-depth descriptive definition of language acquisition theories to illustrate the framework for this research. The final section will discuss how language relates to cultural expression.

Complex Definition of Culture and Cultural Jargon

Culture is a system of collectively held values and cultural differences that are reflected in several dimensions, as shown below in Figure 1. Cultures develop numerous jargon terms for things that have a strong significant value according to their traditions (Zimmermann, 2015).

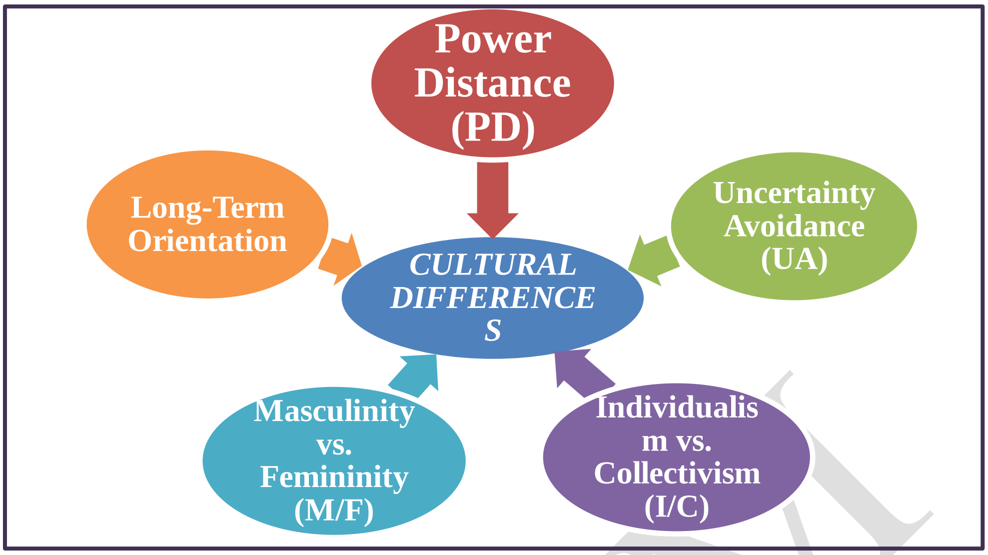

Figure 1: Relationship between Cultural differences & Cultural Values

Cultural dissemination is a unique conceptual global phenomenon in which members of communities work collaboratively in a perpetual effort to not only preserve their culturally distinctive customs but also to make certain that historic traditions can be maintained through verbal transmission (Kluckhohn, 1951). The broadest interpretation of cultural jargon describes this as language used that is specific to certain professional contexts, such as terms like BP (blood pressure), JT (joint), FX (bone fracture), TD (temporary duty), AWOL (absent without leave), left wing, right wing, BTW (by the way), HTH (Hope this helps), FAQ (frequently asked questions), TTYL (talk to you later), BFF (best friends forever), LOL (laugh out loud), and many other common terms. The cultural jargon concept constructs these paradigms using definitive elements to represent the legacy associated with the tangible and intangible connotative meanings indicated by these terminologies, which can represent a specific person, group, or community (Changing Minds, 2013). In identifying the dimensions indicative of cultural jargon, research includes manifestations of the human condition that represent specific life impressions or witness the history and validity of that interpretation (Griswold, 2008). These attributes can include language, buildings, and other attributes that are representative of a past generation and that are being preserved for a future generation by the current one.

Theoretical Framework using Language Acquisition Theories

There are numerous factors that affect language acquisition in early childhood, such as the characteristics of the learner, the social setting, and the quantity and quality of the linguistic input the child receives, all of which can have drastic effects on the child's ability to assimilate the target language (Otto, 2010). The three major theories of language development are: The Behaviorist Perspective, The Nativist Perspective, and The Interactionist Perspective (Berk, 2008).

According to B. F. Skinner's behaviorist theory on language development, language is acquired through operant conditioning (Berk, 2008). Through this process, correct linguistic imitation from a child is received by positive reinforcement from the adult (Berk, 2008). This theory is comparable to the interactionist perspective in that it postulates that language is developed through human interactions (Berk, 2008).

The nativist perspective was first introduced by linguist Naom Chomsky, who postulated that a child's ability to incorporate language is due to a universal grammar innate in every child, or a *language acquisition device (LAD)* (Otto, 2010). The theory dictates that it is unnecessary for parents to linguistically coach their children because their linguistic abilities are biologically inherent, which is in direct contrast to the behaviorist theory (Otto, 2010). However, Chomsky's theory does not specify the parameters of the biological linguistic capabilities or explain why children are able to make grammatical distinctions in one circumstance and not another if grammar is universal (Otto, 2010).

The interactionist perspective emphasizes the importance of interactions between inner capacities and environmental influences (Berk, 2008). The information-processing perspective and the social interaction perspective are the two types of interactionist perspectives (Berk, 2008). This perspective, as well as the behaviorist theory, focuses on the development made within the Broca's and Wernicke's areas of the brain as well as environmental and external stimuli while the nativist perspective focuses mainly on biological aspects (Berk, 2008).

According to Whorfian theory, our words are coded in language and so are our thoughts and this linguistic pattern dictates more than just the language we speak (Skotko, 1997). This pattern also dictates our sense of reason, how we view nature, our relationship views, and every other aspect of our conscious and unconscious mind (Skotko, 1997). This phenomenon is known as linguistic determinism and is based on Whorf's theory that every language utilizes a unique set of semantic representations (Skotko, 1997). These semantics determine aspects of our conceptual representations which is why how linguistics influences habitual thought (Skotko, 1997). When analyzed, Whorf's theory has proven to bear significant merit. Franz Boas' linguistic analysis revealed that many languages exclude specification of gender, tenses, location, and a vast array of descriptive terms present within the English language (Skotko, 1997).

Many linguistic theories, such as interactionist and behaviorist, believe that lexical development is contingent upon the life experiences of those speaking the language, meaning that a culture where the people live in thatch-roofed huts would not be able to conceptualize a building, thus could not fathom a skyscraper (Skotko, 1997). However, slang is a lexical innovation created by individuals and often incorporates words and phrases from various languages, as well as variations of standard words (Metcalf, 2012). Originally considered to be the lowest form of communication, slang is now commonly used in the highest social circles and is perpetuated based upon its usefulness and applicability (Metcalf, 2012).

Language and Cultural DNA Interpreted through Slang and Cultural Jargon

Despite having a standard language with a standard lexicon, all cultures have some form of slang and cultural jargon terminology within their dialect representing different stylistic levels of vocabulary linked to various kinds of social interaction (Metcalf, 2012). The technical definition of slang is: Any informal, nonstandard word or phrase that originates within subcultures within a society and often embodies the attitudes and values of members of that subculture (Bullard, Johnson, Morris, Fox, & Howell, 2010). The more common definition of slang is: A relaxed, informal way of speaking that is not a separate dialect, a catch phrase, cultural jargon, a slogan, colloquialism, or solecism (Bullard, et al., 2010). Slang is a lexical innovation, created by individuals and perpetuated based upon its usefulness and applicability. It often incorporates words and phrases from various languages, as well as variations of standard words.

Slang, or *cant*, was originally considered the language of the ignorant, criminal element and beneath anyone of culture or breeding. Dating as far back as the 15th -16th century, slang started out as a dialect contrived in gambling halls and saloons by criminals or cheats, and scholars believed that it undermined the dignity of verbal exchange with an unrefined and often aggressive informality, which made it considered taboo (Bullard, et al., 2010). Although slang terminology develops in communities to deliver messages faster, it can originate from cultural biases (Metcalf, 2012). The distinct deviation of slang from social ambiance, use, and style from those of the standard lexicon is deliberate and without the contrast of a recognized standard vocabulary, any basis for distinguishing slang from something else disappears.

Americans have an extensive range of slangs that are exclusive to specific groups, but the vast majority of slangs are used cross-culturally. There are numerous slang words used to describe various thing, assorted actions, a variety of qualities or personal attributes, and a mixture of other things. Most American slang can be heard within the context of daily conversation, such as the use of words like 'threads' or 'duds' to describe clothing, or 'dog' when referring to a friend.

The consistent encroachment of slang into the spoken and written language caused scholars to push for a standard prescriptive form of English to be established (Bullard, et al., 2010). 'Proper' English, as taught in scholastic settings, is considered for use in atmospheres such as professional venues, scholarly settings, the production of professional literature, and other such circumstances. Most slang words completely deviate from the denotative meaning of the word and rely completely on the connotative meaning, which can be infinite since it is completely reliant upon the cultural associations. Slang terms and cultural jargon are now commonly used by cultured, sophisticated, linguistically rich individuals that regard slang as an intelligent and insightful variation to the blandness of standard language (Bullard, et al., 2010).

Similar to slang, cultural jargon developed in professional settings, such as medical or military, but has also expanded through the use of modern technologies like cell phones and the Internet. Within these forums, the development of cultural jargon has served to help convey messages more quickly. The use of slang terms or cultural jargon is not always limited by social boundaries, so it can exist in all languages, cultures, and classes of society (Bullard, et al., 2010). It is also used to help express ideas, actions, or similar experiences or things not typically found in a dictionary (Bullard, et al., 2010). The recognition of slang or cultural jargon words, phrases, or gestures as a legitimate linguistic element stems entirely from the native speaker's perception of shared social and stylistic custom (Metcalf, 2012). The slang or cultural jargon expressions specifically linked with entertainment fads, media scandals, idioms of high school cliques and other small, localized groups are usually prevalent for only a short time and then diminish while the life of a slang term that has gained recognition in popular speech is likely to be longer.

Cultural jargon exists in literate cultures that have a recognized, standard usage of oral and written languages. The use of slang and cultural jargon in social settings almost always automatically assumes an interpersonal relationship exists between both the sender of the message and the receiver. Within our culturally diverse society, the mixing of cultures, customs, colloquialisms, and slang terminologies is inevitable and helps establish a basis of sharing and understanding that may not otherwise exist between distinct ethnicities.

As the various sub-cultures that make up our nation interact from day to day, words are exchanged through natural interactions, and, with them, ideas. While formal speech is primarily used within business settings, professionals often coin slang terminology to reference common items more quickly, such as when a chef instructs a member of his culinary crew to "86" an item and it is understood that the item is to be thrown away or when a lawyer refers to another lawyer as a 'dump truck,' it is usually understood that the indicated person tends to plea bargain the majority of their cases. Professional sub-groups, from airplane pilots to factory workers, all have their own slang that they use within professional contexts. While common terms are used cross-culturally, these slangs are only used and understood by those specific to that industry.

Research Methodology

For this study, a quantitative empirical research method was employed to gather the relevant statistical data that would enable the methodical comparison of the variables influencing whether slang and cultural jargon can be transmitted without direct exposure to the parent culture. This research consisted of a convenience sample size of 100 participants. This sample was fairly well distributed among various cultural and ethnic demographics, as shown in Figure 2, which illustrates the diversity in the nationalities participants identified themselves as.

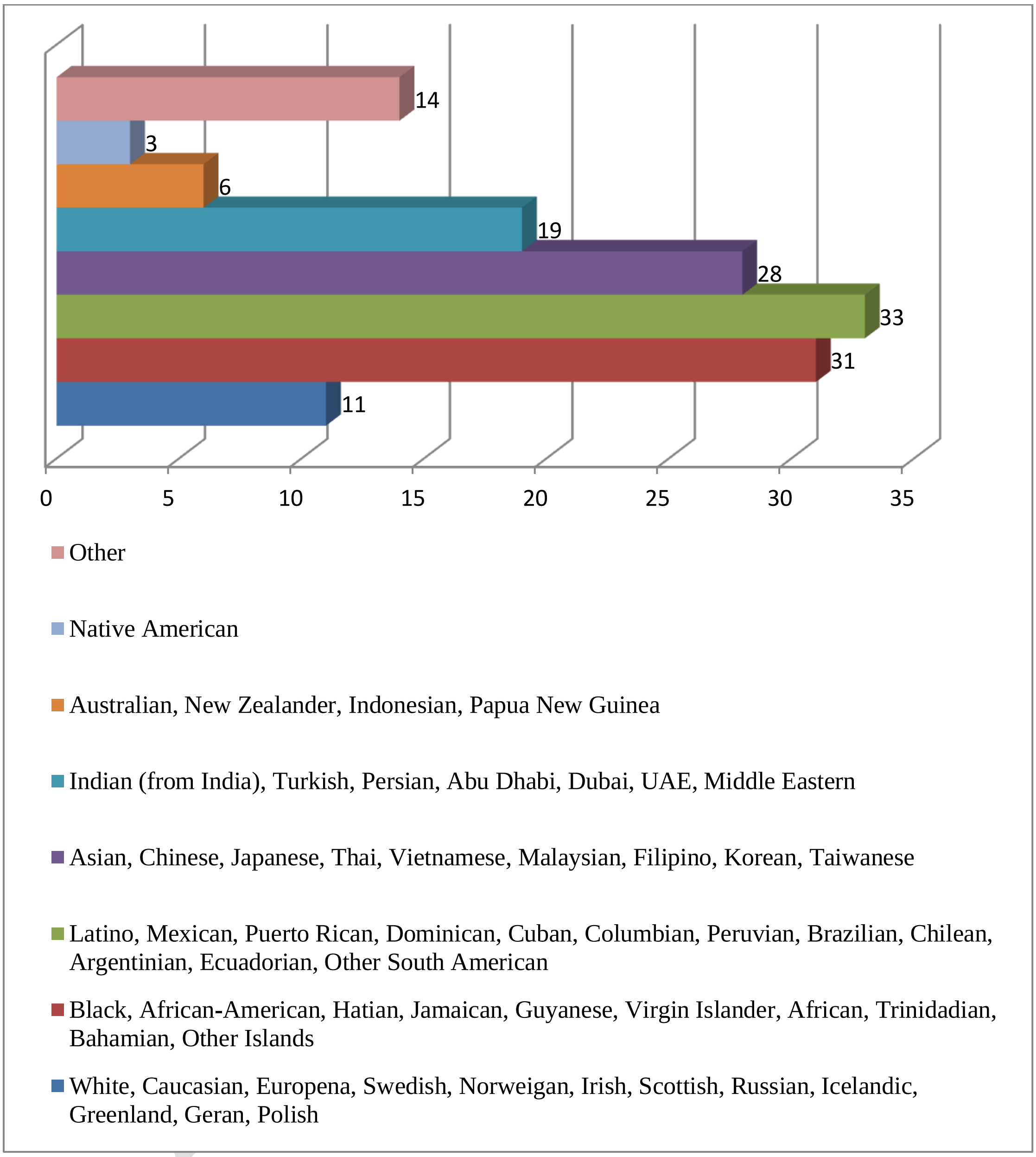

Figure 2: Survey Question 3-Participant Cultural Background

The survey question allowed participants to select multiple responses to represent individuals that were of mixed origins and so has a total greater than the actual number of participants. The eclectic mixture of cultural representation is beneficial to this research because it provides input from a diverse spectrum of ethnic and cultural backgrounds so as to provide this research with data that is indicative of the represented populace.

Research Tools

An electronic survey devised specifically for this research was administered, shown in **Error! Reference source not found.**, which used quantitative and qualitative questions designed to asses if there is an interrelationship between the use of slang terms and cultural jargon and whether this unique vernacular can be transmitted without direct exposure to the parent culture. The questionnaire assumed a general format and was constructed using easily interpreted coding for the closed-ended questions and matrix questions for the open-ended questions (Babbie, 2007).

	Survey Questions
1	**What is your age?**
	18-29 30-44 45-59 60+
2	**What is your gender?**
	Male Female
3	**What is your cultural/ethnic background? Please select all that apply**
	White, Caucasian, European, Swedish, Norwegian, Irish, Scottish, Russian, Icelandic, Greenland, German, Polish
	Black, African-American, Haitian, Jamaican, Guyanese, Virgin Islander, African, Trinidadian, Bahamian, Other Islands
	Latino, Mexican, Puerto Rican, Dominican, Cuban, Columbian, Peruvian, Brazilian, Chilean, Argentinian, Ecuadorian, Other South American
	Asian, Chinese, Japanese, Thai, Vietnamese, Malaysian, Filipino, Korean, Taiwanese
	Indian (from India), Turkish, Persian, Abu Dhabi, Dubai, UAE, Middle Eastern
	Australian, New Zealander, Indonesian, Papua New Guinea
	Native American
	Other
4	**Do you use slang terminologies (like swag, homie, chill, amped, ripped, or any others) in your daily speech?**
	Yes No
5	**Did you learn slang terms from those within your immediate environment (family, teachers, close friends or coworkers) or from other sources (TV, Internet, music)? Select all that apply**
	friends/coworkers
	family
	teachers or other adults

	music
	TV
	Internet
	Reading (books, magazines, newspapers, or other publications)
6	**Do you use cultural jargon (such as professional terms like BP for blood pressure, soapbox, or common abbreviations like BTW, LOL, TTYL, BFF) in your daily speech?**
	Yes No
7	**Did you learn cultural jargon from those within your immediate environment (family, teachers, close friends or coworkers) or from other sources (TV, Internet, music)? Select all that apply**
	Friends/coworkers
	family
	teachers or other adults
	music
	TV
	Internet
	Reading (books, magazines, newspapers, or other publications)
8	**Do you use slang terms or cultural jargon that no one in your immediate environment uses? Refer to questions 4 & 6 for those in 'immediate environment'.**
	Yes No
	End of Survey. Thank you for Your Participation

Table 2: Survey Questions

The survey was brief for expeditious return, was anonymously self-administered, and enquired about the acquisition of slang as well as cultural jargon terms to determine whether use of such vernacular was inherited through DNA or taught (Patton, 2008). The e-survey focused on the use of slang terms and cultural jargon in addition to the demographic information, such as age and gender. Double-barreled questions were meticulously avoided and all the questions have direct relevance to the specifics of the study (Babbie, 2007). Negative and biased terminology was excluded from the questionnaire to avoid misinterpretations or biased results (Babbie, 2007). One potential limitation is that the narrow sampling

frame will potentially limit the number of respondents and will impact the degree with which the sample group is representative of the population.
The primary research data collected from the surveys within this enquiry was critically analyzed and correlations between this and other studies were evaluated (Salkind, 2008). The basic principles of the research question were scrutinized with specific care to remain objectively non-judgmental and present only the facts as they are gathered through the research. This will allow the research to be ethically conscientious and ensure that it will not detrimentally affect any participants. All participants were included in the study under the terms that they are partaking in the exercise on the basis of voluntary informed consent without being coerced.

Data Analysis
Quantitative research methodology uses deductive approaches following a linear path, which emphasizes explicit standardized procedures to measure variables and test hypotheses to form plausible relationships (Neuman, 2006). The responses of the surveys is charted and graphed to easily reveal indicators and dimensions that will indicate correlations between the categorical values (Babbie, 2007). This also allows the responses to be organized to create conceptual order and establish variable ranges for the factorial examination (Babbie, 2007). The key variables will be relative to indicators that denote whether slang terminologies and cultural jargon can be transmitted without direct interaction with the parent culture. Peer reviewed and scholastic studies will be reviewed to extrapolate empirical data that will support or refute the findings of this examination (Patton, 2008).

Validity and Reliability
Throughout the course of the research, steps were taken to ensure that readers can have confidence that the findings of this study are accurate, and not the product of prejudice or bias. All surveys contained the same questions worded in the same manner to maintain construct validity and ensure the methods are repeatable (Creswell, 2009). The small sample group may prevent the determinations from being generalizable in that the sample group may or may not be representative of the wider population. The size of the sample group will warrant further research. The substantive data collected through the literature review may support the initial hypothesis and present findings that can be repeated and whether there were any additional questionnaires and follow-up interviews administered.

Results
The results of this research are based on the primary data collected from the completed surveys whereas incomplete or surveys that were incorrectly filed out were excluded. The first three questions were to collect basic demographic information from the participants. Figure 3 shows the age distribution of the participants where the majority of the sample (53%) was over 45 years old while 28% were between 18-29 years of age and 19% between 30-44 years of age.

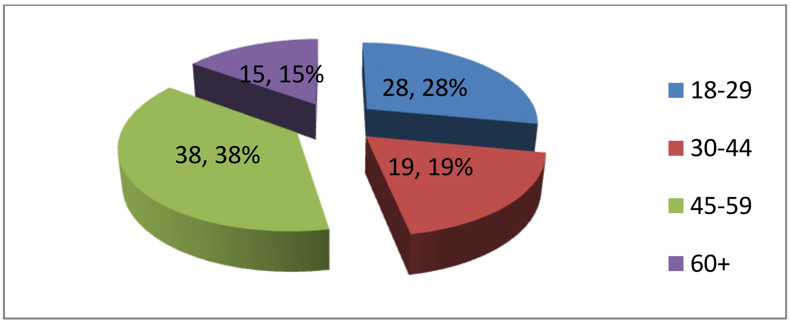

Figure 3: Question 1-Age Group Distribution

Demographically, 55 % (N=55) of the respondents who participated in the study were female and 45% (N=45) were male, as shown in Figure 4. The illustration in Figure 2 shows the cultural distribution of the participants according to how they self-identified their nationality.

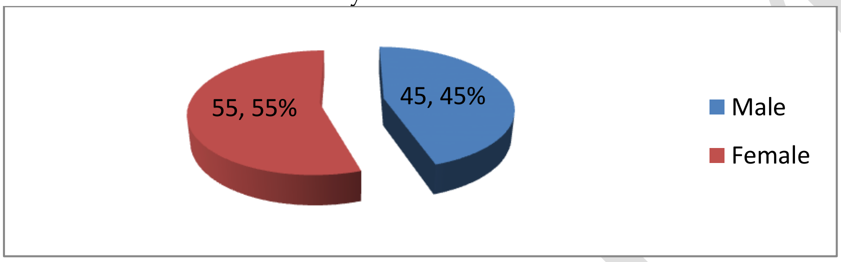

Figure 4: Question 2-Participant Gender Demography

The fourth question asked about the use of slang terminologies in daily speech. As shown in Figure 5, 97% of the participants indicated that they do use slang terms in their daily speech. Although 3% of the respondents indicated they do not use slang terms, this can easily be a false negative according to the understanding held regarding what slang terms are. Many people believe that use of slang terms is an uneducated form of speech and may not be aware of the numerous terms that are currently part of mainstream language.

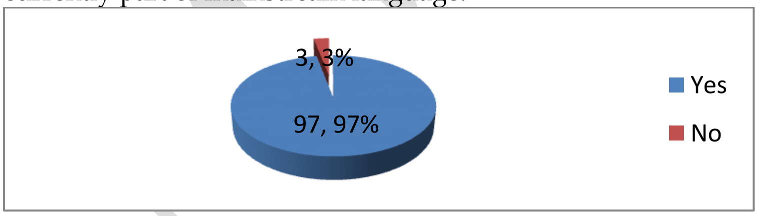

Figure 5: Question 3-Participant Use of Slang

The fifth question, shown in Figure 6, is regarding the exposure to the slang terms used and allowed participants to select multiple answers according to their experiences. The majority of participants indicated their exposure to slang terminologies stemmed from outlets such as friends (81%), family (62%), music (91%), TV (89%), and the Internet (77%), while other sources like teachers and other adults (38%) and print publications (40%) were not frequently sources where slang was acquired.

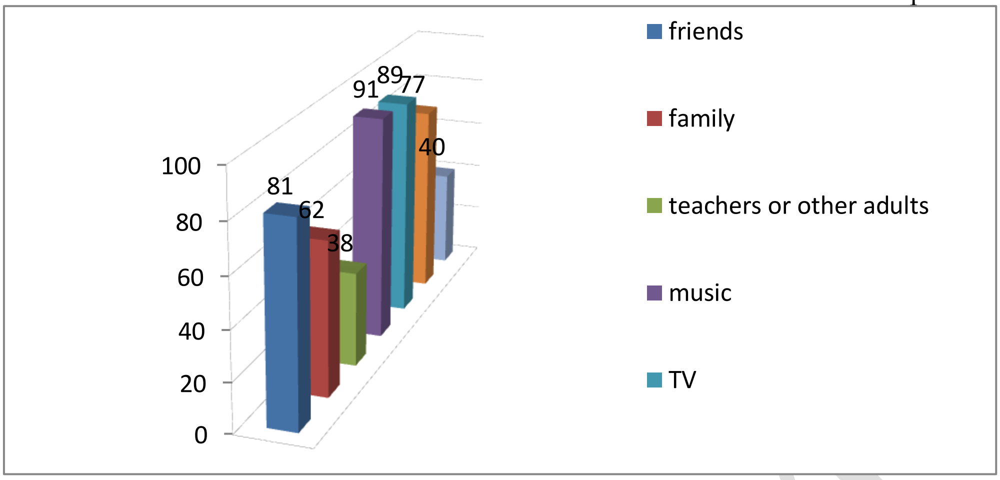

Figure 6: Question 4-Participant Exposure to Slang

The fifth question, shown in Figure 7, asked about the use of cultural jargon terminologies in daily speech. The vast majority of participants, 95%, indicated that they did use cultural jargon terms in their daily speech. The 5% of participants that indicated they do not use cultural jargon in their daily speech can also represent a false negative response since there is an abundance of terms considered as cultural jargon that the respondents may not be aware are considered as such.

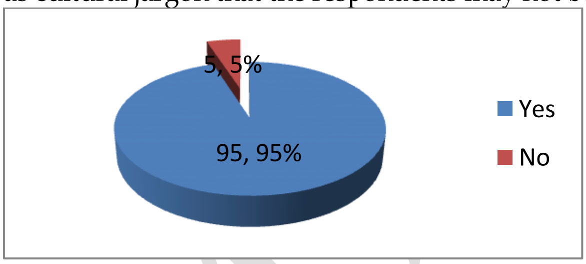

Figure 7: Survey Question 5

The sixth question, illustrated in Figure 8, asked where participants acquired the cultural jargon vernacular and allowed for multiple selections according to experience. Similar to the results for question four, the majority of participants indicated that they picked up cultural jargon from sources such as friends (94%), music (91%), TV (89%), and the Internet (77%), while sources like family (43%), teachers and other adults (55%), and printed publications (31%) were selected less frequently.

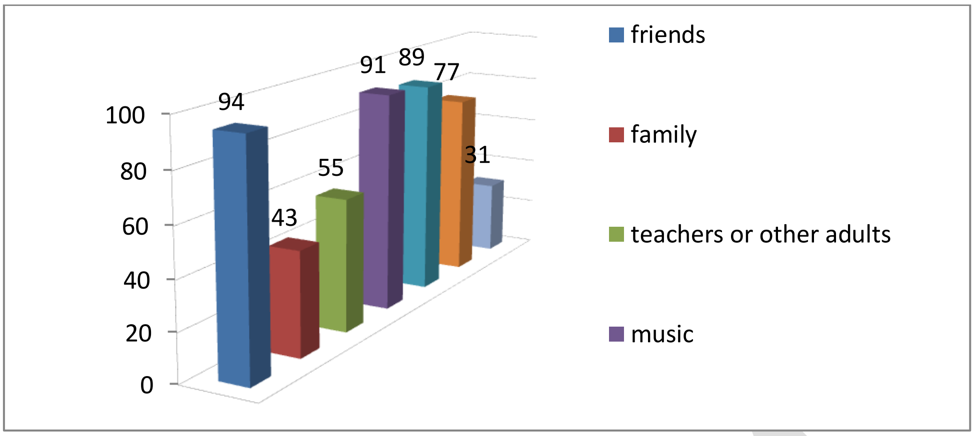

Figure 8: Survey Question 6

The last question in the survey, illustrated in Figure 9, asked whether participants used slang terms or cultural jargon that was not used by anyone in their immediate environment. The vast majority of participants, 93%, stated that they did use slang terminologies and cultural jargon that was not inherent within their immediate environment.

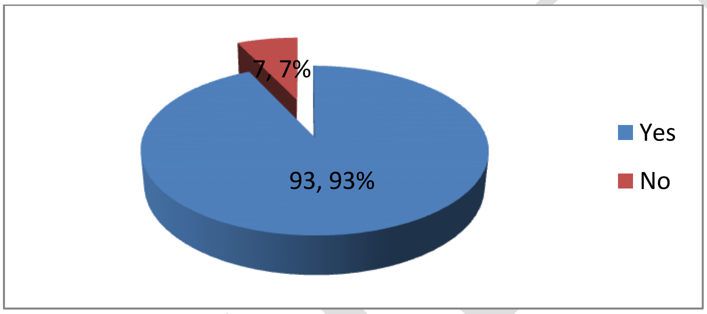

Figure 9: Survey Question 7

Overall, the survey illustrated that the overwhelming majority of participants did engage in the use of slang terminologies as well as the use of cultural jargon in their daily speech. The last question indicated that this language was not typically acquired within the immediate environment and that many participants used vernacular that was not inherent within their own culture since these terms were often foreign to their family, teachers, close friends, or coworkers.

Discussion

The majority of actions are culturally relative, from the mates and careers chosen to the foods eaten and methods for rearing children. The norms and values practiced and transmitted to others are heavily based upon cultural aspects such as religious beliefs and ethnicity. Culture strongly influences people's decision making processes (Hofstede, 1989). Some cultures encourage premarital sex, while others find it immoral (Ruggiero, 2008).

There are numerous ways in which slang is conveyed from one sub-culture to another. Originally, written media, such as books and newspapers, or word of mouth were the dominant forms of communication. However, today's technology allows slang to be passed through popular culture via magazines, pop music, television, the Internet, social media, and other modes of communication. The popularity of Internet 'chat rooms' has made international communication common place, and, in this informal atmosphere, usage of slang, cultural jargon,

and word abbreviations is a common method of vernacular exchange. For example, there ae numerous slang terms used to describe money, such as moolah, cash, denero, change, currency, flow, Benjamins, ducats, dollars, finances, dividends, pesos, flash, funds, revenue, capital, paper, ends, dead presidents, collateral, and any others.
While some of these terms are slang, others are words that we have imported into English vocabulary from other languages, such as Spanish and French but they all mean the same thing.
Slang terminologies and cultural jargon is also passed on through communications with members of our immediate circle. Although cultural jargon is usually only bandied about within the confines of the professional setting and among fellow members of the relevant profession, terms often bleed into other sub-cultures through the integration of our friends and family members into our professional lives. When individuals share their day with their significant others, they often use slang from the workplace, which is then translated to their mate. They, in turn, become familiar with the terminology and may use it in conversation with another non-professional, and so forth.
The slang spoken by African Americans can range from the highly sophisticated speech of New Yorkers to the raunchy street slang spoken by Houston natives (Metcalf, 2012). African American slang is so deeply rooted within the culture that, in 1973, it was given its own name: Ebonics, coined from the words 'ebony' and 'phonics' (Metcalf, 2012). This term was created by Robert L. Williams "to define black language from a black perspective", rather than use terms that many people of color felt reflected a "white bias" towards their speech (Metcalf, 2012). The speech patterns of African Americans is so diverse that, even when speaking in a professional forum, with no use of slang, orators still have a vernacular so distinct, its style is mimicked by Americans from all walks of life (Metcalf, 2012). Slang terms like 'jazz,' 'cool,' and 'chill out' were all given their slang meanings by African Americans and are used by Americans from all nationalities and walks of life (Metcalf, 2012).
Although the speech accent may differ by region, African American English follows a distinctive pattern and is an idiosyncratic variation of American English (Metcalf, 2012). This modification of modern English has a unique vocabulary that utilizes verbiage that is commonly misunderstood by other races, such as 'kitchen' when describing the exceptionally nappy hair at the nape of the neck and 'ashy' to describe the whitish pallor of extremely dry skin (Metcalf, 2012). The Hip Hop culture, which is essentially a segment of the African American culture, although it encompasses members from various nationalities, has vernacular dynamic of its own.
Other distinctive American groups, such as gangs, also have their own definitive vernacular, although the inspiration for its establishment is not so noble. Many gang slangs are utilized in a criminal capacity and, are therefore constantly changing (Bullard, et al., 2010). However, there are some terms that are stationary within the language to be consistently identifiable by all members, such as terms designating a member's group affiliation or their rank or station within the group. There are also numerous terms that would seem like ordinary words to non-members, but are instructional codes to members to perform various activities. Gangs do not confine their slang to simple words, but use clothing, tattoos, hand gestures, and even dances as part of their culture and to convey their messages.

The ramifications of the intercultural transference of slang are essentially positive. The cross-cultural understanding that has arisen through the assimilation of slang has narrowed the racial gaps in numerous communities. Newfound understandings have enabled many nationalities to abandon long-held stereotypes concerning members of other races and embrace new levels of tolerance towards those groups. The media has played a large part in demystifying much cultural slang. Linguistic assimilation, which was historically a destroyer of languages, now plays a large role in the preservation of rare, indigenous languages. Modern technologies, such as the Internet, are employed to facilitate the spread of American culture to the rest of the world and vice versa.

Research Findings

Based on the details gathered through the primary and secondary research, the answer to the main research question posed is 'Yes.' This study has determined that slang terminologies and cultural jargon can be transmitted without direct interaction with the parent culture due to the strong extraneous influences of Internet, TV, music, friends, and even family members that collect vernacular not native to their culture and disseminate it through communication interactions. This proves that the first hypothesis, which stated: Slang terminologies and cultural jargon can be transmitted without direct interaction with the parent culture, is true.

Cultural norms have a bearing on learning patterns and this has a strong effect on individual responses to various elements relative to learning that are not apparent in all learning environments (Cloke & Goldsmith, 2011). For the sub-question, based on this research, the answer is 'No,' slang terminologies and cultural jargon is not inherently imbedded in DNA. This is demonstrated by the ability of numerous participants to acquire slang terminologies and cultural jargon not used by anyone in their immediate environment, such as family, teachers, close friends, or coworkers. This proves the second hypothesis, which states: 'Slang terminologies and cultural jargon are not inherently imbedded in DNA' is also true.

Conclusion

Historically, many languages have become extinct, or come close to it through linguistic assimilation in various countries (Miller, 2007). This research adds new information through the primary survey data, which illustrates that the use of slang and cultural jargon is a common occurrence amongst both professional and non-professionals. The relevance of this phenomenon pertains to the dissemination of cultural vernacular through human interactions rather than it being inherited. The question of whether DNA is influential in cultural linguistics is answered using the survey to explore the origins of culturally derived vernacular and opens the door for further exploration of this topic in a larger study.

Through slang, languages are changed and renewed. As slang terms travel between cultures and races, the adaptations of these cultural terms help unite diverse peoples through the assimilation of linguistics and magnify the boundaries of interpersonal communication (Bullard, et al., 2010). The creation of new slang and cultural jargon terminologies ensure that languages are continually changed and renewed. Slang is not simply words, but gestures and body language as well and is a large part of interpersonal communication. We often use physical gestures, facial expressions and a myriad of other informal forms of body language to convey various messages to those we interact within informal settings.

Future Implications

Overall, this research determined that the transmission of slang terms and cultural jargon is not an inherent event that is coded into the human DNA, but is more of an environmental occurrence triggered through the cross-cultural interactions as facilitated through exchanges with various types of media as well as people. The transference of vernacular not inherent to one culture into another has become a common occurrence and people do not have to be part of the parent culture in order to gain knowledge of various slang terminologies or cultural jargon. The definitive implications of this research present a unique platform that linguistic scholars can build upon to specify not just how language is acquired, but also how it is transmitted cross-culturally. Although the small sample group presents limitations in the form of generalizability of the research findings, the survey results do provide a new direction for future research regarding the transitional nature of language. While the participant pool included individuals from numerous cultural origins, this research used a survey with only eight questions and this can also present a limitation in the conclusive findings, providing the opportunity for future studies that use a research tool that has been expanded for deeper study of whether language is transmitted through cultural assimilation or DNA.

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ORGANIZATION OF HEALTH-SAVING ENVIRONMENT OF THE UNIVERSITY

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Abstract

The relevance of the research is due to the social influences on health of the young students. The purpose of this article is to develop practical recommendations on the organization of health-saving environment in the university (Biktagirova & Valeeva, 2015). A leading approach to the research was an integrative approach that considers the health saving environment as the totality of the circumstances and intentionally created pedagogical conditions aimed at the preservation and strengthening of physical, mental and social well-being of teachers and students. The main results of the study are to identify the historical background and pedagogical conditions of organization of healthy environment at the university, criteria of its effectiveness (medical, educational, social). The significance of the results is that the interrelation of traditions and innovations in the process of organizing health promoting environment; the necessity of inclusion in the educational content of educational material on health-preserving activities, education of students stable motivational-value attitude to a healthy lifestyle, creating zdorovesberegayuschie infrastructure. Practical recommendations on the organization of health-saving environment in the university are as follows. The effectiveness of the organization healthy environment will increase, provided the continuity of traditional and innovative ideas of formation of value attitude to the health and education of culture of health. The development of healthy environment will be successful in pedagogical terms: inclusion in the educational content of educational material on health-preserving activities; sustainability of motivational-value attitude of students to health and healthy lifestyle; creates health saving infrastructure. Improvement of healthy environment will be effective under condition of formation of the subjects of the educational process of the holistic ideas about health, healthy lifestyles,

disease prevention; recognize the priority of health and healthy living; and skills for the conservation and accumulation of their own health.

Key words: health, health and Safety, health related behaviour, social determinants of health, university, higher education.

1. Introduction.

The research urgency is caused by the deterioration of the health of students, which leads to negative consequences in the form of lower academic performance, social activity. Education of students ' health needs as a vital value-conscious aspirations to conducting a healthy way of life, "self-creation" becomes the most important task of the university (Yepaneshnikov et al., 2016). A radical change in strategy for the achievement of the health of students. The basis of such a strategy should be the formation of "I-concept" of a healthy personality, creating the necessary conditions for self-knowledge, self-development and self-realization (Pugacheva, Filippova et al., 2016). We are talking about a new concept of education - "health improving", based on the adaptive nature of education in the context of paradigm: "human health - public health - the health of nature." The inclusion of students in the process of forming health needs in a healthy way of life, interest and activity in self- dicsipline and self-improvement will help to ensure that they learn to be attentive not only to their health but also the health of others. Without bringing up a conscious attitude to own health, the society will never retain the potential health, which is inherent in man at birth. Transition of education to the paradigm: "health care - everyone's responsibility" is necessary (Valeeva & Khakimova, 2015). The world health organization in its publications widely uses the concept of "social determinants of health", understanding under them the conditions in which people are born, grow, live, work and become old (World Health Organization, 2017). These circumstances are influenced by the distribution of money, power and resources at global, national and local level, which, in turn, impact policies (Ivanov et al., 2016; Terentyeva, Mukhomorova et al., 2016). Social determinants of health are a major cause of inequities in health - the unfair and avoidable differences in health status seen within and between countries. "We understand that health equity is a shared responsibility and requires the engagement of all sectors of government, of all segments of society, and of all members of the international community, in an "all for equity" and "health for all" global action" (Rio Political Declaration on Social Determinants of Health Rio de Janeiro, 2011). Considering the growing concern about this persistent and growing inequities, the world health organization, established in 2005, the Commission on social determinants of health to provide information about the ways of reducing this problem. The place where we live affects our health and ability to lead a prosperous life outlined in the report of the Commission.

The social determinants of health are the conditions in which people are born, grow, live, work and age. These circumstances are shaped by the distribution of money, power and resources at global, national and local levels. The social determinants of health are mostly responsible for health inequities - the unfair and avoidable differences in health status seen within and between countries. Health equity and social determinants are acknowledged as a critical component of the

post-2015 sustainable development global agenda and of the push towards progressive achievement of universal health coverage (UHC). If health inequities are to be reduced, both SDH and UHC need to be addressed in an integrated and systematic manner. Member States adopted the Rio Political Declaration at the World Conference on Social Determinants of Health in October 2011 in Rio de Janeiro, Brazil, calling upon them to act in five areas:
1.Adopt improved governance for health and development.
2.Promote participation in policy-making and implementation
3.Further reorient the health sector towards promoting health and reducing health inequities.
4.Strengthen global governance and collaboration.
5.Monitor progress and increase accountability.
The Rio Political Declaration was endorsed by WHO Member States at the Sixty-fifth World Health Assembly (WHA) in Geneva, Switzerland in May 2012 (World Health Organization, 2017).

The purpose of this article is to develop practical recommendations on the organization of health-saving environment in the university.

2**. Research methodology**
A leading approach to the research was an integrative approach that considers the health saving environment as the totality of the circumstances and intentionally created pedagogical conditions aimed at the preservation and strengthening of physical, mental and social well-being of teachers and students (Constitution of WHO, 2017).

Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity. The enjoyment of the highest attainable standard of health is one of the fundamental rights of every human being without distinction of race, religion, political belief, economic or social condition.The health of all peoples is fundamental to the attainment of peace and security and is dependent on the fullest co-operation of individuals and States.The achievement of any State in the promotion and protection of health is of value to all.Unequal development in different countries in the promotion of health and control of diseases, especially communicable disease, is a common danger.Healthy development of the child is of basic importance; the ability to live harmoniously in a changing total environment is essential to such development.The extension to all peoples of the benefits of medical, psychological and related knowledge is essential to the fullest attainment of health.Informed opinion and active co-operation on the part of the public are of the utmost importance in the improvement of the health of the people.Governments have a responsibility for the health of their peoples which can be fulfilled only by the provision of adequate health and social measures (Constitution of WHO, 2017).

The methodological approach is a complex of paradigmatic mechanisms in cognition and/or practices that characterizes the competing (or historically successive) strategies and programs in science (Erdyneeva et al., 2016). The choice of an integrative approach is due to the positioning of health as a complex multidimensional phenomenon reflecting fundamental aspects of human existence.

Good health requires a universal, comprehensive, equitable, effective, responsive and accessible quality health system. But it is also dependent on the involvement of and dialogue with other sectors and actors, as their performance has significant health impacts. Collaboration in coordinated and intersectoral policy actions has proven to be effective. Health in All Policies, together with intersectoral cooperation and action, is one promising approach to enhance accountability in other sectors for health, as well as the promotion of health equity and more inclusive and productive societies. As collective goals, good health and well-being for all should be given high priority at local, national, regional and international levels measures (World Health Organization, 2017).

During the research following methods were used: theoretical (analysis, synthesis, generalization, systematization); sociological (observation, interviews, questionnaires, expert evaluation).

3. Results.
The main results of this research were: 1) the historical background of the organization of health-saving environment in a modern university; 2) the pedagogical conditions of organization of healthy environment in the university and 3) experimental verification of their effectiveness.
3.1. The historical background of the organization of health-saving environment in a modern university. The problem of health of trainees has always been the center of attention of teachers. In terms of the primitive relations in the education of young people focused on preparing for life: the ability to endure hardships, pain, to show courage and endurance. The rite of "initiation" was very characteristic, when the boys in the competition showed their physical abilities. There were two systems of education in Ancient Greece: Spartan and Athenian. Education in Sparta had a pronounced military physical in nature. Ideal was the hardy and courageous warrior. A vivid picture of Spartan education was described by Plutarch in his biography of the Spartan legislator Lycurgus (Plutarch, 2015). Education in Athens expected intellectual development and cultural development of the body. In the writings of Greek thinkers there are views on the necessity of formation of physical culture of the body (Aristotle, 2011; Xenophon, 2007). In accordance with the ancient ideal of the human teachers of the Renaissance took care of the health of students, has developed a methodology of physical education. John Locke offers a carefully developed system of physical education of the future gentleman, proclaiming the rule: a Healthy mind in a healthy body - here is a short but full description of a happy state in this world (Comenius, Locke, Rousseau & Pestalozzi, 1989). Locke wrote that physical education should start from an early age and implemented using a variety of physical exercises and hardening. The development and strengthening of physical strength is very important for the strengthening of spiritual forces. Locke describes in detail the techniques of hardening, justifies the importance of strict regime in a person's life, gives advice about clothing, food, walks, sports, etc (Comenius, Locke, Rousseau & Pestalozzi, 1989). Jean-Jacques Rousseau biologicials the process of education. He dwells on the techniques of hardening, enhancing physical strength. Noting the important role of natural remedies, indicates that the internal development of our abilities and of our organs is the education from nature (Comenius, Locke, Rousseau & Pestalozzi, 1989). Helvetius (1987) in his book "About man, his intellectual faculties

and his education" defines the goal of physical education is to make man stronger and healthy, therefore happier, bringing benefit to his country. P. F. Lesgaft, prominent scientist, organizer of teaching movement for the introduction of physical education in educational institutions, offers an original system of physical education based on the law of gradualism and sequence development (Lesgaft, 1987).

In the 20-ies of XX century developed and put into practice the tools of health education trainees. In particular it has developed a system of health lessons, a series of tutorials for personal and social hygiene, the prevention, preservation of health. This was part of the work, which examines the dependence of the process of formation of healthy lifestyle of learners on the level of development of their consciousness, will. This is considered as the condition for the formation of positive goals of the individual in the field of healthy lifestyles to improve the adaptive capacity of the organism. In the late 1940's-early 1950-ies health indicators in academic life have been extensively studied. The efficiency, degree of fatigue, attention, status, visual function, conducted the observation of the behavior of trainees were studied. In 1970 - 1980-ies research on issues of health education, health of students, observance of hygienic requirements to organization of training was conducted. In 1980, a Russian scientist, Doctor of medical Sciences I. I. Brahmana (1980) offered the term "valueology". Under the valeology (from one of the values of lat. valeo — "to be healthy") was proposed to understand the general theory of health, claiming the integrated approach to physical, emotional and spiritual health. Valeology sought to synthesize complex information about human health to build a culture of health. This led to the inclusion of valeology non-scientific, religious and occult concepts, as well as alternative medicine. Valueology was criticized by academia and the church. In 1980 - 1990th years there is a large number of scientific papers on the anti-alcohol and anti-drug education; sex education and sex hygiene; the conservation of mental health, methods of correction of psycho-physical deviations. In the late 1990s coined the term "culture of health" representing the unity of the needs and abilities of the individual to maximum self-realization through the use of natural resources (Lunev, Pugacheva & Stukolova, 2014). Summarizing the above, the following historical background of the organization of health-saving environment in a modern university: 1) the development of the ideas of formation of physical culture and hygiene of the learners; 2) the formation of the value attitude to the health and education of culture of health; 3) development and implementation of projects at health care activities of trainees.

3.2. Pedagogical conditions of organization of health-saving environment in a modern university (including educational content of educational material on health-preserving activities; stability of motivational-value attitude of students to health and healthy lifestyles; creating health saving infrastructure). The inclusion in the educational content of the educational material on the health care activity due to its structural components: knowledge, ways of activity and emotionally-value relations. Characteristics of quality knowledge of health care activity may be: consistency, ensuring their continuous development; continuity, contributing to their transformation in the abilities, skills, beliefs; interdisciplinarity, providing meaningful connections between concepts and theories. Ways of working are a set of skills to preserve and strengthen their health. The emotional-value attitude is formed by the internalization of the value of their own health as a unique and enduring, and creating a situation of success in the mastery of skills and the accumulation of their own health. The relationship of knowledge, ways of activity, emotional and value relationships provides conscious perception and memorization of knowledge, but also their application (Khairullina et al., 2015).

The stability of the motivational-value attitude of students to health and a healthy way of life involves the awareness of the need to preserve and maintain health as the basis of life, adherence to a healthy lifestyle. The concept of "health" the most common in everyday communication of people. Even the greeting at meetings goodbyes associated with that word: "Hello", "cheers", etc. We believe that students need to form fashion for health. Students must understand that to be healthy is better than sick. The presence of a health will allow to be active, creative, full life. The study showed that is not to say that students do not understand the value of health, not cherish them, but, unfortunately, the value of health most of them understood when it is under serious threat, or somewhat lost. A healthy lifestyle includes adequate conditions of life allowing to keep and strengthen health promoting prevention of health disorders and support optimal quality of life. In our opinion, these favorable conditions can be divided into three groups. First, conditions that ensure the standard of living: the degree of satisfaction of material and spiritual needs, housing, medical care, etc. (Lunev, Pugachova & Stukolova, 2014a). Secondly, conditions to ensure quality of life and achieve physical, mental and social well-being and self-realization (Terentyeva, Starodubtsev et al., 2016; Zamaletdinov et al., 2016). Third, the conditions that ensure the lifestyle behaviors of specific people (Petrova et al., 2016). If the first two groups of terms are public, the third group has personified nature and dominates in the process of ensuring a healthy lifestyle. Based on the above, we have identified the following components in the motivational-value attitude of students to health and healthy lifestyle: 1) the desire for self-preservation ("I don't do certain actions because they are threatening my health and life"); 2) the subordination of ethnic and cultural demands ("I obey ethno-cultural requirements, because of my healthy lifestyle depends on the well-being of others"); 3) engaging health care activity ("Water treatment cause pleasant sensations"); 4) opportunity for self-improvement ("If I'm healthy, I can climb a higher rung of the social ladder); 5) sexual implementation ("Health gives me the opportunity for sexual harmony"); 6) achieving the highest possible comfort ("I'm healthy, I'm not worried about the physical and psychological discomfort"). To be healthy, permanent and significant efforts are needed. The motivational-value attitude of students to health and a healthy lifestyle is constantly and purposefully formed during a person's life, and not dependent on circumstances and situations.

Creation of health saving infrastructure involves the interaction of socio-educational structures of the university and the conditions of microsocium for the protection of subjects of educational process from the pathogenic factors and related them prevention (Akhmetov, Kirillova et al., 2016; Islamov et al., 2016; Kamasheva et. al., 2016; Lunev, Safin et. al., 2016). In practice health saving infrastructure includes dialogical interaction of educational process subjects, the rational organization of educational activities and free time, the correct mode of work and rest, rational nutrition, rules and norms, personal hygiene and mental health (Akhmetov, Khramova et al., 2016; Pugacheva, Ezhov et al., 2016).

3.3. Experimental verification of the effectiveness of pedagogical conditions of organization of health-saving environment in a modern university. Experimental verification was conducted from 2013 to 2017. Experimental testing was attended by 300 teachers, 500 students of universities of Kazan city (Russia). Experimental testing took place in three stages: ascertaining, forming, and control. On ascertaining stage was developed a special program to test the effectiveness of pedagogical conditions. On the forming stage, the program was implemented. To test the effectiveness of inclusion in education content of educational material on health-preserving activities developed and introduced an elective course "Culture of health". Course objectives include learning about healthy lifestyles, disease prevention and development of appropriate skills. In the process of studying the course students were asked to design a program of preservation and strengthening of own health: setting goals and choosing means to achieve it, identifying obstacles to achieve goals and find resources to overcome them.

For the formation of a sustainable motivational-value attitude of students to health and a healthy lifestyle were organized individual and group consultations that assessed the willingness of students to a healthy way of life; formed the installation of self-preservation behavior, as a system of actions and relations mediating the health and life expectancy. It is established that the formation of motivation to health is possible only on the basis of specially organized purposeful work on creating ideas about their health and the health of others, the development of practical action to ensure a healthy life and joy of the acquisition of specific motor skills. The primary basic needs (as an internal motive activity of the organism) determine the behavior of the student at the stage of primary education a healthy lifestyle. Gradually, under the influence of healthy environment, these needs are rebuilt in a secondary motivation: actions of a student become self motivated. The satisfaction of basic needs in the process of the special health care activity should become the main condition of individual harmonious development. Dissatisfaction with these requirements, respectively, will lead to slower development and diminished health.

Verification of the effectiveness of creating health saving infrastructure included: 1) creating sanitary and hygienic conditions of the educational process (requirements for buildings, natural and artificial lighting, the air-heating mode, equipment, premises, catering, premises, catering, mode of life, the daily and weekly workload, the motion of students, equipment and the organization of classes in computer rooms, regulation of training load, preventing fatigue); 2) psycho-pedagogical support of students in the educational process (assistance in solution of urgent problems of training, choice of an educational route, the formation of attitudes for healthy lifestyle, development of skills of self-regulation and stress management in various life situations, humanistic relationships between all subjects of educational process, the account of individual and age features of students, development and implementation of training programs on health culture and the prevention of harmful habits); 3) socio-psychological support of the health of the teacher (the removal of stress, the formation of goodwill and fair relations among employees, promoting self-realization and self-affirmation); 4) medico-social support of educational process (organization of treatment, prevention and outreach activities, correction of disorders of somatic health).

At the control stage during a written survey of students and teachers were identified the criteria of healthy environment at the university: 1) medical, including the number of days of sickness for 1 student during the semester; health of students and teachers (visiometrics performance, fatigue, and physical development); 2) teaching, including student performance, attitudes to learning, a conscious choice of a healthy lifestyle, orientation of students to development knowledge and skills to strengthen their own health; 3) social, including an understanding of the need for a healthy lifestyle; possession of skills of preservation and accumulation of their own health.

4. Discussions

To the problem of organizing health promoting environment at the university dedicated a number of studies. A lot of attention to preventive care trainees paid Russian scientist N.I. Pirogov (25 November 1810 - 5 December 1881): surgeon and anatomist, naturalist and teacher, the Creator of the first Atlas of topographic anatomy, the founder of the Russian military-field surgery, founder of the Russian school of anesthesia. Pirogov (1985) wrote that children should be happy people, and useful citizens. A necessary condition for this is health and strong constitution of body. Lifestyle in his youth - as the foundation of health and strength and weakness and disease of the body. The main task of education is the care about health and strong physically. Pirogov was convinced that the physical labor required to develop and maintain physical strength, health and physical abilities. To prove that there is no need, wrote Pirogov. Every mental work, powering the nervous system and act positively on the circulation of blood and digestion. Strong development of the nervous system mental work gives an unusual vitality to the human body. Among scientists in particular found a lot of people live to a great age, noted Pirogov. And the people, accustomed to mental work, endure the change of climate, bad air, lack of food, lack of movement is no worse and often better than the people who have strongly developed muscles, but weak and sluggish nerves are. The reasons for this must be sought in the importance that has the nervous system in the life of the other systems of the human body, and the part that accepts it in all its functions. Of course, wrote Pirogov, only healthier if the physical and mental work will connect, but the full balance between them is hardly necessary. Human nature is so flexible that it is able to the great diversity of lifestyles. The strongest preponderance of the mental over the physical, and vice versa, soon becomes a habit and does not harm the human body: just perfect extremes are disastrous. In addition, in the present state of society it is hard to imagine such a lifestyle, in which physical and mental labor were balanced: one of them will only stay. Pirogov has developed a guide for physical education. In it, he noted that the intellectual growth and development require appropriate physical development. Pies gave scientific proof of the principle of harmony of mental and physical activities: only when the harmonic development of the human organism is able to develop and produce the most work with the least waste of force. It is easy to see the need to change physical and mental exercises. Extremely frequently we hear that the child does not want to do, avoiding classes, lazy. It is known that every monotonous action certainly tiring, even brings to the hypnosis and sleep. In physiology it is known that during intense exercise, the various machines and apparatuses necessary to monitor, to act in the greatest number of muscles. The greater the number of muscles involved in the work, the slower the moment of fatigue. When the waste of effort before and increases the accumulation of degradation products reaches such a degree that the muscles become incapable of activity. The general grounds of relevance when studying the muscular system, can be applied to mental work. Objectives of physical education will consist in the development of the skills to consciously control movements (Pirogov, 1985).

From contemporary publications, the greatest attention was attracted by the works of authors who are considering health care as a pedagogical process aimed at the formation and development of all participants in a positive, sustainable orientation for the preservation of health, as a necessary condition of viability (Akhmetov & Terenteva, 2013; Gutman et al., 2015). In educational practice - it can manifest itself in the formation of subjects of pedagogical process: 1) the ability for positive self-development in different circumstances, self-confidence, developing a sense of competence and self-worth (Ezhov et al., 2016); 2) motivation for health promotion, by setting the value of own health; acquire knowledge about their health; mastering the methods of guarding and multiplying health; the ability to apply forms of accumulation health to the peculiarities of his body (Sadovaya, Korshunova & Nauruzbay, 2016); 3) a culture of health focused on a responsible attitude as our own, and the health of others, the desire to preserve and enhance their natural potential, harmonization of the personality, a willingness to maintain their composure and others, the ability to perceive and to create fine (Pugacheva, Kirillova et al., 2016).

Acknowledging that governance to address social determinants involves transparent and inclusive decision-making processes that give voice to all groups and sectors involved, and develop policies that perform effectively and reach clear and measurable outcomes, build accountability, and, most crucially, are fair in both policy development processes and results; We pledge to:
(i) Work across different sectors and levels of government, including through, as appropriate, national development strategies, taking into account their contribution to health and health equity and recognizing the leading role of health ministries for advocacy in this regard;…
(v) Develop approaches, including effective partnerships, to engage other sectors in order to identify individual and joint roles for improvements in health and reduction of health inequities;…
(ix) Strengthen occupational health safety and health protection and their oversight and encourage the public and private sectors to offer healthy working conditions so as to contribute to promoting health for all;
(x) Promote and strengthen universal access to social services and social protection floors…(Rio Political Declaration on Social Determinants of Health Rio de Janeiro, 2011).

However, to the pedagogical conditions of the organization of healthy environment at the university is paid not enough attention. This actualised our research.

Conclusion and recommendations

Practical recommendations on the organization of health-saving environment in the university are as follows. The effectiveness of the organization healthy environment will increase, provided the continuity of traditional and innovative ideas of formation of value attitude to the health and education of culture of health. The development of healthy environment will be successful in pedagogical terms: inclusion in the educational content of educational material on health-preserving activities; sustainability of motivational-value attitude of students to health and healthy lifestyle; creates health saving infrastructure. Improvement of healthy environment will be effective under condition of formation of the subjects of the educational process of the holistic ideas about health, healthy lifestyles, disease prevention; recognize the priority of health and healthy living; and skills for the conservation and accumulation of their own health. The results of the study allow us to outline the prospects for further research of this problem that are associated with the development of scientific and methodological support of formation of readiness of students to a healthy lifestyle. The article can be useful for managers and academics; staff of the centres of advanced training and retraining of personnel in the selection and structuring of contents qualification of the teaching staff of universities.

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READING AND WRITING DIFFICULTIES IN ESL: A STUDY OF DYSLEXICS

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Abstract
The present study focuses on the nature of reading and writing difficulties faced by dyslexics. It offers the patterns of errors commit by the learners and eventually face difficulties in learning the desired skills. In the present paper, various patterns are elicited so as to understand the cognitive as well as developmental bases of such occurrences. There are interferences caused due to the mother tongue influence on ESL acquisition. Based on the suggested patterns various intervention tools could be designed in order to facilitate the learners in a more engaging and encouraging way. A group of 6 students with dyslexia have been examined for the study.

Keywords: Reading skills, writing skills, students, dyslexia, learning strategies

Introduction
Dyslexia is a type of *learning disability* (or learning difference) that affects how well someone can read and spell. Researchers have been trying to find out what causes it for a long time and are still working on discovering answers. However, we know much more than we used to. If someone has dyslexia, it does not mean that she or he cannot read. Everyone with dyslexia can read at least a little. Most people with dyslexia have some words that they can recognize right away. These words are what educators call *sight words* or *sight vocabulary*. Also, many people with dyslexia are able to read words in stories better than they can read them in lists. This is because they have learned to use context to help them figure out words that they do not know or are unsure about. However, good readers do not have to rely on context. They can recognize words no matter where they see them. Having dyslexia can mean a person has other problems besides difficulty with reading and spelling words correctly. The underlying brain differences that cause dyslexia can also cause problems with reading comprehension, listening, speaking, and writing, math, and storing information in memory, getting information out of memory, and doing things quickly. In addition, dyslexia can occur with other problems, such as depression, anxiety, *dysgraphia* (a handwriting problem), and various types of attention-deficit/hyperactivity disorder (ADHD).
People with dyslexia do not see words and letters backward. The confusion of similar looking words, letters, and numbers is common in many children as they learn about the symbols we use for writing and math, and they are developmentally normal when children are learning to read. For example, many children struggle with remembering the differences between *b* and *d*, and children with reading problems are no different. For many children with dyslexia, this is a developmental problem connected to their reading level. Many children with dyslexia tend to make letter and word confusions at the same rate as other children

with the same reading ability. For example, a ten-year-old child with dyslexia who is reading at a Grade 2 (age 7-8) level will probably have the same amount of trouble with *b* and *d* as the average second grade student. However, some types of dyslexia cause children to have this kind of problem for a much longer time. In some cases, they have trouble remembering which letter is which, but if shown a *b* and *d*, for example, they can tell that the letters do not look alike and can copy them correctly. In other cases, their brains send signals to the wrong bit of information. For example, even though they see the word *was* correctly, their brain sometimes sends a signal to the place where the word *saw* is stored.

Information about the occurrence of dyslexia in boys and girls is mixed. Some studies show that reading problems are much more common in boys, while others show little difference based on sex. More boys might be identified with dyslexia because they have a greater tendency than girls to misbehave when they are having trouble, and misbehaving children are more likely to be referred for help.

Psycholinguistic Classifications of Dyslexia

In the 1970s, British psychologists became very interested in reading disorders; literature began to include references to new classifications of reading disorders. The British refer to these disorders as dyslexia, even though they are acquired, not developmental, disorders. These types of reading disorder classifications have resulted from psycholinguistic models of patient performance on tasks requiring primarily reading aloud of single words. These disorders are known as deep dyslexia (presence of semantic errors in reading aloud), surface dyslexia (poor ability to use grapheme-to-phoneme conversion rules) and phonological alexia (inability to read nonsense words with some difficulty noted with low-frequency words (Russel J Love,Wanda G Webb, Howards, 2001, p. 70- 75). These classifications have become fairly well accepted and the symptoms often identified in patients.

In Literal Dyslexia, also referred to as, "Letter Blindness,"(Orton, 1967) a person has difficulty in identifying letters, matching upper case letters with lowercase, naming letters, or matching sounds with the corresponding letters. In Phonological Dyslexia, a person has difficulty in converting letters to their sounds. They can read words that are already familiar to them, but have trouble reading unfamiliar or novel words. In Neglect Dyslexia, person show reading disorders on the edges of the words, particularly observed in reading long words. People with semantic dyslexia distort the meaning of words and get confused with the positive and negative senses of the words. In Spelling Dyslexia, a person's reading is extremely slow and hesitant, particularly on long words cause of trouble in identifying individual letters.

Writing Disorder/Spelling Disorder

Proficiency in written expression skills can be viewed as the culmination of a child's education. Along with reading, expressing oneself in writing is an essential accomplishment of childhood that facilitates the necessary and rewarding tasks of adult life. The ability to write at an age-appropriate level is required for all academic progress. For some children, the acquisition of written expression skills is a difficult and enduring problem.

Evidence suggests that disorder of written expression is accompanied by language and perceptual-motor deficits and occurs in combination with reading disorder and/or mathematics disorder. Some research points to preschool-aged and early school-aged difficulties with language and phonological skills in children who later are diagnosed with learning disorders, which may include written expression. Difficulties with phonological awareness appear to underlie spelling difficulties and may be related to, or concurrent with, other aspects of a disorder of written expression.

Writing as a process

A number of cognitive skills are associated with writing, such as: organization, including the logical connections among ideas, planning, sequencing, identifying key points, relevance, elaboration, imagination, grammar/syntax and memory. While some of these skills can be readily accessed by students with dyslexia, they may find others challenging. One of the ways of supporting writing is to integrate the activity into the curriculum. Moats (2005) has been very influential in this respect. She argues that reading comprehension is enhanced when students write a response to their reading. She suggests that writing facilitates phonological awareness, spelling knowledge, vocabulary, a familiarity with language structures, and, very importantly, with thinking itself. She believes that writing is a difficult skill to master for students with dyslexia. According to Moats (2005), high-level skills are logical connections, connecting ideas, maintaining a writing goal and taking the reader's perspective. Lower- level skills are letter formation, sound/spelling links, and recall of sight words and use of punctuation.

According to Chall and Popp (1996) the practice of writing and sounding out words that have been written is excellent preparation for learning conventional spelling and phonics. Additionally, they suggest that early writing also illustrates the important principle that learning is cumulative – which means that children need to know the alphabet letters in order to use them in writing. This in turn helps to provide children with the opportunity to practise using these letters in writing, together with the sounds of the letters.

Developmental dyslexia

Several types of developmental dyslexia have been identified indicating that the reading deficit is not a homogeneous condition. For example, Castles and Coltheart (1993) classified two type of dyslexia based on the pattern of reading impairment: Phonological dyslexia which is characterized by a severe deficit in grapheme to phoneme conversion, expressed in particularly impaired non-word reading and surface dyslexia in which regularization errors dominate. Phonological deficits have been related to problems with speech perception. Numerous studies have shown that children and adults with dyslexia are less able to discriminate and recognize speech sounds of which formant transitions differ minimally from each other (tested by constructing a speech continuum from, for instance,\ba\ to \da\).

Deficits in reading letters, words and musical notes are usually seen. Number reading is disordered, and defects of calculation are frequently observed. Writing disturbance is variable in severity but not severe enough to preclude writing of letters. Patients often cannot copy letters, unlike patients with alexia without agraphia, who copy laboriously and slowly. Also unlike pure *alexics*, these patients do not comprehend words spelled aloud. Dejerine localized the neuropathology in alexia with agraphia to the angular gyrus of the dominant parietal lobe, and this localization has been universally confirmed since 1891. Dejerine surmised that the angular gyrus in the inferior parietal lobe was essential for the recall of written letters and that its destruction results in disturbances in reading and writing in adults.

Comparison between acquired and developmental dyslexia
Recent studies of acquired dyslexia have focused less on localizing the site of brain damage and more on analyzing the precise nature of the disruption in the reading processes. Some of the acquired dyslexia syndromes are similar to developmental dyslexia. Like the phonemic dyslexics, children who are identified as developmentally dyslexic often have difficulty with the grapheme-to-phoneme translation that is required to pronounce unfamiliar words. This is one striking similarity between the acquired dyslexics and the most general characteristic of the developmental dyslexic. In addition, one might argue that there are similarities between the surface dyslexics' problem and the problems experienced by developmental dyslexics who remain slow in visually encoding words. In fact, it has been proposed that different acquired dyslexic syndromes may parallel different subtypes of developmental dyslexia *(Frith, 1985).*

In addition to practical difficulties, there are theoretical reasons to be skeptical about the parallel between developmental and acquired dyslexia. First, direct electrophysiological investigations of developmental dyslexics have not been consistent in identifying brain abnormalities (Benton, 1975; Jorn, 1983). Second, the structures necessary to acquire a skill like reading may not be the same as those involved in its execution. Perhaps the most important reason to be cautious in drawing parallels is the neural differences between children and adults. One such difference is that a child's developing brain has more potential for one site to take over the functions of another damaged site.

Empirical evidence suggests, however, that dyslexics have different kinds of difficulties
One of the initial means of classifying dyslexics is type of reading error. Most research deals with errors of native speakers which, however, cannot automatically be transferred to foreign language learners. We have no normative tests for reading English as a foreign language, and reading achievement tests for native English speaking children would not be relevant to the older foreign learners. Moreover, word frequency lists, which form the basis of reading syllabi and tests, would not necessarily be relevant for our student population.
It is quite evident from the research carried out on the dyslexics in reading in second/foreign language. Therefore, it is expected that the dyslexics who have difficulties reading in their native language will have eventually difficulties in foreign languages too. According to most theories in the field of dyslexia studies, the direction of scanning in dyslexics tend to be from right to left, indirectly benefits the Arabic and Hebrew or language speakers. But the evidences show that the difficulty remains the same, no matter what the direction is of writing.

Literature Review

In the 1960s, behaviourism lost its dominant position in psychology to cognitive psychology (or cognitivism) through what has been called the 'cognitive revolution' (cf., e.g., Baars, 1986). Cognitive psychology started making real inroads in dyslexia research in the 1970s. Behaviourism had placed its main focus on observable behaviour and disregarded the non-observable mental aspects. In addition, it emphasised sanction (negative emotions) and reward (positive emotions) in learning. Further important aspects were association and automatisation. Cognitive psychologists, by contrast, were more interested in the mental, inner processes, considering that behaviourism over-emphasised 'blind', automatic learning. Instead they focused on conscious, controlled learning.

Starting in the late 1980s, connectionism emerged as a new school of psychology. It is often presented as part of cognitivism, but it is probably closer to behaviourism or situated in between that and cognitivism. Unlike cognitivism, connectionism does not wish to use inner 'representations' or 'images'; and unlike behaviourism, it does not primarily concern itself with external, observable behaviour. Instead, it mainly wishes to observe the neurological phenomena or laws entailing that nerve cell can be more or less activated (rather than just either 'off' or 'on'). Connectionists claim that repetition increases the likelihood of activation (which is similar to behaviourism's theory of association). And, like cognitivists, they like to make charts of mental processes – but while the cognitivists' charts show a one-way flow from input to output, those of connectionists show traffic flowing to and fro among all elements. To this should be added that connectionism has developed computer programs simulating or imitating how humans go about learning or performing specific tasks. One example is how children learn regular and irregular past-tense forms of English verbs – that is, how they learn to say 'went' (irregular) rather than 'goed' (regular). Many claim that connectionists' simulations of the reading process are closer to reality than cognitivists' representations using flow charts and dual-route models.

Around 5 to 17 percent of children in U.S are affected with learning disability (Shaywitz, 1998). A child should be able to break the spoken words into phonemes and be able to recognize the corresponding written letters. Absence of this ability in dyslexic children hampers their normal development of reading comprehension skills and eventually their academic achievement. Since this phenomenon can be manifested in various forms, difficulty with phonological processing, rapid visual-verbal responding, spelling, and reduced vocabulary etc. is quite commonly observed (see Gabrieli, 2009; Melby-Lervag, 2012).

Gough and Tunmer (1986) define 'the simple view of reading' as follows: Reading = Comprehension × Decoding. They assert that dyslectics are poor readers because of inadequate decoding, and this is a view that has become increasingly common. Someone with poor decoding skills will of course also have problems with comprehension. The term 'general reading difficulties' is often used about those whose problems are primarily with comprehension, as a result of factors such as low IQ, inadequate concentration ability or a limited vocabulary.

Previous studies showed that there is a clear mismatch between the dyslexics' cognitive abilities and their reading performance. But the recent brain imaging studies imply that the children with lower IQ scores may exhibit deficits related to dyslexia that are not simply caused due to lower cognitive abilities (Tanaka, 2011). The independence of IQ was further sustained in later studies as well and reading interventions can benefit both the higher and lower IQ level children (Stuebing, 2002; Vellutino, 2006). Although dyslexia is an area of intense investigation, there are evidences suggesting differences in brain regions and cortical connections in dyslexics (Gabrieli, 2009; Heim, 2010; Blau, 2010; Kovelman 2011; Vandermosten, 2012) and reading comprehension (Friederici, 2011).

Writing is a complex task. In a further elaboration of the paired approach to literacy development, Keith Topping has piloted a 'Paired Writing' technique using the same principles of 'training' parents/tutors in its use (Topping 2001b).The purposes of the studies that have been carried out in this field have been mainly to evolve and develop theories which will help us understand the cognitive processes underlying this language disorder. Wray (2009) advocates that teachers need to ensure that children are given adequate opportunities to acquire the requisite knowledge about themselves as writers, about the writing process and about the demands of particular writing tasks, including textual structures. Reid and Green (2007) suggest that writing can be embellished through the use of themes. They suggest that themes can be based on a student's 'favourite things' to help to motivate the student to write.

Cudd and Roberts (1994) introduced a scaffolding technique to develop both sentence sense and vocabulary. Reid (2009) decribes metacognition as thinking about thinking and suggests that it plays an important role in how children learn. He also suggests that this can be vital to help dyslexic children clarify concepts, ideas and situations and therefore make reading more meaningful. Flavell (1979) greatly influenced the field of metacognition and its applications to the classroom, and since then metacognition has been given considerable prominence in schools and in assessment and curriculum activities.

3. METHODOLGY

3.1 Objectives of the study

The aim and objective of the present study is to study the difficulties and the kind of errors made in writing by children aged between 7-15 years, learning two languages (Hindi & English) simultaneously in inclusive school setting. We know the studies for this area can be either cross-linguistic or a longitudinal study. But for each of these studies, it is the detailed case profiles of dyslexic children that will contribute in achieving the theoretical and application goals. Since the cases taken would be from the same social and linguistic background the study would be a cross-sectional one.

3.2 Case descriptions/Profiles

A case description is just as the name suggests- the description of case. The method of reporting clinical observations is commonly used in many branches of medicine, including child development, clinical genetics and psychiatry. The range of human behavior is very wide and previously unreported phenomena do appear from time to time.

To prepare a case description, the most compact information about the child needs to be available because this method makes no attempts to control variables, it is important to document what all the possible variables in each case might be. Most case descriptions form the initial basis for identifying a condition or behavior, or for describing a possible management strategy so that it can be further defined, evaluated or tested through a more stringent procedure. It is also important to remember the limitations of the method. Firstly, the clarity of the description may be open to a range of interpretations. Secondly, where a response treatment is described, it must be remembered that this has not been validated against controls.

3.2.1 Single case designs
This is a variation of the case description, and may provide possible alternatives, which include some control of the variable needed to evaluate the effectiveness of language therapy in children. The basic premise underlying the various types in this group is that the subject acts as his or her own control. Thus, the periods of treatment are placed in sequence with periods of non-treatment, and the progress with treatment was significantly better. The advantage of this method is that the number of cases involved at any time can be as small as one. It is possible to use a single case design with the whole group. The major disadvantage of the method is that a number of assessments are required during the course of study to demonstrate and then reconfirm any treatment effect.

Treating a child's problem is more a question of carefully detailing how the conditions unfold and what is the child's response to therapy program. It is therefore necessary to know how severe is the problem and what are the child's strengths and weaknesses. This is the process of assessment and the process of assessment generally starts with recording of a case history. It is important to establish rapport with the child and the family. The best way to do that is to informally interview or rather chat with the whole family.

A case history will contain name of the child, a description of child's activity, the size of the family, linguistic background, family history, if any ,history of development of the child, any past medical history (prior to or during pregnancy or after birth), the child's transitions to school, his social relations etc.

3.3 Random Sample
Children with special learning needs in the age group 7-15 years would be observed. In order to draw a detailed linguistic profile of each parameter, these children would be bi/multilingual speakers. Since the study is confined to the Delhi region, most of the children would be either Hindi, English or Punjabi speakers.
3.3.1 Select Sample
Further selection would be done in terms of severity of the disability. From the random samples the cases would be reduced to about 6. And these 6 cases would be studied in details. The parameters taken into account for the selection of cases are as follows:
*Age
*Extent of problem/needs
*Written/spoken language need

*Background
History, if any, of
1. Therapeutic, or 2.Medical intervention.
*Schooling
1. Normal Mainstream schools or 2.Special/Integrated school.
*Language Structure/Functional level

3.4 Hypothesis Formulation

By reviewing the data including the child's writing ability, by means of word dictation and sentence dictation as well as his writing done in school, the hypothesis can be formulated. To find out the category of errors the individual formulate in writing, cases in isolation or in clusters would be taken.

The models for conducting assessments in the area of dyslexia haven't stressed much on the writing part. In my study I am trying to look into the writing difficulties for which the data have been collected from the patients' normal school writing curriculum.

3.5 Evaluation of written expression

Children's writing always should be evaluated with an awareness of skills that developmentally are appropriate. Evaluation of the child's mastery of the mechanics of written language is more straightforward than assessing quality. When assessing handwriting, consider the child's posture, pencil grip, and paper position along with any issues related to hand dominance of the child. Evaluate the writing for letter formation quality, size, spacing, slant alignment, rate, and overall legibility. Expectations of punctuation and capitalization skill mastery coincide with developmental levels. Measurement of spelling skills should include not only a percentage of errors, but the types of errors made; therefore, a determination can be made if the child has mastered word analysis skills, including phonological techniques.

An assessment of sentence and paragraph formation evaluates adherence to conventions of grammar, logic, and success in communicating ideas. Attempts to evaluate quality of content are less quantifiable; these are aspects of the assessment that often are considered informal. Methods such as the scoring of included traits of the writing sample and holistic assessments of the functional success of the writing sample have been used.

4. Data Elicitation and Generalizations

Following are the calculated number of Errors in Reading and Spelling:

Table-1: Reading

Cases	No of errors of Metathesis/Reversal	No of errors of Substitution	No of errors of Addition	No of errors of Deletion
1	6	19	8	10
2	2	7	3	3
3	0	9	3	1
4	1	6	2	7
5	1	10	3	3
6	4	14	1	7
Total	14	65	20	31

Table-2: Spelling

Cases	No of errors of	No of errors	No of errors	No of errors of

	Metathesis/Reversal	of Substitution	of Addition	Deletion
1	17	32	17	10
2	7	15	7	8
3	2	2	4	10
4	3	10	2	6
5	2	11	3	5
6	5	11	5	6
Total	36	89	48	45

Table-3: Total Number of Errors

S. No.	Total Number of Reading errors	Total Number of Writing errors
1	14	36
2	65	89
3	20	48
4	31	45
Total	130	190

Table-4: Total Number of Reading and Spelling errors

S. No.	Total Reading Errors	Total Spelling errors
1	43	76
2	15	37
3	13	18
4	16	21
5	17	21
6	26	27
Total	130	190

In the context of assembling their writing difficulties, we have envisaged a couple of language examination along with its linguistic aspects in this study. As noted earlier, the purpose of this present research is to look into the spelling errors and writing difficulties among dyslexic children within the range of 7-15 years of age. What makes the investigation effectual and pragmatic is the fact that it attempts to touch essential avenues related to the learner's basic functioning skills in terms of reading and decoding as well as writing and encoding. For this purpose, therefore, to gauge the underlying principle of the dyslexics' alphabet-sound correspondence, we have undertaken an assortment of test in the form of sight words reading, paragraph writing, copying, dictation and also shapes and numbers. Among the characteristics of the case studies in this research, the regular factor perhaps lay out only in the avoidance of reading/writing, especially writing paragraph or sentences and reluctance or slowness in both reading and writing. The assessments indicate unequivocally that dyslexic learner's word recognition predicament and it is purely developmental in most cases. Disorders in speech such as stammering, cleft palate etc. and visual motor problem could affect and influence reading and writing processes i.e. the phonological processes. Although the present study has probably partially ruled out the effect of hereditary and environmental positions that make the prediction that the defect in the phonological processes faculty will be familial, it can go no further in ruling out the irreversible effects of very early psychosocial factors or of biological environment factors. This can be found in the decoding of certain words which have found its semantic counterpart resulting in the decoding of the word, *name* as *man*, and the word *good* as *god* (case studies 3, 4) etc.

Because dyslexics have difficulty acquiring the relations between symbols and sounds that underlie English orthography, it is not surprising that they also have difficulty in spelling. It has been anecdotally observed that spelling skills often improve less than reading skills as dyslexic progresses through school (Critchley & Critchley, 1978, p. 352). To examine the spelling skills of the six dyslexics, a spelling test was administered. The test included several categories of words expected to elicit different levels of performance, frequent words and infrequent words, words that varied in their orthographic regularity, words with doubled consonants and multiple morphemes, and homophones.

An important measure of the dyslexics' spelling skill is the phonetic acceptability of their error. A phonetically acceptable error is one that would sound like the target word if it were pronounced using a standard orthographic interpretation. For example, a phonetically accepted error would be *'seased'* for *'ceased'* or *'kold'* for *'cold'*. Phonetically acceptable errors were often generated by omitting a repeated consonant, incorrectly spelling an unstressed vowel, substituting a consonant or consonant cluster that can have the same phonemic value, or making some combination of these errors (as, for example, in spelling necessary for necessary). Non-phonetic errors could differ in many ways from the target. They could omit phonemes or syllables or add extraneous ones; include letters that seldom or never take on the required phonemic value; or have no obvious resemblance to the target. Examples of the extreme non-phonetic spelling by one dyslexic (Case 1) included *secten* for citizen and *dicnty* for *decent*. More than half of the dyslexics' errors were phonetically unacceptable.

Most of the dyslexics' phonetically unacceptable spelling contained phonetically correct beginning but erroneous word ending (*insures* for *insult*) or an additional or omitted middle or final phoneme (*scaricity* for *scarcity*). This pattern paralleled the pronunciation errors that dyslexics made in oral reading. They correctly pronounced the beginnings of words but made mistakes on the middles and ends. Both in spelling and reading, the dyslexics' errors occurred more often with less frequent words and words containing several morphemes. The spelling results support the conclusions of the oral reading studies that dyslexics have problems with tasks that require knowledge of symbol-sound relations. They are particularly slow in retrieving such information and they make significantly more errors than normal readers in both encoding words and in spelling words.

The types of errors encountered in spellings as well as reading are as follows:
The errors of reading were however much less than the errors of spelling.
Substitution Errors:
It has been found that almost all the cases have made the maximum number of substitution errors both in reading and spelling. Since the production of vowel

sounds need a very fie coordination of jaw height with the tongue tension, the dyslexics find it difficult to produce most of these sounds. As a result they tend to replace a longer vowel with a shorter one or vice versa. Sometimes they completely change the vowel sound. In some cases, even the consonants are substituted with a different one. This is also due to the confusion between the different sounds a single consonant gives. The consonant/vowel substitution can be seen in the all the cases 1 to 6. Example: soon i.e. /su: n/ as /san/ (Cases 4, 5, 6), good, i.e./gu:d/ as /gud/ and /god/ (cases 2, 5) in reading. In writing, they made mistakes like /seased/ for /ceased/, /trauble/ for /trouble/, /adge/ for /edge/ (cases 3, 1). Again /black/ was both read and written as /back/ by case 2.

Addition of final 'e':
In some cases, the learner has added a final 'e' to make the sound longer. For example, words like /rod/,/bit/ etc were represented as rode, bite (Case 6) in writing.

Metathesis/ Reversal:
This is said to be most typical of dyslexics. But except a few cases, there were very few errors of reversal. It is interesting to note that all the cases made the minimum no of reversal errors. For example, words like football, fault, substance were represented as *footdoll*(case1*), bault*(Case 6), *sudstance*(case 3) in writing. There were also reversals like /grl/ as /grl/, /ayda/ as /ayd/(case 1) in reading.

Deletion of Sound Segment:
This was the most common error among the cases I have studied. For example, the words /grin/, /stop/, /sku:l/ were represented as /gin/(cases 5, 6), /top/ (Case 2), /ku:l/ (case3) in reading. In writing they represented the words *happiness, recklessness*, as *hapiness, reclessness* respectively (Case 3).

Addition of Sound Segment:
There were also certain evidences of cluster addition, though in a few cases. For example, the words *nocturnal* and *drifted* were written as *nocktarnal* and *drifted* (Case 3) .However, there were no cluster addition in reading.

Lastly, the subjects were also found to be confused with phonetically graphemic shapes like, l/r, u/n,m/w etc. Some examples are, *treatment* as *treatwent* (Case 2), *clown* as *croun, because* as *becaune* **(**Case 5**).**

Four different types of variations were observed namely, Metathesis/Reversal, Substitution, Addition and Deletion. These variations were observed in 3 scales separately namely, Reading, Writing and Spelling. The responses of the 6 different cases under these 3 parameters are summed up in the following charts.

Table-5: Total Number of Errors

S. No.	Total Number of Reading errors	Total Number of Spelling errors
1. Metathesis	14	36
2. Substitution	65	89
3.Addition	20	48

4.Deletion	31	45
Total	130	190

Table-6 : Total Number of errors made by each individuals

Name (Cases)	Total Reading Errors	Total Spelling/writing errors
1 (A)	43	76
2 (B)	15	37
3	13	18
4	16	21
5	17	21
6	26	27
Total	130	190

Table-7: Total percentage of reading errors

Percentage of Metathesis/reversal	Percentage of Substitution	Percentage of Addition	Percentage of Deletion
11	50	15	24

Let us now look into the total percentage of reading errors in each category made by all the cases. The above data says that 50% of the errors were in the category of substitution. And only 11% of errors were recorded in the category of reversal/metathesis which is against the predictions that dyslexics make the maximum no of reversal errors. The charts 3, 4 explain this clearly. Therefore, we can conclude that both reading and writing are interdependent on each other. To write correctly one has to master the art of reading.

Table-8: Total percentage of spelling errors

Percentage of Metathesis	Percentage of Substitution	Percentage of Addition	Percentage of Deletion
19	47	25	24

Table-9: Highest and Lowest number of errors

Cases	No of errors of Metathesis/Reversal	No of errors of Substitution	No of errors of Addition	No of errors of Deletion	Total no of errors
1	6	19	8	10	43
3	0	9	3	1	13
Average	3	14	5.5	5.5	28

Table 10: Combination of Total Number of Errors & Types of Errors

S. No.	Total Number of Reading errors	Total Number of writing/ Spelling errors
1. Metathesis	14	36
2. Substitution	65	89
3.Addition	20	48
4.Deletion	31	45
Total	130	190

Since the semantic errors could not be considered with the reading and spelling errors, therefore they are considered in the following table.

Table 11: Total Number and percentage of Semantic errors

Cases	Total Number of Semantic errors	Total percentage of Semantic errors
1	4/5	80%
2	4/5	80%
3	2/7	28%
4	1/6	17%
5	3/5	60%
6	2/5	40%
Total	16/33	48%

From the above it is seen that the highest no of semantic errors are made by cases 1, 2, i.e. 4/5 each which amounts to 80%. The second highest is that of case 5, 60%. The minimum errors were made by case 4, i.e.17%. However, unlike reading and spelling the highest and lowest no of errors have changed to cases 2 and 4.

- **Discussion and Conclusion**

Description of Writing

a) In writing, the participants mostly committed errors of reversal for example 1) /childar/. They reverse 're' as 'er' and deleted the 'n'. 2) 'uncle' as 'unlace'. They wrote 'cle' as 'lac' and change 'e' to 'a'. 3) /idea/ as 'idea', where they reverse 'ea' into 'ae'. 4) 'girl' as 'gril' (/ir/ to /ri/). 5) 'real' as 'rael' 6) in train she changes 'ai' to 'ia'.

From the above assessment it is observed that they have a tendency to reverse vowel diagraphs and 'le' & 're'. For example in words like *uncle*, they tend to reverse double consonant after short vowel 'u'. There is a rule in English that after a short vowel there is always double consonant. For example in words like – *humble, purple, angle*. However, there are certain exceptions like 'al' 'el' or 'il' after [n, m, v, w, r, u].

b) In many cases, it is seen that A tends to write 'r' as 'e' and 'e' as 'r' for example, in *circle* she tend to write 'ciecle'. A also writes 't' for 'e' when it is in the final position. For example, she writes 'none' as 'nont'.

c) In the semantic category, A is seen to be very much influenced by the structure of words; for example, the word *intelligent*, A confuses with *interesting* and represents it as '*interesting*'. Again the word *paint* is represented as *point*. Since only one alphabet or phoneme is different in these 2 words A gets confused and writes 'o' instead of 'a'. This may be because of her visual sequencing which is affected and the shapes and sequences of letters or numbers appear to be changed or reversed. Again, it may be so that some speech sounds are different to make; for example, diagraphs like /sh/, /th/, /ugh/. She changes /sh/ to /s/ and /ught/ to /oght/ or something else. A also has trouble sequencing numbers or alphabets in the right order.

Another most common reversal is that of 'b' and 'd'. She writes *football* as *footdoll.*

Description of Sentence formation:

There was not much data on sentence formation, since B is a fifth standard child. B was asked to form a sentence with 'limbs'. The meaning of 'limbs' was given as 'arms' and 'legs'.

B represented 'limbs' with the meaning itself. He missed the verb 'are'.

Advance – The enemy army advance towards the castle

B copied this sentence from the black board. He missed the 's' in *enemy's* and copied the spelling of *castle* as *castel.*

By looking his class note books, it may be conjectured that B often misses out infinitives, prepositions, verbs, etc, while copying. That is, B misses out the function words. This may be because he is unable to grab the syntax or grammar that a normal learner has in his LAD.

In writing, it was found that B has problems with the shapes of alphabets like a, e, o, w, m, n, etc. Therefore, we tested him on his ability to draw figures.

Description of paragraph writing:
B was dictated the above paragraph. B listened to it and reproduced it as the above. Here, it is found that B is not at all concerned about the context. B just reproduces whatever he hears, because of his lack of concentration, he fails to write the correct spelling of the words. For example, he writes sometimes as 'some times' want as 'wont' for '*ordinary*' he writes *odysesy*, *there* as *their*. All these errors are semantic errors committed due to lack of contextual understanding.
However there are also certain errors of reversal. He seems to write *'failure'* as '*faliuers*' . In this word he has reversed 'il' into 'li' and 're' into 'ir'.

Description of reading:
a) B commits certain errors of substitution due to his cleft palate problem. B tends to reverse 'r' into 'l' in all the three positions – initial, final and medieval. For example, B pronounces /red/ as /led/ and /ræn/ as /læn/ in the initial position. In words with medial 'r' like /ri/, /tri/ B sums to substitute 'r' with 'l' and add a vowel 'i' as /ili/ and /tili/ respectively.
b) The errors of deletion are also found in words like /brawn/ which B reads as /bron/. B deletes the vowel diagraph and substitute it with a vowel 'o'. Again in /grin/ B deletes the 'r' and reads it as /gin/ and in /stop/ B reads it as /top/ deleting the 's'. it is clear that B has difficulty in pronouncing the constant clusters and so B deletes one of the consonants from the cluster in each case.
c) Errors of addition are almost none. B represents the word /siŋgl/ as /siŋgel/. This may be the influence of his mother-tongue Hindi or it may be due to the fact that he is not comfortable with cluster.

The above is the discussion on the patterns of difficulties faced by the learners. These patterns could be used as directive measures in designing teaching tools.

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IN-SERVICE TRAINING OF ENGLISH TEACHERS IN SAUDI ARABIA: ADDRESSING TEACHERS AS LEARNERS

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Abstract
EFL teaching faculty in Saudi Arabia have at best managed to keep the learners in Linguistic Incubators which sadly shatter as soon as they step into the real English speaking world as it is seen that teacher training syllabi and pedagogy are not in sync with the changing educational and social contexts and concerns. This shortcoming was expected to be bridged by the INSET (In-Service Education of Teachers). However, evidence of the effectiveness of these programmes continues to be only anecdotal and impressionistic, their 'success' being defined by who is asking the question or recording the observations. Hence the need for this paper. It examines the current INSET situation in EFL discussing the obstacles and concerns, outlines the objectives of English In-service Teacher Education Programmes, and proposes an INSET programme for English teachers. It also proposes to develop a blueprint for in-service teacher training.

Introduction
In-service teacher training, much like pre-service training, needs to be conceived in goal-directed ways and to have an impact, they need to be supported and monitored in real classroom situation. It is unrealistic to expect instant change in teacher output following an INSET programme simply because teaching is a skill that is perfected over time and hence the need for sustained training and interaction programmes. Currently, these training are imparted to teachers in the same cell training halls, and are conducted once each year, as per the education directory Annual Plan(2015). Still the impact on the ground is hardly perceptible as teachers' training needs are not analysed, which clearly indicates that there is a need to evolve alternate models and strategies for quality in-service teacher education.

There may be more than one models of INSET: Conventional, Cascade and Distance Education. In Conventional method, training is carried out at the resource institution site requiring teachers to take a teaching break which may be cumbersome for the teachers as well as their employers. Moreover, by default it limits the number of attendees. In Cascade method, training is multi-level: A few teachers are trained by the resource institution who, in turn, train other teachers and so on. Though this ensures training of a larger number of teachers in a short duration, the obvious drawback is dilution and transmission loss of information at each level. To some extent, video support overcomes this problem. Shortcomings of both these methods are ironed out by the third possibility: Distance Learning System. Satellite technology and greater inclusion of ICT (Information and

Computer Technology) through e-learning programmes such as MOOCs (Massive Open Online Courses) can, to a large extent, ensure broad based participation and direct transmission of information to the teachers. The drawback is the absence of the element of interaction that is important for something as dynamic as education, albeit of teachers. However, these can serve as useful resources of new ideas breaking the isolation of teachers and promoting a culture of 'Connectivism and Connective Knowledge' as promoted by Dave Cormier.

But first, the 'Whys' of conducting INSET programmes.

Primarily, re-education, re-learning and de-learning are inseparable from education given the phenomenal advances in knowledge every minute in our times. The most advanced and sophisticated education appears redundant within a short span of time. Concomitant to this, means of acquiring knowledge are also ever expanding and teachers untouched by these do not find favour with the students.

Research Problem and Significance of the study

The idea of in-service education of teachers or INSET is an important corollary to any type of teacher education if teachers and pedagogy have to keep pace with changing educational needs. In the background, of course, there is a concern for the teacher as a professional. In the Saudi Arabian EFL scenario, all initiatives in curriculum and pedagogy, whether as a whole or in specific subject areas as a result of new social concerns, especially at school level, have been implemented through the renewal or up-gradation in the knowledge and practice of teachers already employed in the field. However, at the tertiary level, a sea change is still not perceptible as far as the learners' English proficiency is concerned. The contradiction is that the EFL faculty are already 'trained' in the dispensation of their duty as language teachers. Hence the conclusion that INSET is the need of the hour. Further, the training programmes, far and rare as they are, target only the government schools, leaving the large numbers employed in private schools to their individual (if any) means of professional development. Even in government schools and colleges, what prompts the teachers to attend the programmes are terse memos and notices, without any choice on their part in the matter. The problem is multiplied as the government funding agencies do not maintain a record of the overall training undergone by teachers, leading to a lot of over-training, repetition and overlap of certain aspects while many other important subject areas go untouched. Other problems include allocation of funds, training dates and duration, and a total unconcern for the teachers' needs or involvement at the planning stage. This study tries to document these and other problems with the INSET programmes in KSA.

Research Objectives

An INSET programme for EFL teachers in the KSA should focus on the up-gradation of knowledge English being taught in educational institutions, review of pedagogy, training the teachers in communication skills, updating the teachers with the strides that ICT has taken in EFL teaching, and last but not the least, guiding the in-service teachers in new methods of evaluation. With these guiding principles, we have framed the following research questions.

Research Questions

The study aims to answer the following:

1. Are the English teachers aware of the latest developments in the field of EFL?

2. What are the obstacles and drawbacks perceived by the English teachers in these in-service trainings?
3. Are the teachers involved in course design and content finalisation for these programmes?
4. What is the majority of EFL teachers employed in private institutions doing for professional development?

Learner Relevant Objectives of In-Service Teacher Education Programme:

The following ought to be the objectives of INSET programmes-

1. Enabling the teachers recognise changing educational needs in the context of the society.
2. Preparing the teachers to utilise the opportunities offered by ICT.
3. Informing teachers about developments in their subject content.
4. Sensitizing teachers to the different abilities and learning strategies employed by learners.
5. Providing a forum for exchange of ideas with their peers with the aim of developing their skills in teaching.
6. Motivating teachers to develop their spirit of enquiry which is paramount to professional and skill development.
7. Introducing international educational practices to the teachers so that learners are better able to assimilate with world cultures.

Review of Earlier Studies

Emphasising the efficacy of Gestalt Workshops in teacher development, Fiordo (1981) very aptly points out that though we all grow, what is important is to note the direction of growth since healthy growth determines our well-being. Further, as teachers, some of us may stagnate while others grow. Teachers that grow in a healthy direction are desirable whereas those who stagnate are undesirable. He believes that In-Service Gestalt Workshops are one way of ensuring health and betterment among the teachers.

The central role of training and development in teacher growth is amply cited by Freeman (1989) who rightly says that whereas ancillary language components such as applied linguistics, pedagogy and language acquisition have taken the centre stage in the education of the language teacher, one core area ie teaching itself has been relegated to the skirts. He further says that teaching training can be undertaken by applying the framework of training and development.

Protherough and Atkinson (1992) carried out a survey of teachers in the UK to find out their perceptions of themselves, their profession and their work. They used questionnaires, other (voluntary) discussions and written submissions. One of the interesting outcomes of the study showed that on a scale of 1-5, teachers rated 'teacher training course' at 3.3 and 'in-service courses' at 3.1 when asked how important in their development as a teacher they rated ten listed factors.

In a 1995 study of the effects of in-service teacher education Lamb came out with a finding that reflects on the case of INSET in Saudi Arabia. The study revealed that though the course generated much positive response and exchange of ideas at the time. However, when the feedback to see the implementation one year later was sought, it was found that teachers' preconceived views prevented them from using the ideas in the classroom. Thus, if the aim is to achieve long term change in the teachers' practices, their beliefs about teaching and learning must be taken into account.

Discussing the novel concept of Peer Coaching, Showers and Joyce (1996) tested hypotheses related to the proposition that regular (weekly) seminars would enable teachers to practice and implement the content they were learning. The seminars, or coaching sessions, focused on classroom implementation and the analysis of teaching, especially students' responses.
The results were consistent: Implementation rose dramatically, whether experts or participants conducted the sessions. Thus they recommended that teachers who were studying teaching and curriculum form small peer coaching groups that would share the learning process. In this way, staff development might directly affect student learning.
In a study focusing on the conditions and themes for development of in-service teacher education in Europe, Day (1997) highlights four major themes that have a role to play in research into the continuing professional development of teachers. The themes are as follows: i. contexts and conditions for teacher development over their career span; ii. variables that affect teacher development and limitations of the prevalent approach; iii. Issues of ownership, partnership and equity; iv. A revaluation of researchers' purposes, roles, responsibilities and accountabilities to be able to contribute for the benefit of the teachers.
Hayes (2000) says that teachers must perceive their active role in INSET programmes. This will go a long way in ensuring the success of the programme.
Echoing the ideas of Hayes, Sandholtz (2002) emphasises the role played by greater involvement of the trainee teachers in the planning and practice phases of an INSET programme. Teachers' needs should be focused on and their ideas sought before initiating the programme. Further, they should be encouraged to analyse their beliefs and notions to ensure greater success of the programme in terms of long term changes in classroom practices. Moreover, it is important to have continued training programmes rather than sporadic ones as teachers tend to forget 90% of what is taught in linear programmes.
John and Gravani (2005) place much importance on the setting of the INSET and peer collaboration for greater success of INSET programmes.
Discussing the importance of teacher development at work, Lucas and Unwin (2009) Using the 'expansive-restrictive' framework to analyse the findings, the paper argues that college managers need to conceptualise learning as something that is central to the practices of their employees as much as it is for their students and to help colleges become more expansive-learning oriented. Initial teacher education needs to be much more closely integrated within colleges' broader workforce development strategies. Much greater attention needs to be paid by policymakers and and the agencies responsible for teacher training to the way in which workplace practices and the organisation of teachers' roles and responsibilities might need to change in order to accommodate their professional development.
Borg (2011) found in a qualitative longitudinal study that examined the impact of an eight week long in-service programme on the beliefs of six English language teachers in UK. The modes were semi-structured interview, coursework and tutor feedback. The results showed that though the programme considerably affected the teachers' beliefs and even led to shifts in them, the in-service course could have engaged the teachers 'in a more productive and sustained examination of their beliefs'. Clearly, teachers' beliefs and previous notions are a deciding factor in the success of any in-service programme.

Li (2011) in a study for implementation of curriculum found that in-service teacher training was discovered to be not very effective. Two reasons were found responsible for this: One, for those teachers who had already taken or were training lessons, the programmes themselves were not useful. During most of the sessions, experts in curriculum design or in material writing cam to give lectures on the new ideas found in the curriculum and materials, but these were 'not practical at all'. During other sessions, teachers were organised to observe model classes but they reported that the pedagogy was useful only in the given context of the model class. In other words, the trainees found that the lessons were not inconsonance to their specific problems in the classroom. Two, for many in-service teachers, finding time for the trainings was a major challenge.

Farrell (2012) found that one major factor responsible for high rate of teacher attrition was the chasm between pre-service teacher training and in-service teacher development. Most novice teachers suddenly found themselves out of touch with the teacher educators and from day one of the job, they faced challenges similar to their more experienced colleagues. These varied from lesson planning issues, actual teaching of the lesson, managing the class and developing their individual identity as a teacher. Farrell call for 'Novice Service Language Teacher Development Recognition' to bridge this gap.

Talking of recent studies in the field of teacher training, Al-Ahdal (2014) differentiates between teacher 'training' and 'development'. He asserts that training is characterised by repetition of activities with an eye on short-term goal achievement. Thus, it has an immediate impact on the classroom processes and hence, learning outcomes.

In another study on reflective teaching and teacher education, Al-Ahdal and Al-Awaid (2014) aptly recommend need-based in-service teacher training with reflective teaching at the core. They, further, assert that training has to be an ongoing process rather than a formality with one-shot training programmes organised to fulfil administrative requirements.

Methodology

The participants in the study were thirty EFL faculty members teaching at least two courses each in the undergraduate programmes offered at the University, with an experience of having attended at least two in-service training programmes. We collected primary data based on a twenty two item questionnaire administered to EFL teachers at the secondary school and freshman levels. Responses to the first six questions in the survey provide a brief demographic description of the participants, viz., age, gender, educational degrees held, teaching experience and level at which experience was gained. Attempt has been made to rule out the chances of lop-sidedness in the data. Questions seven to twenty-three elicited data about the respondents' perceptions about their in-service training needs, aspirations, and fulfilment of these. Options 1-4 were stated for items seven to twenty-three of this questionnaire. Items twenty-four to twenty seven gathered subjective data about the role the teachers envisage for themselves in INSET programmes.

We studied the percentage outcomes of the responses obtained with an aim (i) to identify the effectiveness of the programme, (ii) check the relevance of the programme to address the EFL teachers' needs, and (iii) prepare a blueprint to develop one regular and one distance mode INSET programme for EFL teachers. It may be pertinent to record here that during the study the researcher also came across respondents who offered their subjective opinions on certain items of the questionnaire. These too have been dealt with in the Conclusions and Recommendations section. Following items formed the said questionnaire:

Questionnaire: Responses related to the last INSET attended

1. Please mark your appropriate age bracket:
a. 25-35 years b. 36-46 years c. above 46 years
2. Please mark your gender: M/ F
3. What is the highest educational degree that you have?
a. MA b. M Phil c. PhD
4. What is your total teaching experience?
a. less than five years b. between five to ten years c. between ten to fifteen years d. more than fifteen years
5. At what level have you been mostly employed in teaching EFL?
a. primary b. intermediate c. advanced d. undergraduate and higher
6. When did you last attend an INSET programme:
a. within the last one year b. more than a year ago c. do not remember when d. never attended
7. Did you find the INSET course well-planned?
a. very well planned b. somewhat planned c. not planned d. don't know
8. Was the course content relevant to your classroom needs:
a. very relevant b. not much relevant c. not at all relevant d. don't know
9. Did the course contain up-to-date information about your field:
a. yes b. peripherally c. no d. don't know
10. Did you find the course motivating and interesting:
a. very much b. somewhat c. not at all d. don't know
11. During the course, did you get the opportunity to participate in the activities:
a. always b. sometimes c. occasionally d. never
12. Were a range of teaching and learning approaches used in the course:
a. always b. sometimes c. occasionally d. never
13. During the programme, were there sufficient resources to use:
a. always b. sometimes c. occasionally d. never
14. How would you rate the atmosphere during the course:
a. relaxed, friendly b. relaxed but not friendly c. tense, friendly d. tense, unfriendly
15. Did the course enable you to establish a relation between theory and practice of teaching:
a. always b. sometimes c. occasionally d. never
16. Did the course design help you discuss and find solutions to real life classroom problems:
a. always b. sometimes c. occasionally d. never
17. Do you think you can implement in the classroom what you had learnt during the training:
a. always b. sometimes c. occasionally d. never
18. Did the trainers use the new communicative approach:
a. always b. sometimes c. occasionally d. never
19. Did you create materials that could be used in your classroom?
a. always b. sometimes c. occasionally d. never
20. Did the course encourage you to think critically about your experiences in light of the

new knowledge:
a. always b. sometimes c. occasionally d. never
21. Was the course useful to your teaching and professional development?
a. always b. sometimes c. occasionally d. never
22. Was your feedback collected at the end of the programme?
a. Yes b. No

Adapted from a questionnaire developed by Uysal (2012) during a study conducted to evaluate in-service training programme for Primary School language teachers in Turkey.

Interpretation of Data

From the data, we found that all the subjects fell in the age bracket of 36-46 years and out of thirty subjects, eighteen were male and twelve female. On the count of educational background, all of the subjects were at least M.A in the subject. Four out of thirty also had PhDs. All of the subjects had a teaching experience of more than five years at the least and sixteen years at the most. They had all been employed with teaching of English at least at the undergraduate level for the most part of their careers.

On being asked as to when they had last attended an INSET programme, fifty six percent (N= 17) reported they had attended one more than a year ago while an alarming forty percent (N- 12) had never been part of one. Only one subject had attended such a programme within the last one year. This is a meagre three percent mathematically.

Of the sixty percent of the participants (N= 18) who had been to any INSET programme whatsoever, eighty three percent (N= 15) reported that they found the programme 'not planned'. The remaining seventeen (N= 3) percent replied with a 'don't know' option.

The participants were however, unanimous in reporting that they found the course content 'not at all relevant' to their classroom needs.

On seeking a response to their opinion whether the course comprised up-to-date information about their field, more than ninety four percent (N= 17) responded with the 'don't know' option whereas only one respondent totalling to five percent reported that the relevant information was only peripheral. This is an important finding and its significance has been explained in the Conclusions section.

Asked whether they found the programme motivating and interesting, more than sixty six percent (N= 12) reported that it was 'not all all' so, whereas slightly more than thirty three percent (N= 6) opted for 'don't know'.

All of the eighteen subjects who had ever been to any INSET programme, reported that not one of them ever got the opportunity to participate in the activities that we assumed were part of the course.

This finding is significant when seen together with the outcomes to the next question: If there were sufficient resources available during the course. The response was a unanimous 'never'.

Asked to rate the atmosphere during the course, once again, the unanimous response was 'tense and unfriendly'.

The aim of INSET being to establish a correlation between theory and practice, we elicited the participants' response to this but found that only eleven percent (N= 2) could do so with choosing 'occasionally' as the response option, whereas more than eighty eight percent (N= 16) were inclined favourably for 'never'.

INSET by its very inception aims to give a platform to teachers to share experiences on classroom problems and collaborate on solutions. Asked a question based on this, all eighteen participants reported that the course never tackled their real-life classroom issues.

Pre and In-service teacher education works on the premise that the course content will be found useful by the trainees in the classroom. However, only sixteen percent (N= 3) of the respondents in the current study reported that they would 'occasionally' find opportunity to implement in the classroom what they had learnt during the in-service course while more than eighty three percent responded to this in the negative.

Communicative Approach that rests on the dictum of learner participation was found to run in the deficit during the INSETs attended by the respondents. This is evident from the fact that only five percent (N= 1) opined that their trainers during the programme 'occasionally' used the communicative approach whereas more than ninety four percent (N= 17) felt that it was not the approach used by the trainers.

The respondents unanimously recorded that during the programmes, new materials were not created during the INSET which they could later use as resources in their teaching. They were also unanimous in reporting that the course did not incite critical thinking based on the teachers' past experiences, nor did they find the programme useful to their teaching and professional development. Moreover, all respondents recorded that their feedback on the programme was not sought.

Conclusions and Recommendations

As teachers, we are aware that any amount of teaching or training not followed up with appropriate evaluation and assessment will not yield the desired outcomes. However, in the case of INSETs in KSA, evaluation of the in-service programmes is nowhere on the radar of the programme coordinators and planners. All evaluation, if any, is purely on an ad hoc and unscientific basis to fulfil certain administrative requirements. For this, we need to first identify the heads that need evaluation: Objectives; planning; implementation; setting; duration; relevance; and perhaps most importantly, the inputs of the resource persons vis-à-vis the **needs** of the teachers.

Change is a slow process and nowhere more so than in the field of education. Whereas till a few decades ago, pre-service teacher training was believed to be all that one needed to take command of the class, social, economic and political dynamics have created new educational needs. It is a bygone conclusion that in-service teacher training is as pertinent as pre-service education. However, the massive resources in terms of time, manpower and money that this calls for to ensure that every teacher is part of the movement can be challenging for any government. And these hurdles are also what obstruct the path of INSET in KSA (the current study found that forty percent of the respondents had never been to an INSET). The advent of satellite technology has made it possible to reach a large number of learners. MOOCs (Massive Open Online Courses) is the answer to this. However, these will be more efficacious if backed up with short term orientation programmes to reinforce the theory imparted by MOOCs.

Learners' changing needs also demand that in-service training be tailor made to accommodate their best interests. The site of the INSETs should be the employing institution of the teachers with real life observations by the resource persons and

provision of short peer exchange session intervals. Not only will this ensure greater needs fulfilment, it will also remove much stress caused to the teachers who need travel long distances to the training centres even with juggling their teaching commitments, domestic lives and attendance at INSETs.
In this study, the participants were not aware if the INSET provided latest information about their subject. Some teachers even confessed that they were not aware of the developments in their fields. To tackle this, provision to opt for sabbaticals should be there for teachers at all levels. This should be linked to the teachers' advanced role as a resource person for the peers.
This study revealed that INSETs in KSA are heavily pivoted on theory though we understand as educators that theory divorced from practice is superficial. Classroom Irrelevant INSET course content cannot motivate the teachers for change. To avoid this, teachers' needs should be addressed much in advance of the proposed INSET so that resource persons and course content may be organised accordingly.
In furtherance of the above, the programmes must adhere to the Communicative Pedagogy with a pre-course evaluation of the materials and activities projected. These must ensure maximum teacher participation and availability of sufficient materials for all participants. In fact, the teachers may be encouraged to create the resources and even take them back to their classrooms once the INSET is over. The long term aim should be to make every teacher a resource centre in his/her right.
Here are some other recommendations:

1. Only competent resource persons should be engaged in the exercise. They may be people from walks of life other than education.
2. On being offered a new assignment, it should be mandatory for the teacher to undergo a relevant orientation programme.
3. Appropriate incentives should be offered for teachers who contribute to the creation of new knowledge after attending INSETs.
4. Ongoing and continuous teacher support and not sporadic in-service teacher development should be the target of the planners.
5. Teachers' greater participation in all the stages of INSET should be ensured so that they may treat it as their own and not as an alien they are forced to entertain.

As stated earlier in other words, evaluation of INSETs is one of the weak links that needs serious rethinking because the expectation that a workshop or two spread over long durations will bring a sea change in the classroom. Ideas may be translated to practice only with direct on the site support and motivated teachers: Both difficult but not impossible to achieve. Nevertheless, clarity of objectives can ensure deep and lasting impact to bring about change that may be slow to come about but will surely be lasting.

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IMMEDIATE VS DELAYED CORRECTIVE FEEDBACK AND ORAL PRODUCTION ACCURACY: IRANIAN EFL LEARNERS' ATTITUDE AND PREFERENCES

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Abstract
L2 research has recently witnessed a renewed surge of interest in corrective feedback as a crucial factor in developing communicative proficiency (e.g., Ellis, R., Loewen, S., & Erlam, R., 2006; Lyster & Saito, 2010; and Sheen, 2010). The main purpose of the present study is twofold: first, to evaluate L2 learners' attitudes toward the overall efficacy of corrective feedback (CF) in the development of second language; and second, to examine learners' preferences toward either immediate or delayed Error Correction (IEC and DEC respectively) for oral production accuracy. To achieve these goals, 100 EFL female students aged 13 to 30 were chosen from Tak institute in Dezful, Iran). The participants were homogenized by conducting an OPT test. Based on the results of homogeneity test, 44 students were found to be at the intermediate proficiency level. Out of these 44 participants, 30 were selected as the main participants of the study and then two experimental groups of 15 (EG 1 and EG 2) were formed. During a term, while erroneous utterances of the EG 1 were corrected immediately, teacher treated students' errors of the EG2 after finishing their speech. A close-ended questionnaire proposed by Valdeón (1999) with two additional open-ended questions (developed by the researcher) was given to the participants at the end of the term. The results of data analysis indicated that while committing errors and error corrections were crucial for both groups in the improvement of language learning, participants in the EG2 displayed more positive attitudes toward the effectiveness of corrective feedback. Furthermore, the results revealed that providing immediate feedback was more effective for the improvement of students' accuracy during oral production than the delayed one. Based on further analysis of the learners' responses, we found that the learners experienced some levels of anxiety while performing oral activities. Therefore, it is recommended that to improve learners' accuracy in oral production, teachers do exhibit preference toward treating most of the errors immediately. Additionally, for more improvement in oral production, material developers and teachers could provide

useful communicative tasks and activities. Finally, future studies are needed to examine learners' anxiety during speech according to their own feelings and viewpoints.

Keywords: Corrective Feedback, Immediate Error Correction, Delayed Error Correction, Accuracy, Oral Production.

1. Introduction

As Ferris (2004) claimed, there has been an increasing interest in researching the concept of corrective feedback in second language acquisition during recent decades and even after a large number of studies on this matter, "we are virtually at Square One, as the existing research base is incomplete and inconsistent, and it would certainly be premature to formulate any conclusions about this topic" (p. 49). Although, according to Krashen (1982, cited in Faqeih, 2012) corrective feedback does not play any crucial role in the field of first language acquisition, this concept has a great effect on the acquisition of second language. Children acquire their mother tongue through social interaction easily and successfully. They actually acquire their first language through receiving implicit input and structures. On the other hand, for acquiring L2 certainly there are some rules and structures which should be provided to the learners either explicitly or implicitly. The other point which should be considered in the area of error correction is the timing of feedback. Therefore, in instructional contexts the role of corrective feedback, its time and various types and strategies are of crucial concern and it happens normally in almost every language learning classroom.

In the context of second language learning classroom, teachers have to decide on the type of error correction based on the aim of the language activity in that specific situation. Since the focus of the current study is on oral production, complexity, fluency, and accuracy should be the main criteria especially while deciding on the time of the correction. In order to improve learners' speaking and to be proficient in oral production, the notion of accuracy should also be examined. In addition, in order to select the appropriate time of corrective feedback, attention to the accuracy of learners is important. For instance, for learners to be more accurate we should investigate whether CF should be provided to their errors immediately or after finishing their speech with some delay. For these purposes, the focus of the current study is on examining perceptions of learners regarding the general effectiveness of oral corrective feedback and specifically the effect of immediate and delayed types of CF on the accuracy of their oral production.

Although a growing number of studies have been done on the impact and efficacy of different types of corrective feedback, few researchers have worked on the students' preferences, perspectives, and perceptions of corrective feedback. Since knowing learners' perceptions can help teachers to decide which types of error corrections are more beneficial and also can help them to select the most appropriate type of error correction in order to avoid the negative effects of poor correction, it is essential to be aware of students' perspectives toward the notion of CF in the context of second language learning classroom. Therefore, the present study aims to investigate the learners' views on the overall effectiveness of oral corrective feedback and also the role of immediate vs delayed feedback in the accuracy of oral production.

1.2 Research Questions

The study sets out to answer the following research questions:
1. What are L2 learners' attitudes toward the overall effectiveness of corrective feedback in developing the second language?
2. What are L2 learners' preferences toward the effectiveness of immediate error correction in the accuracy of their oral production?
3. What are L2 learners' preferences toward the effectiveness of delayed error correction in the accuracy of their oral production?

2. Review of literature

2.1. Corrective Feedback and Error Correction

There have been various descriptions of errors and different types of error correction in the SLA literature. Providing a brief review and background of these definitions would be helpful. According to Chaudron (1988), the notion of CF incorporates different layers of meaning. He claimed that "treatment of an error" refers to any reaction of the teacher following an error that makes the learner aware of his/her error. In order to elicit a revised response from a learner, the teacher should make significant efforts and the errors should be treated explicitly; in some other cases according to the learner's response, the errors might be treated implicitly. Finally, there is another type of CF which helps to modify the structure of the student's interlanguage in order to eliminate the error from further occurrence. According to Lightbown and Spada (1990), the concept of corrective feedback is defined as any counteraction to the learners' words to show that there is a non-target-like utterance in their speech.
According to Schachter (1991), in the fields of second language teaching, there are terms which are used in language acquisition, and cognitive psychology respectively: corrective feedback, negative feedback, and negative evidence. The feedback can be provided either explicitly (e.g., grammatical explanation or overt error correction) or implicitly. Furthermore, according to Krashen (1982, 1985, cited in Akay & Akbarov, 2011, p. 271), "SLA is the result of implicit processes operating together with the reception of comprehensible input". After initiating by the acquired system, conscious learning acts as a monitor device which can edit the output. Based on the input hypothesis of Krashen, subconscious acquisition gains dominance. In addition, he argued that although adults can both acquire languages (subconsciously) and learn about languages (consciously), the process of learning cannot be converted into acquisition. In conclusion, Krashen like nativists believes that negative evidence has a great effect on SLA.
Based on the notion of noticing hypothesis, in L2 learning in order to convert input to intake, through CF the process of noticing occurs and the learners become aware of the gap between their interlanguage and the target language and thus subsequent grammatical restructuring would be managed.
Schmidt (1990) stated that "subliminal language learning is impossible, and that intake is what learners consciously notice. This requirement of noticing is meant to apply equally to all aspects of language" (p. 149). However, for the process of noticing there are some limitations and determining factors for learners, for example, in what aspect of language they are able to notice. One of these factors is attention. According to Schmidt (1994), paying attention to the material that should be learned is crucial for the process of learning, while, the intention to learn is not

always crucial. Moreover, by acquiring new items, attention can control the access to conscious experience. In the views of Gass (1988, 1990, 1991, cited in Akay & Akbarov, 2011), to internalize input, learners firstly should first comprehend that input, and then notice the mismatch or non-target-like utterance between their interlangauge and the input. According to Gass (1991, cited in Akay & Akbarov, 2011), the process of internalizing the input would not take place unless it is consciously noticed. She considered the notion of corrective feedback as an attention-getting device. In addition, she claimed that without providing CF in the input, the process of fossilization may occur. As a conclusion, these views are in line with what Ellis (1991) argued about the acquisition process which includes the steps containing noticing, comparing, and integrating.

2.2 The Role of Corrective Feedback in Learning a Second Language

According to Long (1996), there are so many factors that may affect L2 learning. One of those factors is the role of interaction which serves as a facilitator device for learning a second language. Long (1996) argued that negotiation for meaning facilitates language acquisition since it can connect input, internal student knowledge and capacities, particularly their selective attention, and output in productive activities.

In addition, Larsen-Freeman and Long (1991, cited in Mackey, 1999) claimed that interactionist theories have essential roles in explaining language learning processes because they can invoke both innate and environmental aspects. Furthermore, Long (1996) mentioned the crucial role of interaction hypothesis in the SLA process for negotiated interaction. He also claimed that this negotiated interaction may elicit negative feedback and then, induce noticing of some forms.

The main goal of this section is to define two specific types of CF (Immediate and Delayed), and also concentrate on the notion of accuracy and its role in oral production (which are the main purposes of this study).The other aim of this section is to look at a number of relevant studies thematically in order to examine learners' attitude toward the effects of corrective feedback on second language learning.

2.3 Immediate versus delayed corrective feedback

The notion of corrective feedback whether oral or written is of crucial concern for both teachers and learners. In fact, it has been a frequent activity in all SLA classrooms. There are so many ways to treat an error; however, teachers should be aware which type of correction is more effective in a specific situation or context. In the case of oral CF, when an error is made by a learner, teachers should decide whether to correct it immediately or with some delay since, according to Rahimi, and Dastjerdi (2012), poor correction may have a negative effect on learners' motivation and confidence. Thus, considering the time when the teacher should correct the learners' errors is of crucial concern.

Some teachers believe that when the purpose of conversational interaction is to make improvement in accuracy, errors should be treated immediately. On the contrary, when the purpose of speaking is on fluency, errors should be corrected with some delay, for example, Dabbaghi (2006) stated that selecting delayed correction type is more preferable and effective than the immediate one.

In an experimental study, Rahimi and Dastjerdi (2012) have argued that according to the results of measures of accuracy, fluency, and complexity, delayed error correction can enhance the improvement of fluency and accuracy but not complexity. Thus, in this respect, in order to examine the impact of corrective feedback on oral production, other variables such as accuracy, fluency, and complexity should be considered. However, for reasons of relevance, we only consider the concept of accuracy and examine the ways mostly coded in the literature to measure it in oral production.

2.4 Accuracy as a measure of oral production

Error-free clauses: it refers to the percentage of clauses which were performed correctly and were not erroneous. In this view, all lexical, morphological and syntactic errors should be taken into consideration (Yuan and Ellis, 2003cited in Housen & Kuiken, 2009).

Correct verb forms: it refers to the percentage of all aspects of verbs (such as subject-verb agreement, tense, and modality) which were used correctly (Yuan & Ellis, 2003 cited in Housen & Kuiken, 2009).

2.4.1 Accuracy in oral production

In oral production, teachers should be aware of the different types of corrective feedback for each specific error regarding its own situation (such as the type of error, the learners' knowledge and level, and also the learners' personality types). For that reason, Harmer (2001) claimed that teachers should not treat all errors in the same way. Therefore, in order to examine the best way for CF, we should consider the learners' utterances through measures of Accuracy. Thus, a clear definition of this variable is needed.

Brown (2001) claimed that accuracy means being "clear, articulate, grammatically and phonologically correct" (p.268).In addition, according to Gower et al. (1995), accuracy can be defined as the ability to produce the grammatical correct forms of sentences. They claimed that the process of acquisition does not guarantee the ability of all students to produce grammatical sentences, unless the grammatical structures are taught either inductively or deductively in EFL classrooms. According to Harmer (2001), there are two stages in an accuracy activity: 1) after committing an error by a learner the teacher should correct him/her through some implicit techniques (such as hinting) that an error occurs; 2) then, the learner after realizing his/her error may try to correct it.

2.5 Studies on Corrective Feedback

Since the nature of corrective feedback in the field of second language teaching and learning is of crucial concern, so many studies have been done on its role and efficacy (Panova & Lyster, 2002). In this section, a growing number of studies regarding attention to different kinds of CF strategies; the effects of focus on form; the effectiveness of explicit and implicit types of CF; the effectiveness of recasts; corrective feedback, accuracy and fluency; the role of corrective feedback in oral production and pronunciation; and finally the effectiveness of immediate vs. delayed error correction (which is the main focus of the current study), are presented.

In an experimental study, Dawood (2014) conducted a research to examine the efficacy of grammatical error correction on accuracy of EFL learners. For data collection, 22 male and female senior learners were selected randomly. Then, in order to examine students' attitudes regarding immediate grammatical error

correction, a questionnaire was administered to them. Results of participants' responses indicated that immediate error correction had a positive effect on improvement of students' accuracy.
Regarding the effect of corrective feedback on oral production in L2 acquisition, a large number of studies have been reported. For instance, Lyster, Saito, and Sato (2013) in their article reviewed research on oral corrective feedback in the field of second language learning. Firstly, they identified different types of oral corrective feedback, and presented their results which proved the CF frequency across instructional contexts. They presented theoretical perspectives and approaches in support of the concept of CF, the instruction role, and the overall purpose of corrective feedback. Moreover, they reviewed the laboratory studies assessing the recasts impacts, and then focused on classroom studies assessing the impacts of various types of CF. As a result, they found that there are many various variables (such as linguistic targets and learners' age in terms of both previous and prospective research) which mediate the effectiveness of CF. Finally, they highlighted the kind of corrective feedback which is provided to learners and also the potential effects and benefits of strategy training in order to strength the role of CF during peer interaction.
In another study, Karimi and Asadnia (2015) investigated EFL teachers' preferences regarding oral CF, corrective feedback provision practices across two language proficiency levels (elementary and intermediate), and their attitudes-practices correspondence. Therefore, for data collection a semi-structured interview and an overall forty-hour observation were conducted. According to the results, in the teachers' employment of feedback strategies, there was a significant difference across the two levels. In addition, it was noticed that among various CF strategies some of them such as explicit correction, metalinguistic clues, elicitation, clarification request, and repetition (at elementary level) were more frequent. Furthermore, results indicated that at both levels there was not any significant difference among teachers regarding focus on morpho-syntactic, phonological, and lexical errors. Finally, results indicated that there were some belief-practice mismatches in teachers' sensitivity toward learners' errors, their employment of various error correction strategies, use of explicit and implicit corrective feedback, application of immediate and delayed corrective feedback, focus on various linguistic targets, correction of global and local errors, and reliance on self, peer, and teacher error correction.

2.5.1 Studies on immediate vs. delayed CF types
A large number of studies have been done on the impact and efficacy of different types of corrective feedback during recent decades. However, few researchers have worked on the effect of timing of feedback. In this section, some related studies about the effectiveness of immediate vs. delayed correction in learners' production are presented and summarized.
Dabbaghi (2006) has run a study on the effects of immediate and delayed error correction with the variable of students' oral production. The focus of this study was on learners' pronunciation. There were two groups containing 70 participants. One group received immediate correction and the other delayed correction. Then, after some sessions of treatment there was a posttest. In addition, the researcher has recorded and transcribed the students' discussions. As a conclusion, he stated

that selecting delayed correction type is more preferable and effective than immediate one.

Rahimi and Dastjerdi (2012) have done another experimental study to examine the efficacy of two methods of error correction (in this case immediate and/or delayed) in order to develop learners' complexity, fluency and accuracy in oral production. The participants were 20 female intermediate EFL learners aged 15 to 20 from one of the English language institutes in Isfahan, Iran. They were divided into 2 groups of 10. For G1, teachers corrected learners' errors immediately and for G2 errors were treated with some delay during 30 sessions. At the end of the term, teachers asked learners to discuss one of the topics they had covered during the term. Their voices were recorded and transcribed later. According to the results of measures of accuracy, fluency, and complexity, delayed error correction can enhance the improvement of fluency and accuracy but not complexity.

Abid Dawood (2013) examined the effects of grammatical error correction on accuracy of EFL learners. For data collection, 22 males and females senior students were selected randomly to respond to a questionnaire which investigated the learners' views about immediate grammatical error correction. The questionnaire was conducted in a way that learners' beliefs could answer this question: what is the effect of grammatical error feedback on students' accuracy? Results of the answers revealed that immediate error correction had a positive effect on learners' accuracy.

Finally, in a more recent study, Gharaghanipour, Zareian, and Behjat (2015) have run a study to investigate the effects of immediate and delayed error correction on EFL learners' anxiety in their pronunciation during speaking. The participants were 60 female intermediate EFL learners aged15 to 17. In this study, there were two intact groups (1 experimental and 1 control group). Then, based on their gained scores in an OPT test, they have been categorized as high and low proficient students. A quasi-experimental design was employed. According to the findings, the more proficient learners were more relaxed to participate in discussions and they felt less anxiety in class. The results of t-test showed that there was a significant difference between the groups. In addition, the high proficient students who received delayed error correction used more words per minute and they were less likely to feel anxious about their mismatch utterances in the language classroom. Therefore, proficiency, error making, and anxiety were found to be interrelated.

3. Methodology

3.1 Introduction

The aim of this study was to examine students' perspectives and concerns regarding the effects of corrective feedback in general and the role of immediate and delayed types of CF in the accuracy of oral production in particular. Therefore, in this chapter some issues such as the participants, design, procedure, instrumentation, data collection and analysis were explained.

3.2 Participants

For the purpose of this study, 100 female EFL learners aged 13 to 30 from an English language institute (Tak institute) in Dezful, Iran were chosen. They were selected after being accepted in the placement test of the institute. To homogenize the participants, a placement test (OPT) was conducted to 100 female learners.

Results of the tests were analyzed by the reliable key answers and conversion chart of the OPT. Then, results indicated that out of those 100 learners, 44 of them were at intermediate level. Later, out of those 44 intermediate students, 30 were selected as the main participants of the study. Then, they were divided randomly into two groups of 15. While teacher corrected the learners' ill-formed utterances of the first group immediately, errors of the second group were treated with some delay, i.e. after finishing their speech during a term.

At the time of the study, all the 30 intermediate learners had already studied English language in that institute for about 4 to 6 hours weekly. The book which they have studied was "English Corner". In their current term, the main purpose of their language learning classes was to review all grammatical structures they had learnt so far (during their two years of studying). By reviewing, teacher tried to help them to improve their oral proficiency during a term which contains 12 sessions. The students attended the classes twice a week that were held in the afternoon.

3.3 Design

A large number of studies have been done on the effectiveness of different types of CF, though few scholars have considered the importance of learners' perceptions. Therefore, the design of this study is both quantitative and qualitative. To achieve the primary objective of this study, a close-ended questionnaire proposed by Valdeón (1999) administered to the participants and data were measured quantitatively. Furthermore, for accomplishing the second aim, two open-ended questions (developed by researcher) were applied to the learners and results were described qualitatively.

3.4 Instruments

The study used questionnaires as instruments. For accomplishing the purposes of this study, a close-ended questionnaire (CF questionnaire proposed by Valdeón, 1999) was administered to the participants. The content validity of this questionnaire was confirmed by asking two educational experts' and three experienced teachers' perspectives. The pilot study indicated the validity of the questionnaire for the context of Iran. Likewise, for measuring internal reliability (consistency) of the items, Cronbach Alpha coefficient was applied (α: .92) and results indicated a very high internal consistency reliability.

Furthermore, in order to elicit students' attitudes, the researcher asked five educational experts' and experienced teachers' perspectives and then developed two open-ended questions. These questions were administered to the learners and results were described qualitatively.

To analyze the findings of this study, data collected from the close-ended questionnaires was transformed into numeric results, tabulated, and finally analyzed through using SPSS software. On the other side, results of open-ended questions were described qualitatively.

3.5 Procedures

According to the researcher's view, in order to examine the learners' perspectives, firstly students should be familiar with the notion of CF and different types of it. Thus, in the first session, teacher taught and explained the crucial role of corrective feedback and its various types and strategies. Five weeks were devoted to treatments during 10 sessions. Finally, the last session was devoted to administering a close-ended questionnaire proposed by Valdeón (1999, cited in Sopin, 2015).The questionnaire was simplified to *Yes – No – Not sure* answers for which the participants could provide straightforward responses. For the purpose of this study, 10 specific questions were taken from this questionnaire. Furthermore, using open-ended questions can provide rich information which help researcher to identify the students' perspectives and perceptions toward their process of learning while receiving feedback (Dörnyei, 2007; and Dörnyei & Taguchi, 2010). Therefore, in order to elicit learners' views regarding the effectiveness of immediate and delayed types of CF, two open-ended questions were added.

3.6 Data Collection

To collect the data, a close-ended questionnaire proposed by Valdeón (1999, cited in Sopin, 2015) with two open-ended questions (prepared by the researcher) was administered to the participants. The process of data collection lasted for six weeks. For better understanding, the researcher explained the main purposes of the questionnaire to the participants and stated the importance of their responses in order to achieve valid results from the data. In addition, she informed them that while responding open-ended questions, their views and beliefs are valuable and there is not any answer sheet or any right and wrong answer for those questions; therefore, they felt comfortable to express their perceptions freely. Furthermore, before distributing the questionnaire papers, the researcher explained the purpose of each part and item to the learners. Finally, she claimed that the results of their responses and then the results of this study at the end of the research would be shared with them (if they wished) (see Dörnyei & Taguchi, 2010).

3.7 Data Analysis

To analyze the collected data from the administered questionnaire (close-ended), descriptive statistics were applied using SPSS 22. In addition, data obtained through answering the open-ended questions were analyzed qualitatively.

4. Results

The respondents' answers to the questions were collected through a close-ended questionnaire based on a Likert scale followed by two additional open-ended questions. The table below displays the results of descriptive analyses on the collected data:

Table 3.20 Results of descriptive statistics for CF questionnaire

Questions (1-9)	Groups	Yes	No	Not sure	Total
1. Is error making an essential part of the learning Process?	G 1	73.3%	6.7%	20.0%	100%
	G 2	86.7%	6.7%	6.7%	100%
2. Do you resent it when you make mistakes?	G1	66.7%	33.3%	0.00%	100%
	G2	33.3%	60.0%	6.7%	100%

3. Is error correction an essential part of the teaching process?	G1	66.7%	20.0%	13.3%	100%
	G2	80.0%	13.3%	6.7%	100%
4. Do you resent being corrected by the teacher?	G1	73.3%	20.0%	6.7%	100%
	G2	26.7%	60.0%	13.3%	100%
5. In speaking activities, do you expect the teacher to correct you?	G 1	26.7%	60.0%	13.3%	100%
	G 2	66.7%	26.7%	6.7%	100%
6. Should the teacher interrupt you when you make a mistake?	G1	46.7%	33.3%	20.0%	100%
	G2	20.0%	73.3%	6.7%	100%
7. Should he/she correct you once you have finished?	G1	40.0%	33.3%	26.7%	100%
	G2	80.0%	20.0%	0.00%	100%
8. Should he/she correct you once the exercise is finished so that the whole class can learn from your mistakes?	G1	73.3%	13.3%	13.3%	100%
	G2	86.7%	6.7%	6.7%	100%
9. Should he/she correct you in private?	G1	86.7%	13.3%	0.00%	100%
	G2	73.3%	13.3%	13.3%	100%
Question 10	Groups	A	B	C	Total
10. If you answered the previous question in the affirmative, why? (13.3 of participants in G 1 didn't answer in the affirmative) (26.7% of participants in G 2 didn't answer in the affirmative)	G 1	53.3%	13.3%	20.0%	86.7%
	G 2	46.7%	20.0%	6.70%	73.3%

Please Note:
A: Otherwise, you feel embarrassed; B: Your mistakes are of no interest to other students; C: When corrected in public, you do not pay much attention to it.

The learners' responses to the above questions were applied into some themes as follows:

1) General effectiveness of CF:
Regarding the role of error in language learning classrooms (Question 1), most of the learners in both groups (G1: 73.3% & G2: 86.7%) believed that making errors is an essential part of the process of second language learning. They claimed that making error is a common activity in almost every language learning context. According to the students' responses regarding whether learners resent while making mistakes (Question 2), while majority of respondents in G1 (66.7%) believed that they feel anxious when they commit an error, 60% of them in Delayed group didn't feel resentment. Regarding making errors, majority of the respondents in both groups (G1: 66.7% and G2: 80%) mentioned the crucial role of errors and effective role of CF in the process of their language learning (Question 3). Regarding feeling resentment, though 73.3% of respondents in immediate group believed they feel resentment while receiving feedback from teacher (because they feel uncomfortable and might be anxious), 60% of learners in G2 felt comfortable while being corrected by the teacher.

2) The effectiveness of Immediate and Delayed types of CF:
The focus of this part is centered on the role of CF in oral production within language learning classrooms. In this part, the learners' preferences were found to be totally different. For instance, some of them indicated that they needed to be corrected directly and immediately, because when they receive the corrections at the time of making errors they will remember the corrected forms more easily. On the other side, others argued that when teacher corrected they felt uncomfortable and it may cause anxious situations among some students. In responding to the last questions, though majority of the participants mentioned the crucial role of errors and effectiveness of corrective feedback, in Question 5, most respondents of G1 (60%) were not willing to be treated by the teacher. However, 66.7% in G2 preferred to be corrected by the teacher. Regarding the time of feedback, almost half of the participants in G1 (46.7%) liked to be treated immediately and felt comfortable being interrupted by the teacher. On the other hand, a large number of students in G2 (73.3%) preferred not to be interrupted since they may feel anxious (Question 6). In responding to Question 7, while 40% of participants in G1 preferred to be corrected after finishing their speech, some other learners whose answers were "No" argued for improvement of their accuracy. They preferred to be corrected immediately because in this way they won't forget that specific utterance. On the other hand, a vast majority of students in G2 (80%) preferred the delayed type of CF and believed interrupting their speech may stop their flow of communication. As regards the time of feedback (after finishing students' speech) for better learning, most participants in both groups (G1: 73.3% & G2: 86.7%) agreed with the delayed type of corrective feedback (Question 8). However, regarding being corrected in private (Question 9), majority of the learners in both groups (G1: 86.7% & G2: 73.3%) argued for reducing their level of anxiety; they preferred that the teacher treat their ill-formed utterances in private. In responding toQuestion 10, a huge number of participants in both groups (G1: 53.3% & G2: 46.7%) selected option A (feeling embarrassed), since students by being corrected in front of others may feel anxious.

3) The effectiveness of Immediate and Delayed types of CF on accuracy of learners' oral production:

Open-ended questions

In order to elicit and investigate learners' views regarding the effectiveness of immediate and delayed types of CF which are the main foci of the current study, two open-ended questions were added. These questions are as follows:

1) During speaking activities for improving accuracy, do you prefer to receive immediate type of CF while making errors?
2) During speaking activities of improving accuracy, do you prefer to receive delayed type of CF while making errors?

In responding to the first question, a vast majority of students in both groups claimed that although being treated immediately has some disadvantages such as stopping their flow of communication, making them uncomfortable and anxious, it has a positive effect on improving the accuracy of their oral production. For instance, they argued that "*Immediate correction raises our attention and then we can notice our erroneous utterances and their correct forms easily; so we won't forget that specific situation*". Regarding the second open-ended question, most of the respondents believed that although delayed type of CF can reduce their level of resentment and anxiety, it's not as effective as immediate CF to improve the accuracy of their oral production because, if not corrected, they might forget the non-target-like utterance during their speech. However, a few participants had no any clear definition or understanding for these types of error correction.

5. Conclusion, implications and suggestions for further research

Although a huge number of studies have been done on the effectiveness of CF and its various types, few researchers have noticed the importance of participants' perspectives toward the process of their own learning. The focus of this study was to examine the general effectiveness of CF based on learners' views and perceptions. In addition, among various corrective types and strategies, few scholars have worked on the learners' attitudes regarding the effectiveness of timing of feedback (immediate and delayed CF types) on accuracy of students' oral production. Since the students' perceptions were not decisively clear whether they prefer to be treated immediately or after finishing their speech, the other aim of the current study was to investigate the effectiveness of immediate and delayed CF types on the accuracy of learners' oral production based on their own perceptions.

Regarding general effectiveness of CF according to the participants' answers to the close-ended questionnaire, although learners' attitudes in both groups indicated that committing errors and correcting them have large effects on the process of second language learning, participants of the second group had more positive views toward this notion. As regards the second aim of the close-ended questionnaire (effectiveness of Immediate and Delayed CF), most of the students in the immediate group claimed that they had some feelings of resentment and they didn't expect the teacher to treat their errors. On the other hand, most of the learners in G2 expected the teacher to correct their ill-formed utterances. They believed that making mistakes didn't lead them to feel anxious. Most of the learners in both groups were not willing to be interrupted by the teacher. By interrupting they felt anxious and it may break their flow of communication. Almost half of the students in G1 (40%) and majority of the students in G2 (80%) liked to be corrected once they have finished their speech. A vast majority of the participants in both groups claimed that providing corrective feedback after finishing their speech can also be useful for other classmates to learn from their mistakes. However, most of the students in both groups wanted to be corrected in private. They mentioned that when the teacher treats their errors in public they feel embarrassed.

This study might provide evidence in line with Schmidt's Noticing Hypothesis and Swain's Output Hypothesis. According to these hypotheses, noticing can raise learners' attention toward their ill-formed utterances so that they can reformulate their mismatches and then correct their own errors. Regarding students' perspectives while answering open-ended questions, the effects of immediate CF type on the accuracy of learners' oral production were larger than delayed one. One of the main reasons that students mentioned was that providing immediate CF could raise their attention, which helped them notice their erroneous utterances and also their correct forms. Therefore, they won't forget that specific situation and will remember the target-like forms. Thus, it helps them to be more accurate during their speech.

The current study examined the learners' perspectives regarding the general effectiveness of corrective feedback and specifically the efficacy of two CF types (IEC and DEC) on the accuracy of their oral production. Results obtained from participants' responses indicated that committing errors in every language learning classroom happens normally and corrective feedback has positive effects on accuracy of students' oral production. Furthermore, though findings indicated that both types had positive effects on their process of L2 learning; for improving their accuracy during speech, immediate CF had larger effects. In addition, results revealed that both groups experienced situations in which they felt resentment and anxious. Another issue which is of crucial concern is that according to learners' views, the anxiety levels among participants of the immediate group were more significant. Therefore, for the above reasons, this study provides some support for considering the timing of feedback as an important issue in the field of second language learning. Moreover, it indicated that some other aspects such as affective factors and personality differences should be considered in the notion of corrective feedback. Finally, the responsibility of materials designers and language teachers is providing useful communicative tasks that help learners to improve their accuracy during oral production.

Considering the fact that the current study was narrowed down in terms of examining the general efficacy of CF and its two specific types (IEC and DEC), further research is needed on examining the effectiveness of other strategies and types of corrective feedback. In addition, since this study investigated the perceptions of female learners at intermediate proficiency level, future studies should be conducted with both male and female participants at various language proficiency levels. The focus of the present study was on examining students' attitudes regarding their oral production; thus, more research is also needed on investigating learners' perspectives in all language learning skills. Finally, as the results of this study were obtained from a limited number of participants in a specific context, these findings cannot be generalized to a wide number of learners with a wide variety of contexts. Therefore, it is recommended to conduct more studies with more number of participants in various contexts.

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A CONTRASTIVE ANALYSIS OF COMPLEMENT CLAUSES IN ENGLISH AND PERSIAN

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Abstract
A complement clause is a clause that is introduced by a complementizer like "that" or "whether". A complement clause is connected to a preceding noun, verb, or adjective. In Persian, however, there is only one complementizer, "Ke", equivalent to "that" complementizer in English. There are different types of complement clauses in English and Persian which will be discussed in details. This article aimed at discussing the similarities and differences of complement clauses in English and Persian. The findings of this study can be useful for English learners who are interested in learning Persian and vice versa.

INTRODUCTION

Any noun, noun phrase, or noun clause which completes the meaning of a subject, object, verb, or adjective is called a complement. It is worth mentioning that the word "complement" alone does not have any meaning in grammatical sense, but it is grammatically meaningful when used with other words such as subject, object, verb, adjective. In grammar, a *complement* is a word or word group that completes the predicate in a sentence. In contrast to modifiers, which are optional, complements are *required* to complete the meaning of a sentence or a part of a sentence. But as David Crystal has observed, "the domain of complementation remains an unclear area in linguistic analysis, and there are several unresolved issues" (*Dictionary of Linguistics and Phonetics*, 2011). Complements are often also arguments (i.e., expressions that help complete the meaning of a predicate). There are indicative as well as non-indicative complements in languages. Non-indicative complements follow the appropriate complementizers. Indicative complements do not follow complementizers, but instead are included with special markers and clauses.

Contrastive analysis

Contrastive analysis explores the similarities and differences between pairs or small sets of languages with the purpose of providing input to applied disciplines such as foreign language teaching and translation studies. With its largely descriptive focus, contrastive linguistics provides an interface between theory and application. It makes use of theoretical findings and models of language description but is driven by the objective of applicability. In the twentieth century, applied linguists tried to study two languages in contrast. In the end, the accumulation of contrastive and comparative data on pairs of languages led to Contrastive Analysis Hypothesis (CAH). CAH was originated from the behavioristic and structuralist approaches. It stated that the inference of the first language system with the second language system is the main barrier to second language acquisition and linguists and language teachers would be able to predict the difficulties a learner may confront through a structural, scientific analysis of pairs of languages (Brown, 2007).

Fries (1952) a structural linguist believed that a linguist can describe the two languages in question through slot-filler grammar. Behaviorism on the other hand believed that human behavior is made of the sum of components. They highlighted *interfering* theory to convey that where there is no interference, there is no difficulty and it leads to positive transfer (Brown, 2007).

The Importance of Contrastive Analysis

It is believed that the errors may occur because of native language interference. It means EFL learners unconsciously use knowledge of Persian in English. There is no error if the linguistic systems are the same. The native language may interfere with the foreign language if the linguistic systems are different. Therefore, EFL learners need systematic comparison of linguistic features of English and Persian to familiarize with similarities and differences between the two languages (Yarmohammadi & Rashidi, 2009).

Types of Complement Clauses

There are different types of complement in English which are as follows:

- Subject complement: This complement is always used after a linking verb. It refers to the subject of a sentence and explains it. A subject complement can be a noun, which is also called *predicate noun* or *nominative*. It can also be an adjective, which is also called *predicate adjective*. Look at the following examples (The examples are taken from www.Englishnice.com):
    a. Sheila is an English teacher. (*Sheila yek moalem e zaban ast*)
    b. Her favorite hobbies are reading and writing. (*khandan va neveshtan sargarmi haye morede alaghe ou hastand*)
    c. She was sad about her illness. (*ou narahat e bimariash bud*)
    d. That man seems kind. (*an mard mehraban benazar miresad*)

In sentence (a), *an English teacher* is a predicate noun. It is a subject complement which provides some information about *Sheila* that is the subject of the sentence.

In sentence (b), *reading* and *writing* are used as the gerund in the sentence and they are used as the subject complement of the sentence because they provide information about the hobbies of the subject.
In sentences (c) and (d), the adjectives *sad* and *kind*, are used as subject complement because they describe *that man* and *she.*

- Object complement: Another type of complement is object complement. This type of complement is always used after the direct subject and is used to complete it. For example:
  a. Tom considers horror movies silly. (*Tom filmhaye tarsnak ra ahmaghane midanad*)
  b. She found the work hard. (*Ou fahmid ke kar sakht ast*)
  c. Our teacher realized the English test difficult. (*Moalem e ma azmoon e zaban ra sakht tashkhis dad*)
  d. He makes me very angry. (*ou mara kheili asabani mikonad*)
  e. You kept me waiting. (*To mara montazer gozashti*)
  f. They elected Martin their president. (*Anha Martin ra be onvane reis jomhureshan entekhab kardand)*

In sentence (a), for instance, the adjective *silly,* is the object complement because it provides information about the direct object, that is, *horror movies*.
In sentence (b), the adjective *hard* is object complement because it give information about the direct object *work*.
In sentence (c), the adjective *difficult* is the object complement because it describes the direct object *English test.*

- Verb complement: A verb complement is actually the direct object or indirect object which completes the meaning of the verb in a sentence. A verb complement can be a noun, a pronoun, a word, or a group of words which are used as a noun. For example:

She gave my toy to Betty. (*ou aroosak e mara be Beti dad*)
He lent his umbrella to Erica. (*ou chatrash ra be Erika dad*)
In the above-mentioned examples, *my toy* and *his umbrella* are direct objects and *Betty* and *Erica* are indirect objects which, based on the definition, are verb complements.

- Adjective complement: This complement always comes after an adjective and refers to the preceding adjective and explains about it or describes it. An adjective complement is usually a noun phrase or a prepositional phrase. For example:
  a. They are happy that Mike returned home. (*anha khoshhal hastand ke Mike be khane bargasht*)
  b. I am curious what color it is. (*man konjkav hastam oon che rangie*)
  c. Are you afraid or spiders? (*aya to az ankaboot ha mitarsi?)*
  d. We were shocked by the news. (*ma az khabar shoke shodim*)

As can be seen in the above examples, the noun phrases "*that Mike returned home*" and "*what color it is*" as complements describe the adjectives *happy* and *curious.* Moreover, the prepositional phrases *"of spiders"* and "*by the news*" describe the adjectives *afraid* and *shocked* and proved us with more information about them. That's why, they are called adjective complements.

Complement clauses in Persian

A complement in Persian language is a noun phrase that follows a preposition without which the meaning of the verb is incomplete. Complement transitive verbs are the verbs which, in addition to a subject, require another noun phrase for making a meaningful sentence. This noun phrase is called a complement and is used with a preposition. Verbs have their own specific preposition, that is, they are used with only one specific preposition, such as the verb *tarsidan* (be afraid of) that is followed by the preposition *az* (=of). For example (taken from Bahrami (2016):

Man az in tariki mitarsam. (I am afraid of this darkness)

In this sentence, the noun phrase *tariki* (darkness) is a verb complement and the verb *tarsidan* cannot be used in other forms,. Therefore, the following sentences are wrong:
**man be tariki mitarsam*
**man ba tariki mitarsam*
**man baraye tariki mitarsam.*
In the following example, the meaning of the verb is incomplete with the complement. That is, we cannot delete it from the sentence and the verb *andishidan* is only used with the preposition *be* (= about) and other prepositions are not possible.

Har ensani be karhaye ruzane ye khod miandishad. (Everybody thinks about his/her daily work)
**Har ensani az karhaye ruzane ye khod miandishad.*
**Har ensani ba karhaye ruzane ye khod miandishad.*

Since the concept of complement is very extensive and because there are some complements that the verb does not need, some types of Persian complements are mentioned here:

1. **Verb complement**: A noun phrase which is required by the verb and without which the sentence is incomplete.
2. **Noun complement:** Words which are needed by the noun which comes before or after them. However, these words are not needed by the verb.
3. **Adverb complement:** An adverbial phrase which is not required by the verb but can be deleted from the sentence.

There are some nouns which are used with a preposition in the sentence. It is impossible to differentiate them from complements. For instance: maharat *dar,* tasalot *bar,* alaghe *be.* When these words are used in a sentence they must be used with the prepositions mentioned above. For example: *ou bar ketab mosalat ast*.
Tabibzadeh (2007) divides dependent clauses into the following categories:

1. Adjectival clause: adjectival clauses describe nouns.
2. Adverbial clause: adverbial clauses which are used as the adverb of a sentence describe the whole sentence.
3. Complement clause: complement clauses are considered as verb complements.

Mahootian (2006), Ahadi (2001) and Gholamalizadeh (2007) verified Tabibzadeh's classification. Ahadi (2001) believes that clauses take the syntactic role of the subject, object, and other syntactic roles. In Persian, when making subject complement clauses, the verb ending of the verb of the subject complement clause is in the third person singular case and depending on the meaning of the sentence, it can be used in the subjunctive or declarative mood. Look at the following examples:

a. *Lazem bood ke man anha ra bebibam (*It was important that I see them)
b. *Maloom hast shoma koja miravi? (*Is it clear where you are going?)

Subject complement clause is another kind of complement clause in Persian which is used as the direct object of the verb of the main clause. For example:

Ou goft ke [Ø] vaght nadarad. He said he doesn't have time)

In this example, the omission of the subject in English makes the sentence ungrammatical whereas in Persian, the subject of the complement clause can be omitted if the subject of the main clause is the same as the subject of the complement clause. Payne (2006) believes that this is true when the sentence is not so complicated that the recognition of the subject of the object complement clause is not difficult. Another important point about the object complement clauses in Persian is that the conjunctive *ke* can be omitted. The same is true in English language where the conjunctive can be omitted in the object complement clauses. For example:

a. I knew *[Ø]* you are left-handed. *(midanam to chap dast hasti)*
b. I knew that you are left-handed. (*midanam ke to chap dast hasti)*

Payne (2006) believes that English language, like Persian, can have zero complementizer as can be seen in example *a*.

Using or not using conjunctives in Persian or English has no effect on the order of the components of object complement clause. In Persian, the verb of the main clause must be inflected and using the infinitive form of the verb in the complement clause makes the sentence ungrammatical.

Example:

Ou ghol dad ke ghaza bekhorad (he promised to eat food)

As can be seen in this example, the subject of the main clause is the same as the subject of the complement clause, the subject of the complement has been omitted. In the following example, however, the verb of the subordinate clause is inflected and therefore it is ungrammatical.

**he ghol dadan ke ghaza bekhorad.*

Since this structure is different in English and Persian, Persian speakers who are learning English tend to make mistakes when learning complement clauses in English.

Another category of complement clauses in Persian is the prepositional complement clause. This structure is used with verbs which require a prepositional object. This object can appear as complement clause. Ahadi (2001) states that verbs which can take a direct and an indirect object can use a prepositional complement clause to describe one of the subjects. For example:

a. Ali movafeghat kard ke in barnameh ra ejra konim. (Ali agreed to implement this plan)
b. Ali ba ejraye in barnameh movafeghat kard. (Ali agreed with the implementation of this plan)

Another kind of verb complement which can be used as a complement clause is *prepositional accusative marker.* This kind of object which is attached to the non-verb particle of compound verbs through a vowel point that is symbolized as (ِ-) in Persian appear in the form of a complement clause. For example:

1. Ou baese ekhraj kardane man shod. (he was the cause of my expulsion)

2. *Ou baes shod ke man ra ekhraj konand.*

A prepositional accusative marker can be used with (*ra*) in Persian.
Example:

1. *Ou dastoore hamle ra dad.* (he ordered the attack)
2. *Ou dastoor dad ke hamle konand.* (*he ordered that they attack*)

Ahadi (2001) believes that verb complements in Persian are divided into two distinct types: *prepositional complement* and *prepositional object complement* (using "*ra*"). He introduced two more types of verb complement in Persian, namely, *noun complement* and *adjective complement* which can be used in the form of complement clauses. He mentioned the verbs such as *be nazar residan* (seem) and claimed that this type of verb can be used as an adjective complement.
Examples:

a. *Ou khaste be nazar miresad.* (He seems tired)
b. *Be nazar miresad ke ou khaste ast.* (It seems that he is tired)
c. *Ou khaste ast.* (He is tired)

There is controversy over this type of verb complement among grammarians. Tabibzadeh (2006) claims that the verb *be nazar residan* (seem) can be replaced by the verb *boodan* (to be), this verb can be categorized as a linking verb in Persian. Therefore, we can put noun complements and adjective complements in the same category. This group of Persian verb complements which can be used in the form of subordinate clauses is called *predicative complement clause*.
Examples:

a. *Ou moaleme riazi be nazar miresad.* (He seems to be a math teacher)
b. *Be nazar miresad ke ou moaleme riazi ast.* (It seems that he is a math teacher).

There is another group of verbs in Persian which can have a complement clause as a mandatory complement of the verb. In other words, an object can only appear through a subordinate clause.

The position of complement clause in Persian

Complement clauses in Persian usually have a post-verb usage. In Persian, the use of the pronoun *in* (this) is obligatory only when the subject complement clause is in the pre-verb position (before the verb of the main clause). In other words, if the subject complement clause in the following sentences is used in the post-verb position, there is no need to use the pronoun *in.*

a. *Lazem bood ke man tora bebinam.* (It was necessary that I see you)
b. *In ke man ou ra bebinam lazem bood.* (That I see him was necessary)
c. *Man our a bebinam lazem bood.* (Seeing him was necessary)

In sentence (b), the subject complement clause has been move to the pre-verb position of the main clause. Therefore, the use of the pronoun *in* (this) is mandatory. The same is true for object complement clause. The use of the pronoun *in* (this) is mandatory in the following sentences where the complement clause is moved to the pre-verb position of the main verb.

a. *Maryam midanad ke man emruz emtehan daram.* (Maryam knows that I have an exam today)
b. *In ra ke man emruz emtehan daram, Maryam midanad.* (That I have an exam today, Maryam knows)
c. *Man emruz emtehan daram. Maryam midanad.* (I have an exam today. Maryam knows)

Another important point to mention about Persian complement clauses is that Persian complement clauses can be made with or without the use of pronouns depending on their usage. Consider the following examples:

a. *Man (az in) khoshhalam ke to dar emtehan ghabul shodi.* (I am happy about your passing the exam)
b. *Az inke to dar emtehan ghabul shodi khoshhalam.* (That you passed the exam, I am happy about)

The use of the preposition *az* (about) is optional as long as the complement clause is used after the main clause. However, if the complement clause is moved to the pre-verb position of the main clause, the use of the preposition *az* and the pronoun *in* is obligatory.

CONCLUSION

This article investigated the similarities and discrepancies between complement clauses in Persian and English. Although there are a lot of similarities between the two languages regarding their complement clauses, the differences between them might cause confusion for English speakers who are trying to learn Persian. One of the differences between English and Persian complements is that the former follows an SVO pattern whereas the latter follows an SOV pattern. Another difference is that in Persian language, the verb of the main clause is inflected and the use of infinitive in the complement clause makes the sentence ungrammatical while this is not true about complement clauses in English. Another discrepancy between Persian and English complement clauses is concerned with the use of pronouns. In Persian, the use of the pronoun *in* is obligatory when the subject complement clause is in the pre-verb position and the use of subject complement clause in post-verb position without pronoun is not mandatory.

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THE EFFECT OF GRAPHIC ORGANIZERS ON READING COMPREHENSION SKILL OF IRANIAN INTERMEDIATE EFL LEARNERS: WITH A FOCUS ON GENDER

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ABSTRACT
The literature on graphic organizers reveals that it should be considered as a vehicle that can foster learning in language classes. To this end, the study investigated whether the use of graphic organizers could result in improvement in EFL learners' reading comprehension with a focus on gender. Nelson proficiency test was administered to one hundred twenty (n=120) Iranian EFL learners. Ninety participants (n=90) were selected based on the test and were distributed into two experimental group (30 learners in each) and the control group (n=30). For a period of two months, the experimental groups were supplied with reading texts to which graphic organizers were added, whereas the control group was trained using the conventional methods in which no graphic organizers were used. Employing inferential statistics and t-test, it was revealed that using graphic organizers was effective in answering reading questions which required (1) identifying the main idea, (2) finding the supporting details, (3) dealing with vocabulary, (4) fact and opinion, and (5) making inferences. It was also revealed that both genders benefitted equally from the instructions of graphic organizers while reading. The results could be used by material developers and language instructors.
KEYWORDS: gender, graphic organizer, EFL learners, reading comprehension

Being able to read in English is significant for a variety of reasons. Not only is reading a fundamental language skill, but also academic success of the language learners on high-stake tests depends to their reading skill, as a separate section on TOEFL and IELTS test is allotted to the reading skill. In addition, reading in L2

provides opportunities for learning other language skills and subskills. The effect of reading on incidental vocabulary learning of language learners has already been observed by Ko (2012). Needless to mention that, on the other hand, it is hard to answer listening question without reading them first.
The reading skill of language learners may differ based on their gender, as a result; part of the literature on reading comprehension refers to gender-based studies, e.g., Brantmeier (2003). The issue was so significant that some studies suggest gender-neutral studies (Jalilevand, 2014) and some others have gauged the effect of male-oriented and female oriented topics on reading comprehension of language learners (Bugel & Buunk, 1996). Such diverse and opposing results may indicate how significant it is to conduct a new study dealing with the issue of graphic organizers and gender.
Regardless of language learners' gender, the ultimate goal of these studies is to find a way to increase EFL learners; reading comprehension of language learners. One possible way to do so seems to be the use of graphic organizers. Prior research on the effect of graphic organizers on reading comprehension of EFL learners has revealed that graphic organizers can connect what language learners already know to their existing knowldge (Cromley & Azevedo, 2007). Graphic organizers provide a visual-verbal source for language learners (Dolehanty, 2008). In addition, comparison of the effect of graphic organizers developed by language learners and those which were developed by language teachers shows that the former group can have more positive effect on learning the second language (Griffin, Cynthia, Malone, & Kameenui, 1995).

According to the literature, graphic organizers have appeared to be an effective way to teach and learn new information and overarch concepts. The arguments for graphic organizers include the importance of connecting new information to prior knowledge which can result in a longer retention of knowledge (Jonassen et al., 1997). In a more precise description of graphic organizers, Dolehanty (2008) refers to it as a use of visual symbols for specific words to general ideas which results in more holistic understanding of the concepts. That is why, graphic organizers are referred to using other words such as concept map or cognitive organizer.
This study dealt with the effect of graphic organizers on reading comprehension of male and female Iranian EFL learners in the EFL context of Iran, as, to the researcher's best knowledge, the topic in this context is novel and Iranian EFL learners are in need of innovative approaches to increase their reading. It should be mentioned that, the use of graphic organizers depends on the type of task used in the class. As a result, the researchers were meticulous in selecting the type of graphic organizers. The type of graphic organizers used in this study were Y-chat, Story Star Chart, Spider Map and PMI chart as they have been among the most effective for the reading tasks.

Statement of the Problem
Although reading comprehension is the ultimate goal of reading classes and that it is very significant to language learners' success, the Iranian EFL context seems to suffer from certain shortcomings in this regard. Not only, in most cases, are no supplementary materials used to foster EFL learners' reading comprehension in this context, but also, the material used by the language books hardly contain more

visual help other than a simple picture of the reading text. As a result, language learners reading skill may not be enhanced as much as it really could be.

Secondly, in most cases in the EFL context of Iran, the language learners are discriminated based on their gender to male and female classes as a law and not based of language leaners' learning preferences or styles. This means that research is required to find out whether or not classes should be matched based on language learners gender. In case of this study, the researchers felt the need to find out whether gender plays a role in using graphic organizers to realize whether there is a need to match reading classes based on language learners' gender.

Finally, although the use of graphic organizers on reading comprehension of language learners has been considered a significant issue, there is no plethora of research on this issue, especially with regard to language learners' gender.

Research Questions

The current study was designed to answer the following research questions:

Q_1: Does the use of graphic organizers have any significant effect on reading comprehension of intermediate Iranian EFL learners?

Q_2: If graphic organizers have any effect on reading comprehension of intermediate Iranian EFL learners, which gender benefits more?

Research Hypotheses

Hand in hand with the research questions, the following research hypotheses were developed:

Ho_1: The use of graphic organizers does not have any significant effect on reading comprehension of intermediate Iranian EFL learners.

H_2: Male Iranian EFL learners benefit more from graphic organizers than female Iranian EFL learners with regard to their reading comprehension.

Review of the Literature

Graphic organizers and Reading Comprehension

Graphic organizer is considered as an aid to language learners in form of a text information or spatial display. As stated by Robinson, Katayama, Dubois and Devaney (1998) graphic organizers discuss concepts in both directions-vertically and horizontally. However, it mostly helps with the macrostructure understanding of the text; meaning that it communicates main concepts rather than detailed information. Through retaining and retrieving detailed information gets easier as well (Xiangjing & Grabe, 2007). This is usually referred to as a shift of approaches from traditional linear text presentation to graphical concept (Chang, Sung, & Chen, 2002).

Research in the past decade shows a considerable deal of effort by researchers on delving into the effect of graphic organizers in education in general and on reading comprehension of L2 learners in specific. Ciascai (2009) investigated the effect of graphic organizers as instruments that could not only represent the data, but also illustrate it in an effective manner in educational settings. What was found from her research was that graphic organizers can help enhance understanding of learners in case both text and visual graphic organizers be used.

In a different study that investigated the effect of graphic organizers on reading comprehension of L2 earners, Barron and Stone (1974) attempted to investigate how graphic organizers can affect reading vocabulary while reading. To this end, they assigned three groups of learners that went through 3 different graphic organizer representations, namely; advance organizer, graphic post organizer, and control. The results of the study revealed that advanced organizer (the first type of graphic organizers mentioned) has statistically more significant effect on learning vocabulary while reading. Similar findings were achieved by Griffin, Cynthia, Malone, and Kameenui (1995) who added a new aspect to the study. Not only did they investigate the effect of graphic organizers on learning vocabulary, but also they tried to understand which of the teacher-made organizer vs. student made organizer has more effect on the dependent variable. Their study revealed that incase the students made the graphic organizers more positive effect would be observed.

Simmons, Griffin, and Kameenui,(1988) investigated the reflection of graphic organizers on hierarchy of information in reading; meaning that the effect of graphic organizers on both understanding of the main idea and the detailed information was sought. The study revealed that graphic organizers help with understanding the main idea more than comprehending the detailed information.

In another study, Griffin and Tulbert (1995), attempted to investigate which type of graphic organizer is the most effective in terms of understanding reading expository texts. The novelty of the study lies in the fact that notwithstanding many prior studies which had their focus on the effect of graphic organizers in L1 reading, their study had its focus on L2 reading. The reason, as stated by the researchers was that L2 readers come across more difficult texts compared to L1 readers (Jiang, X. & William G, 2007). The study revealed that more spatial-visual graphic organizers can have more positive effect on reading comprehension of L2 readers.

Williams et al. (2005) studied the effect of graphic organizers on compare-contrast expository reading texts. The program emphasizes text structure using a graphic organizer, and through the close analysis of specially constructed exercise paragraphs students were able to demonstrate transfer to uninstructed compare-contrast texts though not to text structures other than compare-contrast. Moreover, the text structure instruction did not detract from their ability to learn new content. The results provide evidence that explicit instruction in comprehension is feasible and effective as early as the 2nd grade.

Xiangying Jiang and Grabe, (2007) believed that research carried out so far to investigate the effect of graphic organizers on reading comprehension is inadequate. This conclusion was based on a student survey which revealed that graphic organizers reflect the discourse organization of a text and can help with a variety of text types, however; not all texts include graphic organizers.

Based on the literature survey on using graphic organizer in reading comprehension amongst EFL students, it is understood that the need for graphic organizer in reading comprehension among EFL students is not adequately researched.

Classification of Graphic Organizers

There are 5 main categories of graphic organizers, namely; star web, chart matrix, tree map, chain, and sketch. Li (2008) considers 8 categories of graphic organizers which differ based on the aim of the course. These categories include: KWL chart, history frames, word map, zooming in and zooming out – concepts, zooming in and zooming out –people, Inquiry chart, venn diagram, and column notes.

The Star Diagram provides the readers with brainstorming on the topic, as a result; the readers have access to a list of traits related to the topic. It is also used to provide the readers with the key points of the reading text.

Another type of graphic organizer is Spider Map (also referred to as Semantic Map). Similar to a cluster diagram, Spider Map is used to reveal various aspects of a topic. The name takes after its form which is similar to a spider's web. The web aids readers to have their focus on the topic. As the learners are asked to fill in the web, they make use of their prior knowledge and can monitor the growth in their comprehension. In this way, the learners will find out in what areas they need more research.

Method

Participants

The main population for this true-experimental study was the intermediate Iranian EFL context. In order to find samples that could truly represent the population, the researchers carried out the study in Iran Language Institute (ILI) which is known as a governmental language institute with a considerable number of language learners. The participants for the study (N=90) were selected among 120 intermediate EFL learners in the spring semester, 2015. Nelson Language Proficiency Test was administered to 120 language learners. This test consisted of reading and grammar sections. It included 14 cloze-test reading items based on a reading passage, and 50 grammar items. All the test items were in multiple choice formats. This test was used to prove that the candidates were at intermediate level. These 90 participants included both genders with equal proportion (45 girls and 45 boys). The participants were randomly assigned to the experimental (n=60) and control (n=30) groups. The first experimental group included 30 boys, and the second one included 30 girls. The control group consisted of 15 male learners and 15 female learners. During the study the experimental groups received instruction of the graphic organizers, whereas the control group did not receive any instructions during the study except their routine syllabus.

ILI offers courses at 13 levels to young adults. They are as follow: Start, Run1, Run2, Run3, Run4, Race1, Race2, Race3, Race4, Reach1, Reach2, Reach3, and Reach4. It was decided that the first five levels to be eliminated from the study. Therefore, the Graphic organizer instructions and reading texts were administered to the students in the sixth level, i.e., the students of level Race2. This level is considered as intermediate in ILI's classification system.

Because the classes at ILI were easily available for researcher, convenient sampling was used; that is the available classes were selected for the study and because this study needed homogenous groups, participants were selected from the same level. The Nelson Homogeneity test included 64 multiple choice questions was administered to select a homogenous sample out of the first sample selection.

Table 1

The Participants' Demographic Data

Group	Gender	Age	Level
Control	Male and Female	12-14	Intermediate
Experimental 1	Male	12-14	Intermediate
Experimental 2	Female	12-14	Intermediate

Instruments and Materials

The instruments in this study included the assessment materials and the tasks and activities for each group. To accomplish the task, two sets of reading comprehension tests were constructed and utilized as pre-test and post-test.

Nelson Language Proficiency Test (Homogeneity Test)
The Nelson Language Proficiency test was administered to prove that the candidates are at intermediate level. This test consisted of reading and grammar sections. It included 14 cloze-test reading items based on a reading passage, and 50 grammar items. All the test items were in multiple choice formats. After giving the test, students with the same proficiency level were selected.
More precisely, according to the results of the test out of 120 learners, 90 learners whose scores fell 1SD below and above the mean were selected randomly for the purpose of the study
Pretest
Nelson Reading Comprehension Test (pretest) was administered to the participants as the pretest. It included five passages following by 30 multiple choice questions to prove that the participants were homogenous in terms of reading comprehension prior to the study. The pretest was administered to all participants, control and experimental groups before the beginning of the introduction session. As mentioned above, this pretest was given to measure reading comprehension level of every participant before the treatment phase.
Posttest
Three weeks after the treatment phase of the study was over, the researcher-made posttest was administered to the participants. The researcher-made test was used as the data collection instrument in this study to measure the impact of graphic organizers on reading comprehension of the participants. The reading texts were based on the tasks which had been assigned to both experimental and control groups during the class time. There were selected from PET Practice Tests published by Oxford University Press 2003. It is worth to mention that the researcher-made posttest was piloted by giving it to a sample of 25 students. A process of item analysis was carried out for the researcher-made posttest in order to identify and discard the poor items.
Tasks
In addition to the assessment materials, certain activities and tasks were practiced during the course of instruction. Eight PET reading texts selected from PET Practice Tests published by Oxford University Press (2003) were assigned to the participants of both experimental and control groups during introduction sessions. While the candidates of experimental groups were supplied with the strategies of graphic organizers, the participants of control groups didn’t receive any except the conventional techniques. With each Graphic Organizer Diagram, a Reading Plan Chart was also given to the candidates of experimental groups that includes tips for a successful reading. The Graphic Organizer Charts which were instructed to the learners of experimental groups include: Y-Chart, Story Star, Spider Map, and PMI.
Procedures
In order to investigate the possible effect of graphic organizers on reading comprehension of intermediate Iranian EFL learners, the participants were divided into two experimental groups and one control group. The participants were randomly assigned to experimental (n=60) and control (n=30) groups. The first experimental group included 30 male participants, and the second one included 30 female participants. The control group consisted of 15 male and 15 female learners.

In the second phase The Nelson Reading Comprehension test (pretest) was administered to the participants included five passages following by 30 multiple choice questions to prove that the participants were homogenous in terms of reading comprehension prior to the study. The pretest was administered to all participants, control and experimental groups before the beginning of the introduction session.

The study was carried out for eleven sessions in one and a half hours by the researcher. During the 8 treatment sessions the researcher taught the participants decoding skills, comprehension strategies including: predicting, analyzing with respect to grammatical elements, using QAR strategy to monitor their comprehension level, underscoring and highlighting keywords, making a mind movie, paying attention to introduction and conclusion and encouraging the participants to build world knowledge through reading and to relate what they know to what they read. Every session a specific type of graphic organizer was introduced to the participants and detailed explanation and instructions were presented through various examples by the researcher. The reading material a lesson plan, and a specific graphic organizer chart or diagram related to the theme of the task were distributed among the participants. The participants were asked to read the text critically, detect how the author communicated, and use instructed comprehension strategies of graphic organizers, the allocated time for this part was thirty minutes .Then they were asked to complete the Lesson Plan Chart and fill in the graphic organizer Chart/Diagram within thirty minutes, and then they started answering the comprehension questions in thirty minutes. Eight PET reading texts were given to the participants within two months and each time the use of a specific kind of graphic organizer Chart was taught to them. One task was assigned each session followed by ten True/False questions or five Multiple Choice questions.

The first graphic organizer chart that instructed was Y-Chart Diagram . A Y-Chart was a three-part graphic organizer that was used for describing three aspects of a topic. This kind of graphic organizer was used to organize ideas and thereby clarify the readers' thinking.

The instructions of Y-Chart diagram were given to the participants. This procedure was used to brainstorm ideas on what the students knew about the topic by writing or drawing what the topic looked like, sounded like, and felt like.

The assignments were "The Great Bear Rainforest "followed by ten True/False questions and "Learn Indian Dancing "followed by five Multiple Choice questions.

The participants used the Y-chart template to organize their ideas into three alleged distinct sections, and encouraged the learners to move from concrete descriptions to abstract descriptors.

The second graphic organizer Chart, Story Star was distributed among the participants of the experimental group. This kind of chart helped with organizing factual ideas around 5 main questions : who, what, where, when and why. The instructions of this kind of Graphic organizer were presented to the participants, they were asked to create an outline based on the text, found the answers to 5w's, and filled in the chart of Story Star.

The first text that was assigned entitled "Learn Now "followed by ten True/False questions. The second text titled, "Night Work" followed by five Multiple Choice questions. This type of graphic organizers encouraged the students to make connections with the text by creating a visual structure.

The third type of graphic organizer that was applied in this study was Spider Map Diagram . Spider Map was used to help the participants place the main topic, theme, supporting ideas and details in the legs of the Spider Map Organizer in order to organize the participants' thought. The texts that were assigned to the participants according to this type of graphic organizers titled "Exploring Peru "followed by ten True/False questions and "Exercise can be fun" followed by five Multiple Choice questions.

The spider map made the candidates focus on main topic and supporting ideas. Learners placed the main topic, theme or concept in the center of the diagram. Main ideas and the details supporting those ideas were then filled in on the supporting branches, or legs of the spider map organizer.

The fourth graphic organizer that was instructed to the participants was PMI Chart, a graphic organizer in which a learner examined the pluses, minuses and interesting things associated with a topic, decision or idea.

The texts named "Music for Life" followed by ten True/False questions and "Are you shopping too much? " followed by five Multiple Choice questions.

PMI Chart helped the learners to organize their thoughts about the pros and cons of a topic or comparing the advantage and disadvantage of an action.

Finally, the 3-week delayed researcher-made posttest was conducted to measure the probable impact of graphic organizers on reading comprehension skill of the participants. The researcher- made posttest included four passages followed by twenty multiple choice questions and ten True/False questions. The test was constructed based on the reading texts covered during the class time of both experimental and control groups. It is worth to mention that the researcher-made posttest was piloted by giving it to a sample of 25 students. The comparison of the results of posttest of experimental group with the posttest of control group served as an indicator of the possible effects of the treatment.

Data Analysis

Grouping of the Participants

In order to investigate the probable effect of graphic organizer on reading comprehension of intermediate EFL learners in Iran, 120 participants were given Nelson Language Proficiency test. Next, 90 participants were selected among 120 intermediate EFL learners based on the Nelson Homogeneity test. The descriptive statistics of the Nelson Homogeneity Test are given below.

Table 2

Descriptive Statistics of the Nelson Homogeneity Test

	N	Skewness	Kurtosis	Mean	SD
Total	120	0.72	0.38	11.38	2.41

From among the 120 students who took the Nelson Homogeneity test, 90 students whose marks were one SD above and below the mean were selected as the final participants of this study. They were later divided into two groups of control and experimental.

Analysis of the Reading Comprehension Pretest

The Nelson Reading Comprehension test (pretest) was administered to the participants to prove that the participants were homogenous in terms of reading comprehension prior to the study. The pretest was administered to all participants, control and experimental groups before the beginning of the introduction session.

The Nelson test was used to evaluate the learners' current level of reading comprehension ability and would enable the researcher to investigate the possible impact of the treatment on the improvement of the reading comprehension of the experimental group. Table 3 summarizes the descriptive statistics of the two groups' pretest.

Table 3

Descriptive Statistics of the Reading Comprehension Pretest

	N	Mean	Std. Deviation	Skewness	
	Statistic	Statistic	Statistic	Statistic	Std. Error
Control	30	11.51	1.90	-.032	.427
Experimental	60	12.18	2.62	-.018	.309

The results of the skewness analysis, as shown in Table 3 revealed that the assumption of normality was met in the distribution of the pretest scores of the two groups (-0.07 for the control group and -0.05 for the experimental group, all falling within the range of -1.96 and +1.96).

Figure 1 shows the normality of the pretest scores in the two groups.

Figure 1. Histogram of the reading comprehension scores

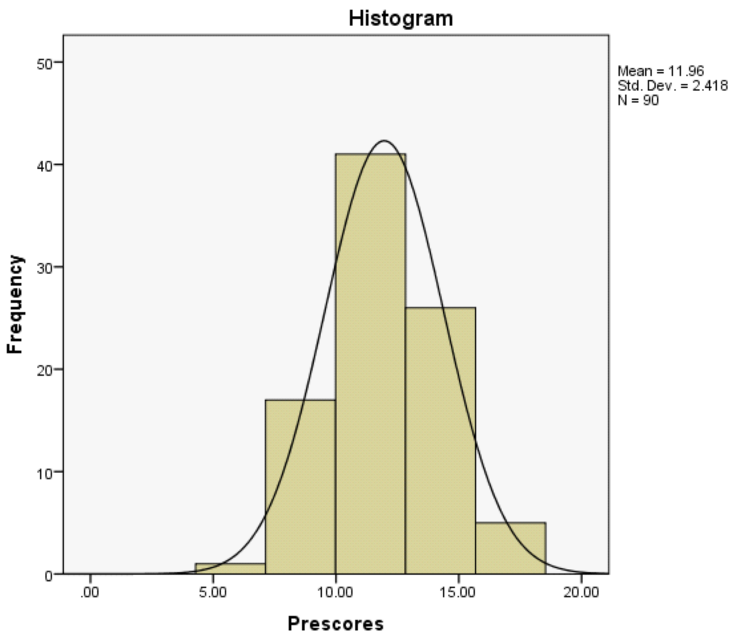
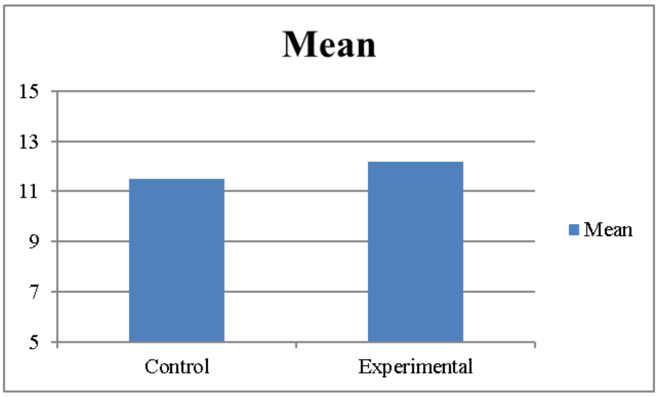


Figure 2 shows the mean difference of the two groups on the reading comprehension pretest.

Figure 2 The mean scores of the two groups on the reading comprehension pretest



In order to check if there was any significant difference between the two groups toward reading comprehension, an independent t-test was carried out to help making sure the initial existing difference was not of a significant importance and the two groups were homogenous.
As it is evident in Table 4 although the probability associated with the F-observed value (.009) was lower than the significant level of .05, two groups were not homogenous in terms of their variances; nevertheless, the probability associated with the t-observed value (.21) was higher than the significant level of .05.
Table 4
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Prescores	Equal variances assumed	7.150	.009	-1.23	88	.219	-.667	.539	-1.738	.404
	Equal variances not assumed			-1.37	76.20	.174	-.667	.485	-1.635	.300

It was safely concluded that the two groups belonged to the same population in terms of their reading comprehension before the treatment.
Analysis of the Reading Comprehension Posttest
After eight instructional sessions, the researcher-made reading comprehension test (posttest) was administered to measure the effects of the treatment at the end of the study. The researcher-made posttest was constructed based on the reading texts covered during the class time of both experimental and control groups. It is worth

to mention that the researcher-made posttest was piloted by giving it to a sample of twenty five students.
A process of item analysis was carried out for the researcher-made posttest in order to identify and discard the poor items. The B-Index of the items has been calculated and the items with the B-Index > o.19 were selected as the good ones. All items enjoyed this quality.
Table 5 Provides the descriptive statistics of the reading comprehension posttest in the piloting phase.
Table 5
Descriptive Statistics of the Reading Comprehension Posttest
Pilot Phase

	N	Minimum	Maximum	Mean	Std. Deviation
Total	25	7.00	16.00	12.58	2.34

The comparison of the results of posttest of experimental group with the posttest of control group served as an indicator of the possible effects of the treatment.
The mean scores, standard deviation, and the normality of the posttest scores are reported for the two groups in Table 5.
Table 6
Descriptive Statistics of the Reading Comprehension Posttest

	N	Mean	Std. Deviation	Skewness	
	Statistic	Statistic	Statistic	Statistic	Std. Error
Control	30	12.26	2.08	.109	.427
Experimental	60	16.13	2.65	-.397	.309

Dividing the statistic of skewness by its standard error, the researcher found that the assumption of normality was observed in the distribution of the scores of the two groups (0.25 for the control group and -1.28 for the experimental group, all falling within the range of -1.96 and +1.96).
Figure 3 displays the normality of the reading comprehension posttest.
Figure 3. Histogram of the reading comprehension scores

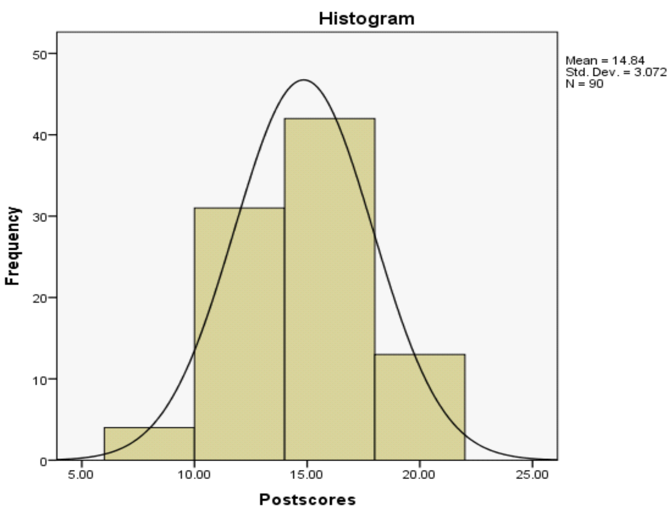
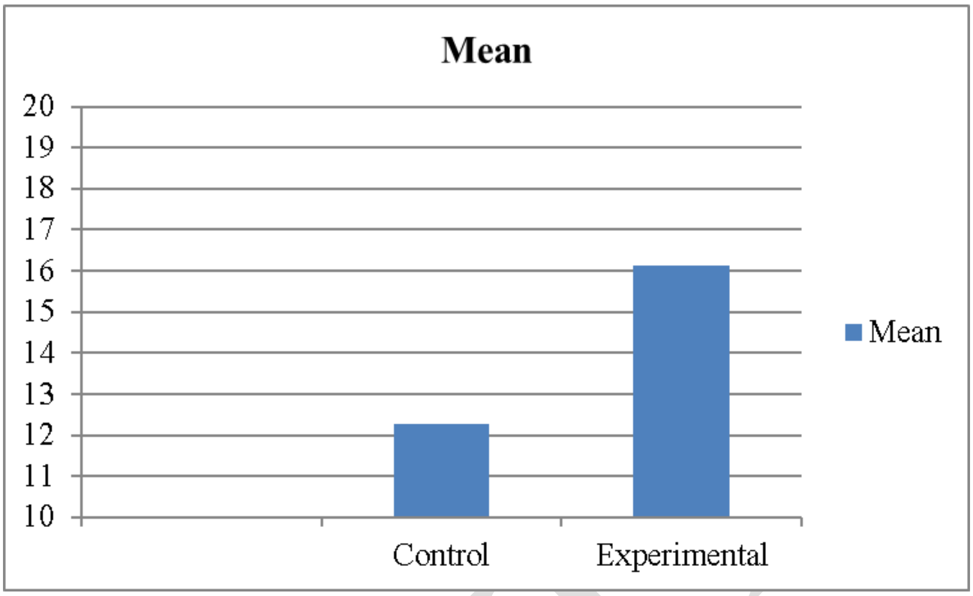


Figure 4 shows the mean differences of the two groups on the posttest.
Figure 4. The mean scores of the groups on the reading comprehension posttest



An independent t-test was run to compare the mean scores of the control and experimental groups on the reading comprehension posttest.
As Table 7 shows, since the probability associated with the F-observed value (.319) was higher than the significant level of .05 therefore two groups were homogenous in terms of their variances. In addition, the probability associated with the t-observed value (.000) was lower than the significant level of .05.

Table 7
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Post scores	Equal variances assumed	1.0	.319	-6.97	88	.000	-3.86	.554	-4.968	-2.765
	Equal variances not assumed			-7.55	71.84	.000	-3.86	.511	-4.886	-2.846

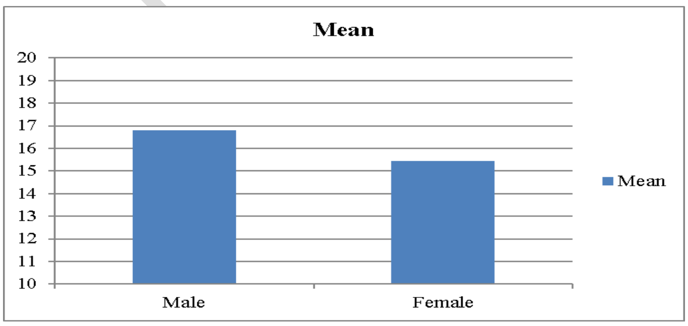
The instruments used in this study included: Nelson Language Proficiency test (homogeneity test), Nelson reading comprehension test (pretest), 8 PET reading texts which were assigned in order to practice the instructions of gaphic organizers, and a researcher-made test (posttest) based on the texts that were practiced during the study.
The study attempted to discover the effect of graphic organizer Charts/Diagrams on reading comprehension of EFL learners.
Based on the results, it can be concluded that there was a significant difference between the mean scores of the two groups on the reading comprehension posttest. So the first null-hypothesis as the use of graphic organizers has no statistically significant effect on intermediate EFL learners' reading comprehension **was rejected**.
That is to say, graphic organizers had a significant impact on the performance of the EFL learners on the reading comprehension test.

Second Research Question
In order to provide an answer to the second research question, scores of the experimental groups' posttest were analyzed. Due to the fact that the second research question aimed to find which gender benefited more by the use of graphic organizers, the experimental group was divided into two groups of male and female and the results will be reported as follows.
Table 8 Shows the mean, the minimum, the maximum, and standard deviation of these two levels of the experimental groups.

Table 8
Descriptive Statistics of the Reading Comprehension Posttest Based on the Participants' Gender

	N	Minimum	Maximum	Mean	Std. Deviation
Male	30	8.00	20.00	16.80	2.441
Female	30	12.00	20.00	15.46	2.725

Figure 5 shows the mean differences of the two genders on the reading comprehension posttest.
Figure 5 The mean Scores of the Experimental Group based on the Gender on the Reading Comprehension Posttest



An independent t-test was run to compare the mean scores of the male and female on the reading comprehension posttest.

As Table 9 shows, since the probability associated with the F-observed value (.403) was higher than the significant level of .05 therefore two genders (male and female) were homogenous in terms of their variances. In addition, the probability associated with the t-observed value (.051) was higher than the significant level of .05.

Table 9

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Scores	Equal variances assumed	.70	.4	1.9	58	.051	1.333	.668	-.003	2.670
	Equal variances not assumed			1.9	57.30	.051	1.333	.668	-.004	2.670

Based on these results, it can be concluded that there wasn't a significant difference between the mean scores of the male and female on the reading comprehension posttest.

So the second hypothesis as the use of graphic organizers is more beneficial in reading comprehension of Iranian males than females EFL learners was not supported.

That is to say, graphic organizers had no significant impact on the performance of male learners in contrast with female learners on the reading comprehension test.

Discussion

In line with (Mc Cray, Vaughn, & Neal, 2001, p. 22) who believes that reading strategies play an important role in comprehending a text, the findings of the present study showed that the instructions of graphic organizers play a significant role in better comprehension of a reading material. However, the effect of graphic organizers on male and female participants was found to be equal.

One of the fundamental problems many English language teachers face with is enhancing FL learners' reading ability and maintaining their interest in reading. Most FL learners have certain difficulties while reading in English since they are not aware of the effective ways of reading and understanding a text, which might cause resistance and affect their attitudes toward reading in English. Thus, research emphasizes the importance of instruction on graphic organizers (GOs) to promote reading in a second (L2) or foreign (FL) language (Fly, Jean & Hunter, 1988; Ellis, 2004; Amin, 2004).

Reading has at all times and in all ages been a source of knowledge. The real purpose of reading is to get meaning from the text (Fletcher, 2007). Having a good appeal of knowledge of reading techniques and strategies can guarantee achieving the native-like competence, but this important issue has been largely neglected by EFL teachers. As (Snow, Burns & Griffin, 1998) state, the most reading problems can be prevented by providing effective instructions. It is important that EFL teachers provide explicit instructions to help EFL learners read and comprehend successfully. Effective EFL teachers teach skills and strategies to accomplish the goal of reading.

A number of studies have revealed that GOs provide learners with a meaningful framework for relating their existing knowledge base with the text information (Stull & Mayer, 2007; Ausbel 1963). Without teacher instruction on how to use them, GOs may not be effective learning tools (Carnes et al. 1987; Clements-Davis & Ley, 1991). They can also successfully improve learning when there is a substantive instructional context such as explicit instruction incorporating teacher modeling (Boyle & Weishaar, 1997; Gardill & Jitendra, 1999).

Ellis (2004) provides three reasons why language teachers should use GOs in their classrooms. First, learners are considerably more likely to understand and remember the content subject since they help them identify what is important to know about a text. Second, because the semantic processing demands are minimized, teachers can address the content at more sophisticated or complex levels. Showing how the information is structured might be a powerful tool to aid in understanding. Third, learners are more likely to become strategic readers as they recognize the patterns of thinking, constructing and using graphic organizers.

In a number of studies, the effects of instruction on GOs have been investigated considering L2 learners' attitudes towards reading in an EFL classroom. The findings revealed that language teachers should introduce the GOs to the learners following certain procedures. For instance, Fly, Jean and Hunter (1988) proposed several steps language teachers should follow while introducing GOs to learners like, presenting a graphic outline, modeling how to construct the same one, providing procedural knowledge, coaching the learners and giving them opportunities to practice individually providing feedback about the crucial parts of the procedure. In addition, Amin (2004) claims that using GOs is a powerful and an effective strategy for meaningful learning. They help learners to generate mental pictures with the information they get from what they read and also create graphic representations for that information. According to his investigation, different GOs serve different purposes such as, spider map aims to describe a central idea and problem/solution outline tries to represent a problem, attempted solutions, and results.

The current study called into question the effect of graphic organizers on improving reading comprehension skill of Iranian EFL learners. It also shed light on the amount of the probable effect of graphic organizers on both genders.

Graphic organizers (GO) are visual or graphic displays that depict the relationships between facts, terms and ideas within a learning task (Hall & Strangman, 2002, p. 1). The Center for Independent Learning of the College of

DuPage (1998) as cite in Mede (2010)describes Graphic organizers (GOs) as diagrams or illustrations of written or oral statements.

Conclusion

The outcomes of descriptive statistics and t-test indicate that there is a significant difference between the mean scores of the two groups (the experimental group and the control group) on the reading comprehension posttest. According to the independent t-test which was run to compare the mean scores of the control and experimental groups on the reading comprehension posttest, the probability associated with the F-observed value (.319) was higher than the significant level of .05 therefore two groups were homogenous in terms of their variances. In addition, the probability associated with the t-observed value (.000) was lower than the significant level of .05.

So the first null-hypothesis as the use of graphic organizers has no statistically significant effect on intermediate EFL learners' reading comprehension was rejected. It is concluded that graphic organizers had a significant impact on the improvement of reading comprehension skill of Iranian Intermediate EFL learners. Thus the null-hypothesis is supported.

The obtained results related to the second question, examining the effect of graphic organizers on reading comprehension of male EFL learners versus female EFL learners. An independent t-test was run to compare the mean scores of the male and female on the reading comprehension posttest. Hence the probability associated with the F-observed value (.403) was higher than the significant level of .05 therefore two levels of gender (male and female) were homogenous in terms of their variances. In addition, the probability associated with the t-observed value (.051) was higher than the significant level of .05. It can be concluded that there wasn't a significant difference between the mean scores of the male and female on the reading comprehension posttest.

So the second hypothesis stating that male Iranian EFL learners benefit more from graphic organizers than female Iranian language learners with regard to reading was not supported.

Generally speaking, the findings of this study support the use of graphic organizers to teach reading comprehension skills to both male and female EFL learners.

Pedagogical Implications

The prime suggestion of this study would be directed to material developers for reading courses and EFL teachers to consider graphic organizer charts as one of the effective techniques for enhancing EFL learners' reading comprehension ability. Involving reading courses with specific focus on teaching graphic organizer charts and diagrams will result in educating EFL learners with analytical abilities that leads to better comprehension while reading a text. Also, the research reveals that learners who have been taught to use Graphic Organizer Charts during reading a text will demonstrate more professionalism in the use of intellectual processes.

They will indicate the ability to analyze the text precisely, organize the information accurately, distinguish the relevant from irrelevant , as well as learning decoding skills, predicting, monitoring their comprehension level, and building world knowledge through reading.

Material developers in ELT domain could employ the findings of the present study to present Graphic Organizer Charts and Diagrams and tasks in which learners' comprehension toward reading materials is enhanced.

There are a lot of conclusions which can be drawn from the present study:

This study helps teachers and students to have a positive view toward Graphic Organizer Charts as a helpful tool for improving reading comprehension ability. Also it helps teachers to design different reading teaching tasks to help language learners comprehend the reading materials better and faster.

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