Modern Journal of Language Teaching Methods

ISSN: 2251-6204

Modern Journal of Language Teaching Methods (MJLTM)

ISSN: 2251 – 6204

www.mjltm.org

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Table of Contents

AN ESSAY ON THE IMAGE OF DYSTOPIA IN HOLY QURAN
Abolqasem Rezapour
Kolsoum Sediqi
Ahmad Reza Heydarian
Seyed Hussein Seyedi
EVALUATION OF ISRAELITES IN "QURAN'S SYSTEM AND THE FURQAN BEL-FURQAN INTERPRETATION"
Jannat Taftahi
Seyyed Mahmoud Mirzaee Al-Husayni
FACTORS CONTRIBUTING TO IRANIAN EFL TEACHERS' BURNOUT AND RETENTION
Seyyed Mohammad Ali Soozandehfar
Mohammad Reza Adeli
ON THE RELATIONSHIP BETWEEN IRANIAN EFL TEACHER`S SENSE OF COMMITMENT AND THEIR PERSONALITY TRAITS
Samane Khoshbakht
THE POSSIBLE RELATIONSHIP BETWEEN MINDFULNESS AND ACADEMIC ACHIEVEMENT AMONG IRANIAN EFL LEARNERS
Ebrahim Sheikhzadeh
Mojtaba Khatami
THE EFFECT OF EXTERNAL-FOCUS FEEDBACK ON LEARNING PRESENT TENSE AMONG IRANIAN EFL LEARNERS
Leila Rahmani
Parviz Behrouzi
THE EFFECT OF TEAM VIEWER SYSTEM ON IMPROVING WRITING ABILITY OF IRANIAN EFL LEARNERS
Amir Reza Nemat Tabrizi
Siamak Mazloomi,
Maryam Zare
COMMON CORES IN ENGLISH FOR SPECIFIC PURPOSES
Ahmad Mohseni
Delaram Pourmandnia
Behnam Behforouz
CURRICULUM AND TEACHING AIDS FOR THE DEVELOPMENT OF SAFE BEHAVIOR AMONG STUDENTS OF SECONDARY VOCATIONAL EDUCATION INSTITUTIONS
Olga Rafailovna Kokorina
Yuriy Vladimirovich Nikitin, Larisa Ivanovna Rubleva,Vladimir Mikhailovich Rublev, Elena Aleksandrovna Levanova, Tatiana Vladimirovna Pushkareva, Anna Borisovna Serykh
EVALUATION OF VISUAL CUES AT IBRAHIM TUKAN'S POEMS
(CASE STUDY: NATURAL, TIME, AND ANIMAL ELEMENTS)
Farideh Akhavan 1 , Mohammad Janati Far 2*, Mohammd Hassan Masoomi
TEACHING ENGLISH IN THE EFL CONTEXT OF IRAN: PERCEPTIONS, IMPLICATIONS AND RESTRICTIONS
Paria Isazadeh
Parichehr Afzali
Zohreh Basir
A STUDY OF PERSIAN EQUIVALENTS FOR COMPOUND WORDS IN PSYCHOLOGY ON THE BASIS OF TRANSLATION PROCEDURES PROPOSED BY VINAY AND DARBELNET
Parisa Afroozfar

Mahmood Hashemian
THE ANALYSIS OF LITERATURE REVIEW SECTION OF ACADEMIC RESEARCH ARTICLES BY IRANIAN WRITERS: CITATION ANALYSIS
Elham Fardi
Seyyed Abdolmajid Tabatabaee Lotfi
Mohamad Javad Hejazi
EMPHASIS AND APPENDAGES PROPOSITIONS IN QURAN
Kamal Ansaripour
Seyed Akbar Ghazanfari
Mohammad Jannatifar
SCIENTIFIC AND METHODOLOGICAL SUPPORT TO TEACHERS IN GENERAL EDUCATION ORGANIZATIONS WHEN IMPLEMENTING TEACHERS' PROFESSIONAL STANDARD
Elena Galitskikh,
Olga Davlyatshina
FORMATION OF ADOLESCENTS' COMMUNICATION CULTURE: SUBSTANTIVE AND METHODOLOGICAL ASPECTS
Gulfiia G. Parfilova and Liliia Sh. Karimova
THE DEVELOPMENT OF UNIVERSITY STUDENTS' COGNITIVE CAPACITIES
Anvar N. Khuziakhmetov and Agzam A. Valeev
ORGANIZATIONAL MODEL OF SCIENTIFIC AND METHODICAL MAINTENANCE OF COMPREHENSIVE SECURITY OF THE EDUCATIONAL ENVIRONMENT
Lutsia A. Shibankova, Albina R. Fayzullina, Bika B. Dzhamalova, Natalia N. Kozlova, Dmitry A. Krylov and Valentina A. Komelina
MANAGEMENT AND EVALUATION OF EDUCATIONAL PROGRAMMES IN HIGHER EDUCATION BASED ON THE REQUIREMENTS OF EMPLOYERS
Natalia A. Zaitseva, Mariya Y.Efremova, Anna A. Larionova, Nadiria R.Kurkina, Eugeniya A. Breusova
THE RUSSIAN EXPERIENCE OF SUBJECT-SUBJECT INTERACTION BETWEEN UNIVERSITY TEACHERS AND STUDENTS ON THE BASIS OF DRAMA IN EDUCATION
Alfiya R. Masalimova, Rosalina V. Shagieva, Nikolay N. Kosarenko, Zoya I. Latysheva, Elmira R. Khairullina and Irina V. Vyatkina
IMPROVEMENT OF TESTING PROCEDURES ON THE BASIS OF STUDENTS PECULIARITIES IDENTIFICATION TO SELF-MANAGEMENT
Svetlana V. Khusainova, Isita V. Muskhanova, Amina Kh. Yakhyaeva, Elena V. Makarova, Larisa I. Tararina and Albert K. Shaikhlislamov
THE IMPACT OF IMPLEMENTING PROBLEM-BASED LEARNING STRATEGIES ON IRANIAN EFL LEARNERS' SPEAKING SKILLS
Negin Mokhtari
Anita Lashkarian
METHODOLOGICAL BASIS AND CONCEPT OF EXPERIMENTAL STUDY IN ECONOMICS
Tatiana V. Folomeeva, Elena A. Duvanova, Elena V. Bakalskaya, Irina I. Igaykina, Yulia A. Shukshina
ENGLISH AND FRENCH ABBREVIATIONS AS A LINGUISTIC COMPONENT (BASED ON SOCIAL NETWORKS TWITTER AND FACEBOOK)
Elena V. Bondarenko
Darya M. Kostina
Natalya I. Kostina
Olga O. Chernova
Olga Y. Romashina
STUDY ON THE IMPACTS OF PERSONAL, CULTURAL AND SOCIAL FACTORS ON ENGLISH LANGUAGE LEARNING MOTIVATION OF EMPLOYEES IN KNOWLEDGE-BASED ORGANIZATIONS
(Case Study: Personnel of Yekta Negar Knowledge-Based Company)
Kambiz Setayesh

ROLE AND RESPONSIBILITIES OF A TEACHER IN THE LIFELONG LEARNING SECTOR
Elena N. Morozova
Tamara M. Timoshilova
Natalia A. Besedina
Kseniya I. Rakova
Svetlana N. Stepanenko
BILINGUALISM AND BICULTURALISM AND TEACHING OF MODERN LANGUAGES: POINT OF VIEW OF A TEACHER OF FRENCH FROM RUSSIA
Arkadiy P. Sedykh
Natalia V. Trescheva
Inna A. Koteneva
Lyudmila M. Buzinova
Larissa R. Ermakova
METHOD OF SMALL GROUPS IN TEACHING A FOREIGN LANGUAGE
Irina V. Borisovskaya
Natalya V. Zimovets
Elena V. Shemaeva
Nataliya G. Filimonova
INVARIANT MEANING AND STYLISTIC TRANSFORMATIONS IN TRANSLATION OF LITERARY TEXTS (BASED ON THE SPANISH AND RUSSIAN LANGUAGES)
Natalia V. Sherbakova
Ludmila F. Svoykina
Ksenia S. Vorobieva
Svetlana V. Funikova
Valentina F.Kryukova

MJLTM

Modern Journal of Language Teaching Methods (MJLTM)
ISSN: 2251-6204

AN ESSAY ON THE IMAGE OF DYSTOPIA IN HOLY QURAN

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Abstract
Human has always sought the realization of his desire and whenever he has failed to achieve it, he has felt the disgust dust on his face and seen the cruelty and injustice storm; in this condition, he has found his utopia ruined and has not been able to benefit from wisdom and justice .In this regard, prophets and the wise have wanted to find a solution and save the people of their societies and implement their humanistic ideas in order to draw the utopia for them and prevent from the ruin of human civilizations and emerging of dystopias. In addition, the Quran has always spoken about oppressions and the fall of human and has told the ruin factors of humanity and its civilization. In this essay, the authors have attempted to investigate the widely used linguistic ways in Quran regarding to the imagery of dystopia through using historical (narrative) method and linguistic analysis. To this end, ways such as simile, metaphor, imagination and figuration have been reviewed and the analysis of the causes of ignorance and ruin of the cities and the how of their turning into dystopias have been paid attention to. From the most prominent achievements and results of the current study, we can refer to the obvious impact of tyranny and oppression of rulers, moral corruption in the phenomenal evolution of the emergence and formation of dystopias according to Quran.
It should be noted that The Holy Quran has revealed the abstract but very influential images of the dystopia before the eyes of the visitors through enjoying the imagery kinds.

Keywords: dystopia, imagery, Quran, hell, devastated lands

1. Introduction

Dystopia is the result of the failure of the intellectuals and founders of the utopia who have always tried to dry the stems of poverty, corruption, lawlessness and injustice in the society and prevent from the collapse of human dignity. Nevertheless, the failure and ruin of this thought have resulted in the emergence of an area far from human doctrine and spirituality and altruism called "dystopia" whose residents have drowned in ruin, forgetfulness, ignorance and guilt, and depression, lack of love, affection and sympathy are its most prominent signs.
In Quran, this stony area (dystopia) with only an abstract concept in mind that the human has not a clear picture of it is called the "people of the North" and is described as "Lo, heretofore they were effete with

luxury (56:45)". Quran has warned human of this stony area in order to describe the utopia for him. Surahs of The Event, The Resurrection, and Al-Haaqqa include the most powerful verses in this context; they have drawn the psychological and mental moods and the appearance of its residents and expressed its features and painful punishment: "… so that thou mightiest have seen men lying overthrown, as they were hollow trunks of palm trees. (69:7)"; "And they used to say: When we are dead and have come dust and bones, shall we then, forsooth, be raised again? (56:47).

2. Research Questions

2.1. What linguistic methods has Quran benefited from in figuring the past and future dystopias?

2.2. How can we investigate and analyze the collapse of utopia and the way of its turning into dystopia in the Holy Quran?

3. Research Hypotheses

3.1. It seems that Quran has beautifully benefited from the linguistic and imagery in figuring dystopias.

3.2. It seems that the factors such as ingratitude, cruelty, hedonism, low sales, moral decay and neglecting the human and Islamic teachings are from the most important causes of the emergence of the figured dystopias in the Holy Quran.

4. The Necessity and Importance of the Study

Addressing the issue of dystopia is necessary and worthy because in the current era, the human has forgotten the perfective purpose of his creation and his living and is astonished and perplexed in the world dystopia. He has forgotten the divine teachings or confiscated them in his own advantage. This is the dystopia where the life expectancy is fading away, and the myths are devoid of value and the absolute freedom and magic are appreciated and sacred and freedom is boundless and oppression is glorified and industrial drugs take the human to the illusory world. Here, the civilization crisis is drawn in materialism and superstition and all of its spiritual values have been destroyed. In this way, with its gradual appearance, The Holy Quran has deeply affected the humanity world and the formation of human character and life and drawing his future and desires and expressed the primary aim of creation of human. Quran has figured the human utopia, reminded the causes of fall of virtue and humanity, and pictured out the factors of emergence of the unwanted dystopias in order to warn the human of immersion in such cities and return him to his real position, i.e. the superior to the other creatures.

5. Research Background

Many researchers and authors have taken steps to write and create the literary and rhetorical beauties of The Holy Quran; and due to the literary miracle of this divine book, there are numerous researches in the form of books, papers, and articles. But in the field of the dystopia literature in The Holy Quran, no independent study has been conducted, however the following relevant studies can be referred:

- MoradKhani, (2000) in the study entitled "Investigation of utopia and its Opposite" has comprehensively and clearly defined the desire and implicitly referred to the concept of dystopia against this nowhere. In his study, he has benefitted from the definition of dystopia from the different viewpoints of famous scientists such as Plato and Francis Bakon.

"Signs of dystopia in the poems of Khalil Hawi", written by Ahmad Reza Heydarian Shahri & Kolsoum Sediqi; in this paper, the dystopia in the contemporary Arabic poem, especially Khalil Hawi, and the signs of dystopia in his poem have been investigated.

The book "Religion, Art, and Visual Culture" written by Tomas Martland (Karimi Nia: 2007)

Literary Structures of Religious Meanins in Quran

Editing and Adjustment Issa J. Boullata

- and the "Destroyed Land" written by R.W. Bilivis and "Utopia and Anti-Utopia in the Scientific and Historical Works" by Edward James is another work relevant to the current study. Nut it is notable that in the mentioned studies, each of the writers has addressed to the dystopia and utopia in literature, while the current research has investigated the dystopia in Quran in a completely modern approach.

6. Research Methodology

"Issues related to the Quranic literature such as terminology, syntax, semantics, expressions, rhetoric, and Quranic aesthetics are assessed through the linguistic analysis method" (Qaramaleki, 2006: 207) and the

writing method of this paper is also historical (narrative) and in form of the linguistic analysis. So that firstly, we have referred to some implications of utopia and dystopia, then the dynamicity and the beauties of the literary Quranic images of the dystopia have been assessed in different surahs; in this regard, the factors of lands' collapse and decline of civilizations has also been paid attention to in the dystopia images of The Holy Quran.

7. The Concept of Image and Imagery

Image is one of the most widely used literary theory terms that has long been mooted in the Islamic rhetoric and in the era of prosperity of the modern criticism, it has become popular in the West Literature. "At a glance, image is divided into two singular and textural kinds; the singular image is the same traditional rhetoric image such as simile, metaphor, irony, metonymy and intellectual synecdoche. The textural image is more inclusive than the singular image and includes the image of the scene, board, the general and the central image that all these images return to it" (Graham, 2001: 14).

8. Characteristics of Imagery of Dystopia in Quran through Simile

With looking at simile in the verses of Quran, we find out that these Quranic similes have been mentioned regarding to realize some intentions and purposes. The aim of these similes is influencing the sympathy and conscience of the audience and attracting them to Quran. Through the simile method, The Holy Quran encourages and threats, gives glad tidings and warns and shows the beautiful and ugly concepts. A great part of simile in Quran verses has been allocated to the describing the lives of pagans and hypocrites. It tells the truth of their life:

Why now turn they away from the Admonishment (49), as they were frightened asses (50), feeling from a lion? (51) (Al-Muddaththir, 49-51). The status of liars and guilty criminals who deny the Day of Judgment and the advices of Quran has been likened the behavior and reaction of zebras. The rhetoric of this feature of the simile imagery is implicit in the fact that Quran is not satisfied with simile of the deniers to zebras with no intellect and wisdom, but it is more effective to describe them as the startled zebras that are escaping because they are afraid; and this image is completed with the scene of a lion that follows them to hunt them. They are frenzied and aimlessly run in every direction to escape." (Qasemi, 2008:206).

9. Characteristics of Dystopia Imagery in Quran through Metaphor

From the perspective of imageries, metaphor, which is in fact the developed and completed type of simile, is more complex and artistic than simile and its purposes have been mentioned incarnation and diagnosis. Metaphor has been divided into different types.

Abd al-Qahir al-Jurjani (471 d. AH) says that metaphor has a high position and value in Quran and significantly contributes in the rhetoric and miracle of Quran. (Jurjani, 1987: 368). By intermediation of metaphor method, Quran draws beautiful expressive images; gives them color and shadow and then blows the spirit of movement and life into them. Metaphor uses many terms established for the sensual affairs in order to signify the spiritual affairs. We find many cases in Quran in where the metaphor has been used to draw an invisible thing in a visible one and as a result, those senses become tangible and sensible and the audience gets beyond listening as he embodies the meanings in front of his eyes and sees them. This is the same feature Sayyid Qutb calls it the sensory imagination.

10. Characteristics of Imagery of Dystopia in Quran through metonymy

Whether intellectually or literally, backtracking from truth to metonymy is only to express the different secrets and to realize the various rhetorical purposes, because metonymy plays a significant role in Arabic language. From the features of metonymy in Quran, we can refer to the following: brevity: this feature in the metonymy is clear by interesting in the future credit in verses of Quran. God has said: "And We make (this Scripture) easy in thy tongue, (O Muhammad) only that thou mayst bear good tidings therewith unto those who ward off (evil), and warn therewith the froward folk. (Maryam: 97). The word Muttaqin here is brevity to the future credit (will be); they will become pious and abstemious regarding to the faith and finality they reach after thinking of Quran and practicing the instructions of this divine book. Brevity of this metonymy is not a secret for anyone. Metonymy method expresses the desired meaning by a little term.

The religious function of metonymy method: despite the other literary texts, the metonymy method in Quran is not just used for its literary aspect, but the religious function of metonymy is also considered

through exaggerating the sins of the guilty ones and the disbelief of the unbelievers through metonymy method.

11. Characteristic of the Imagery of Dystopia in Quran through Imagination

Imagination: it means to imagine or in other words, creating the image and view of something in the mind of the others.

Surah Hajj, verse 31: for whoso ascribeth partners unto Allah, it is as if he had fallen from the sky and the (hunter) birds had snatched him or the wind had blown him to a far off place. In this surah, we see the image of an idol worshiper who like someone fallen from the sky, the eagles snatched him, and eaten (fragmented) him, or a hurricane throws him to a distant place.

Lo! They who deny Our revelations and scorn them, for them the gates of Heaven will not be opened nor will they enter the Garden until the camel goeth through the needle's eye. Thus do We requite the guilty. (Surah Al-A'raf: 40).

Sayyid Qutb believes that when The Holy Quran wants to say:

Those who disbelieved in God will never be accepted for something before Him and it is impossible for them to enter the Heaven; It uses the same mental way (imagination) to interpret and explain these single meanings and displays the artistic image method in the above verses:

"This statement frees human to draw a landscape to open the doors of the sky in his imagination and also draw another landscape for the passage of a thick rope in a needle. From the names of the thick rope, Quran has used (Samm-el-Jamal) especially in this position to spread the feeling in order for the imagination to be affected as enough as required and finally the meanings of being accepted (in Heaven) an impossibility (to enter the Heaven) deeply stabilized in the ego and mind .This is while the path of eye and feeling (personification) gets through it through imagination and from every direction and different ways. This takes place quietly and patiently, not only from the opening of mind, with a staggering speed and acceleration." (Technical Image, p 59)

When Quran wants to say, "Those who associate to God have neither a root nor a place for taking root, neither survival nor the energy for staying" it imagines a figure with fast steps and painful and pathetic movements for this sense:

"For whoso ascribeth partners unto Allah, it is as if he had fallen from the sky and the birds had snatched him or the wind had blown him to a far off place" (Al-Hajj: 31). We see that the pagan is fallen from the sky in a way no one knows when he fell and how he fell. Finally, the vultures speedily snatch his disjointed body before he falls on the ground; or again speedily, the wind grabs it and throws him in a faraway place in a graben so that no one can know how. The aim of showing this scene is just this point (Sayyid Qutb: 65 & 66).

12. Images of Theology of the Hereafter Dystopia and Its Residents in Quran

In this section, we will try to take step in the beautiful and fresh Garden of Quran and get familiar with some of its exquisite scenes and stunning landscapes closely through presenting a few examples of images provided by Quran in various belief, moral, educational, and social fields or about the different moods of the people and societies.

The Image of Dystopia in Hereafter Day

12.1. Surah Takwir

When the sun is wrapped up [in darkness] (1) And when the stars fall, dispersing, (2) And when the mountains are removed (3) And when full-term she-camels are neglected (4) And when the wild beasts are gathered (5) And when the seas are filled with flame (6) And when the souls are paired (7) And when the girl [who was] buried alive is asked (8) For what sin she was killed (9) And when the pages are made public (10).

These verses make imagined and visual the resurrection scene with short sentences; and all natural elements, the sun, the sky, the earth, the sea and the mountains are moved in a cinematic sequence on the screen of the viewer's mind and Quran manifests the horror of this dystopia this way.

12.2. Surah Az-Zalzalah

When the earth is shaken with its [final] earthquake (1) And the earth discharges its burdens (2) And man says, "What is [wrong] with it?" (3)

Also in these verses like the other verses of the resurrection day, the features of the ground of that hereafter dystopia has been manifested; its extreme momentums has been reminded; and its angry roaring volcano has been portrayed such that the frightened and wondered resident human in that area says that what is wrong with the earth that is so restless and angry.

12.3. Surah Al-Haqqah

And the earth and the mountains are lifted and leveled with one blow (14) Then on that Day, the Resurrection will occur, (15) And the heaven will split [open], for that Day it is infirm. (16)

In the mentioned verses, Allah refers to the beaten and torn earth and mountains, describes the horrific events and splitting of the heavens, expresses the horribleness and nervousness of the earth of that time, and gives the eyes of the viewers and readers a clear and vivid picture.

12.4. Surah An-Nazi'at

On the Day the blast [of the Horn] will convulse [creation], (6) There will follow it the subsequent [one]. (7) Hearts, that Day, will tremble, (8) Their eyes humbled. (9) They are [presently] saying, "Will we indeed be returned to [our] former state [of life]? (10) Even if we should be decayed bones? (11) They say, "That, then, would be a losing return." (12) Indeed, it will be but one shout, (13) And suddenly they will be [alert] upon the earth's surface. (14)

In these verses, the concept of horror and restlessness of the resurrection day has been imagined with descriptions such as continuous shakes of the human and nature, falling of eyes and trembling of hearts. These verses warn the human of that dystopia where no behavior and deed could be returned, there is no possibility to return and compensate desires, and from the viewpoint of Sayyid Qutb, this is the fear that makes the nature with its high status move in order to the consciences be reminded that this time will inevitably come and there is no escape from it (Sayyid Qutb: 61).

13. Image and Features of the Residents of Dystopia in Resurrection Day

13.1. Surah Yasin

This surah addresses the features of the residents of this last human dystopia and figures it in order to make sense the place for the human who has no idea about it.

This is the Hellfire which you were promised. (63) [Enter to] burn therein today for what you used to deny." (64) That Day, We will seal over their mouths, and their hands will speak to Us, and their feet will testify about what they used to earn. (65)

And this is the time when these shipwrecked people of the valley of loss and poverty bite their back of hands and remorsefully regret their lost days and windswept capital:

And the Day the wrongdoer will bite on his hands [in regret] he will say, "Oh, I wish I had taken with the Messenger a way. (27) Oh, woe to me! I wish I had not taken that one as a friend. (28) He led me away from the remembrance after it had come to me. And ever is Satan, to man, a deserter." (29) (Al-Furqan: 27-29)

In this verse, the sorrow, regret, and remorse that are invisible have been manifested through the status of biting the back of hand that is a visible behavior in order to show their great regret and remorse and have the most effect on the audience.

13.2. Surah Al-Haqqah

But as for he who is given his record in his left hand, he will say, "Oh, I wish I had not been given my record (25) And had not known what is my account. (26) I wish my death had been the decisive one. (27) My wealth has not availed me. (28) Gone from me is my authority." (29) [Allah will say], "Seize him and shackle him. (30) Then into Hellfire drive him. (31) Then into a chain whose length is seventy cubits insert him." (32) Indeed, he did not used to believe in Allah , the Most Great, (33) Nor did he encourage the feeding of the poor. (34) So there is not for him here this Day any devoted friend (35) Nor any food except from the discharge of wounds; (36) None will eat it except the sinners. (37)

All these short and pounding images have made the resurrection day horrible through creating the acoustic atmosphere of the sound of clinging of the chains and shackles of the residents of the dystopia. So that the peak of remorse and despair of their not gravitating to God and not helping the poor has been figured in the face of all of these hell residents through using the most appropriate words and atmosphere for the audience.

14. The Causes of Collapse of Utopia in Quran

14.1. Oppression and Unjust Society

In the logic of The Holy Quran, if the ruling regulations in a society are based on cruelty, that society will go towards decline and fall. Quran says: "… And We would not destroy the cities except while their people were wrongdoers." (Al-Qasas: 59).

"In truth thy Lord destroyed not the townships tyrannously while their folk were doing right." (Hud: 117)

In the verses before these verses, Quran expresses the story of Moses (PBUH) and Pharaoh and the story of Moses facing with Pharaoh and a description of the arrogant and arbitrary rule of Pharaoh and the oppressions he forced on Israelites and frequently calls him from corrupts (Al-Qasas: 4), Sinners (Al-Qasas: 8), Oppressors (Al-Qasas: 21) and finally says:

So We took him and his soldiers and threw them into the sea. So see how was the end of the wrongdoers. (Al-Qasas: 40)

"The cause is only against the ones who wrong the people and tyrannize upon the earth without right. Those will have a painful punishment." (As-Shura: 42).

14.2. The Mutref (wealthy) and Jovial People

The Holy Quran introduces spoilage (Etraf) as one of the causes of decline of civilizations. Lavishness and spoilage mean to live happily and to enjoy the entertainments of the world. In Majma-al-Bayan it has been said: "Mutref is the one immersed in the softness of life. He left to his own and will do what he wants and his hands are open in using the worldly pleasures and its passions." (Tabarsi, no date, vol. 5: 30).

And when We intend to destroy a city, We command its affluent but they defiantly disobey therein; so the word comes into effect upon it, and We destroy it with [complete] destruction. (Al-Isra: 16)

14.3. Prevalence of Corruption and Violation of the Moral and Religious Regulations

Prevalence of corruption and violation of the moral and religious regulations in the social relationships -which is born of the prevalence of the political and social oppressions and social inequalities-, is from the important factors of the decline of societies. The governance of power and wealth empties the society from all moral and human values and ideals.

The Holy Quran warns of these deviations. From the most significant ones of these types of deviations that declined some of the previous tribes is sexual deviations and the fate of Sodom people which has been introduced "prodigal sons" and "criminals and evildoers" in The Holy Quran and finally, they have been completely destroyed by the Divine doom.

And [We had sent] Lot when he said to his people, "Do you commit such immorality as no one has preceded you with from among the worlds? (80) Indeed, you approach men with desire, instead of women. Rather, you are a transgressing people." (81) But the answer of his people was only that they said, "Evict them from your city! Indeed, they are men who keep themselves pure." (82) So We saved him and his family, except for his wife; she was of those who remained [with the evildoers]. (83) And We rained upon them a rain [of stones]. Then see how was the end of the criminals. (84)

15. Results

The following results were obtained in this study:

- Through mentioning the collapsed civilizations and the hell, The Holy Quran has portrayed this eternal dystopia by the illustration way and the linguistic expression, shown the events the human has no mental imagination of them in clear symbols, and expressed the future conditions of the residents of dystopia in two categories of the perished people as well as the dwellers of hell.
- Some examples of the verses with the linguistic analysis method like: metaphor, metonymy, simile, and imagination were investigated and it was determined that despite the other literary texts, the widely used linguistic methods in Quran are not just used for their literary aspect, but through exaggerating the sins of the guilty ones and the face and fate of the unbelievers, The Holy Quran has created abstract buy influential images of the dystopia before the eyes of the

viewers by using the ability of Arabic language and employing the words with the most visual load as well as benefitting from the detailed and accurate imagery types. It has tried to prevent from the collapse of the utopias and the creation of dystopias in addition to more influencing the people.

- The most important causes of the collapse of utopias and emergence of the dystopias are oppression and cruelty, spoilage and hedonism, corruption and moral decadence, and negligence of the human and religious teachings in the society.

Moreover, as the final word, it is suggested to research on the following subjects:

- Rhetorical investigation of the collapse of utopias and the function of the linguistic forms in expressing their features
- Investigating the features of the utopia residents in the world and the hereafter and comparing them with the features of residents of the dystopias
- Investigating dystopia in Quran and the world literature

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MJLTM

Modern Journal of Language Teaching Methods (MJLTM)
ISSN: 2251-6204

EVALUATION OF ISRAELITES IN "QURAN'S SYSTEM AND THE FURQAN BEL-FURQAN INTERPRETATION"

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Abstract
The subject of Israelites and their entering into the interpretation field is an issue that so far several researches have been done about it. Abdul Hamid Farahi, an Indian interpreter (1280-1349 AH), is among the commentators that has used Israelites in interpreting the "Quran's system and the Furqan Bel-Furqan interpretation", with the aim of opening the doors of understanding and agreement on various nations. The researchers have inspired the aim of Farahi to examine the Israelites in "Quran's system" interpretation and review the goals, reasons and factors which have led the commentator to use of the Israelites. According to the study the commentator, relying on the Quran, has used some of the Israelites whit compatible provisions with Islamic sources to identify the commonalities between Quran and the Bible, and also has used the others which are inconsistent with Islamic sources, in order to explain and criticize the distortions and mistakes entered in the Bible.

Keywords: Israelites, Abdel-Hamid Farahi, the Quran system's interpretation

Problem statement
Researchers in Iran, due to lack of knowledge of Urdu, had less attention to the Quran's interpretation works of the scholars and commentators from Indian subcontinent including Abdul Hamid Farahi, the fourteenth-century commentator (1280 -1349 AH). This has led the researchers in this study to investigate the interpretations of the commentator with regard to the Israelites. Abdul Hamid Farahi, considering the political and religious situation of his time, has referred to the Bible directly, and used the Israelites in his "Quran's system" interpretation. His efforts can be divided into the two categories: Israelites that their provisions are compatible with Islamic sources, and Israelites that their provisions are incompatible with Islamic sources – that the interpreter has criticized them.
On the topic of interpreting Israelites, there are researches such as "comparative analysis of the Israelites in the two interpretations of Ibn Kathir and al-Safi" by Rahmatollah Abdullahzadeh Arani, and "the Israelites and Bible citations in Vazir Maghrebi's interpretation" (370-418 AH) by Mansour Pahlavan, both have addressed to the Israelites and some examples of the issue. We can also see an article entitled "Review of Israelites in interpretation of the Quran and Hadith" by Mehdi Izadi Mobarakeh who has considered the Israelites as anecdotes and reviewed them.
In the present article, the researchers are trying to answer the following questions:

1) For what necessities, the commentator has used the Israelites to interpret the "Quran's system"?
2) What is the idea of Abdul Hamid Farahi about the relationship between the Holy Quran and the other holy books?
3) What are the commentator's goals and reasons for applying Israelites in interpretation of "Quran's system"?

Methodology
The study is of the form of historical-descriptive-analytic studies which is done through bibliometric method. Farahi's attention to the Israelites, and his theories and rationales for using them forms an important part of this article, and as far as researchers know, no other research on this matter exists.

Abdul Hamid Farahi and political situation in India

Abdul Hamid Farahi (1280-1349 AH) was born in the east of "Youpi", the city of "Azamgarh", India. He is the nephew and student of Allameh "Shibli Nomani" who has proposed new ideas in the interpretation of Quran and other works, as Allameh Tabatabai. Farahi is known as the greatest Quran scholar of the twentieth century who was outstanding in his school at India, in terms of his elite students (Naqvi, 2014 AD: P. 108).

The era of Farahi's life was the decline time of Muslims in India politically and socially, since English had dominated across India and religiously, the people were confident that India will be Christian. English top-level staff used to invite the dominated employees in a house and tell them stories to contribute their beliefs. The English government officials' efforts were to attract their employees to Christianity and to cast doubt in their religion. Christian missionaries used to denote books full of sarcasm to religions and religious leaders to the people of India, and with the opening of Tabshiriah School, were to teach the Christian religion to them. There were also the Christian Associations evolving and expanding against Islam at that time (Namar, 1959: pp. 399-400).

As the religion of Islam and other religions of India were attacked, some commentators in Hindi as "Sar Seiied", the modernist affiliated to English rule commentator, were doing interpretations such that mote people were becoming elusive from Islam and the Holy Quran. Farahi's indignation from the interpretive views of Sar Seiied was among his important incentives to start in-depth study of the Quran (Naqvi, 2014 AD: p. 109). The dominant political, social and religious situations in society had sparked the interpreter to do a careful study of the Bible and to learn their language to answer questions directly to the Jews and Christians. When some government officials wrote two letters to Allama Shibli about about responding to their questions and slandered to the Holy Quran, he replied: "In India, only Abdul Hamid al-Din Farahi can do it, because the direct answers to the Jews requires accurate and direct study of the Bible and understanding of the text".

As a result, Farahi, by the Holy Quran and his proficiency of different languages such as Hebrew, Arabic and English, had revealed the many distortions and criticize them (Farahi, the Publisher's Introduction, 2002: p. 24; Farahi, the Publisher's Introduction, 2000, p. 7).

The relationship between Holy Quran and the other Holy Books

The final Testament, Holy Quran, had been revealed to the Prophet Mohamad (seal of the prophets) to remind people the previous scriptures, and to emphasize on the unity of all of them in inviting people to Allah and better life; since all the heavenly books (except the Holy Quran) have been distorted over the time and the Bible are used today, are not the books which had been revealed to Moses and Jesus PBUH (Zahabi, Bita: pp. 7-8).

But the God, has determined the immortality of the Holy Quran and protected it from becoming distorted. God says in the Quran that the Quran preserves the other heavenly books from changes. The Quran has testified to the other Holy Books' accuracy and stability and stabilized their preserved Principles and Practices of laws and used their outdated provisions stating the end of their legitimacy (Nana'ah, 1970: p. 29).

Abdul Hamid Farahi, also by resorting to Verse 48 of Surah Ma'idah, knows the Quran as the guard and witness to the truth of all previous books, and consider it as insightful and the truth, which had been revealed to complete religion and to recognize the differences and distortions entered into earlier books (Farahi, 2008: p. 36 and 48).

Israelites and their entrance into interpretation

The plural word of Israelites (whit it's singular Israeli) means stories or legends that have Israeli origin and the chain of the stories ends to such origins, whether a person or a book. The word Israeli has attributed the "Israel" which is the title of Jacob Prophet, and the Jews, since they are attributed to him, are known as the "Bani Israel" (Marefat, 2009: p. 70; Zahabi, Bita: p. 13). In the jargon, Israelites are all things which are influenced by the culture of the Jewish and Christian in Holy Quran interpretation, and also all involved exaggerations, the lies and distortions in interpretation which can be found in Islamic texts (Alavi Mehr; 2002: p. 207).

Although the news are from different sources, they are all called Israelites, and the dominance of their Jewish aspects on the other sources is due to the abundance of Jews who were mixed with the Muslims until the advent of Islam (Allahm, 1999, p. 334).

At the time of "Sahabah", though they wanted to get into the details, do not asked any questions of the People of the Book, and they did not accept anything from them, with the knowledge that whatever reaches from them may be the truth or falsity, and in this way they were the followers of the Prophet Mohammad who said: If the People of the Book do quoted any word for you, not acknowledge nor deny that and say, 'We believe in Allah. That's how the Sahabah didn't get out of the limits that the Prophet had marked (Astar, 1993; p. 75). However, in the course of "Tabein" (followers) the mass of interpretations became widespread by entering the contents of Israelites and Christians, as some of them had become Muslims, and on the other hand, there was much interest in detail and awareness of the issues related to the events of Jews and Christians in Quran (Amin, 2012: 224).

Ibn Khaldun writes about the social and religious reasons why Arabs came to Israelites as: the Arabs were uneducated people with the mood of Bedouin and they tend to be aware of the early centuries of the first creation and news. They used to refer to the People of the Book and, as what they were learning from them didn't damage the essence of Islam, the core beliefs and religious orders, used these learnings in interpretation (Abdul Wahab Fayed, 1973: p. 179).

The stories also has a great impact in promoting the idea of accepting Israelites in Muslims. Narrators were quoting the Israeli narrations and these stories were to some extent different from what is stated in the Quran (Shahat, 1977: p. 249). And the most famous of those who narrated Israelites are Ka'b Ahbar, Tamim Dari, Abdullah bin Salam, Wahb ibn Munabbih and so on (see: Moadab, 2006: p. 85-90).

The commentators' views regarding the application of Israelites

Islam is a widespread religion and its knowledge is not limited to Legislation in the field of the Muslims and historical events of their lives and long struggle. It is also related to the recognition of the nations and previous religions to take the right from them, approve its rights with it, and to discard the false which is not compatible with the guidance.

Looking to the Holy Quran, we can see insightful verses that invite the Muslims to refer to the People of the Book and ask them about some of the facts of their Books; the facts that Islam brought them but they denied or neglected them, in order to proof them and perhaps they become guided. Also, Ayatollah Marefat considers the whole issues raised in predecessor books about Quran of three situations: the issues which are compatible with the principles and secondary principles of Islamic law, the ones which are contrary to and incompatible with them, or those which Islamic law is silent about them. If not consistent, however, they are rejected, as what is at odds with religion, is a lie and falsehood, and if religious grounds is quiet about them, then to act and not to act on them, like other historical events, are the same.

Marefat (2009: vol. 2, pp. 125-128) believes that referring to the books of the ancients, of Greece, Rome, Egypt and Jewish to the Persian and India is permissible, and when it is necessary for the flourishing of civilization generations, even is necessary. But this visit should be informed by research and careful study and also be stayed away from prejudice that the common sense does not accept that (Marefat, 2004: vol. 2, p. 607). Also, Allameh Tabatabai, with regard to the narrations, adopted a wise critic's stance and doesn't accept any narration, unless compare it with the Book, and if it agreed and not in conflict with the Book, then accepts it, otherwise denies it (Osei, 2002: p. 241).

Accordingly, we shouldn't trust in all the works and news and accept them without reflection and choice, because this leads to fusing the false Israelis narrations – which are conflicting with the infallibility of the prophets and Islamic opinions and contrary to reason and correct reference - with the other traditions (Tabatabaei, 1417 AH: vol. 11, 133-134).

Ayatollah Marefat has divided the interpreters of Quran in terms of dealing with the Israelites into three groups: The first group, those commentators who have quoted and published the Israelites forthrightly; the second group, commentators who have quoted more or less the Israelites and where these are contrary to the principles of Quran, they avoided and even criticized them; and the third group, commentators who have tried as far as possible to keep their interpretation away from contamination of the Israelites and refrained from reporting them (see: Abdullahzadeh Arani, 2015: 2-4).

Israelites types in "Quran's system"

The main source of Abdul Hamid Farahi, interpreting the "Quran's system", is the Holy Quran (Farahi, 2008: p. 31) and among his secondary sources we can refer to the revealed Books to the prophets (except Quran) that have been preserved so far. Farahi refers to these books directly, and deals with investigation (Farahi, the publisher's introduction, 2000: p. 7).

The necessity of using Israelites by the interpreter in particular, is based on Orientalists in India who were in the best place and position in the universities and schools at the time, followed by the increasing number of people who had become Christians and published the distorted books all around India and debating with the Muslim scholars and deceived them (Ibid: p. 8).

In this situation where people gradually turned away from the religion of Islam, Farahi presented his principles of commentary on the book "Quran's system" to defend Islam and the Holy Quran and to prevent desired interpretation and personal opinions in interpreting. In "Quran's system", like other Islamic interpretations, we face with Israelites that generally can be divided into two categories:

a) Israelites that their contents' validity with Islamic sources (Holy Quran and Sunnah) is approved and acceptable.

Due to the match of these Israelites with the Quranic verses, Farahi considers them as valid, and uses them to identify commonalities between the Quran and the Bible, since their content is not in conflict with Islamic beliefs, and we can cite them that the result will lead to better and smoother verses' interpretation. For example:

1) The subject of drowning Pharaoh and his army in the sea is noted in the Torah, which is of commonalities between the two holy books. Farahi, expressing the Moses's escape via sea and Pharaoh drowning quotes verses to recognize the Torah (Farahi, 2008: 156). "And Moses extended his hand over the sea and God returned the sea with an east wind, all night away; the sea dried and the water was split" (Book of exit, 14: 21) and "when you whiffed the sea covered them (Ibid: 15: 10) "and what he did with the Egyptian army, to their horses and chariots, how poured the water of Red Sea when they pursuing you, and how God destroyed them to this day" (Deuteronomy, 11: 4).
2) The interpreter, in verses 1-4 of Dhariyat Surah (And by the winds that make the clouds move, and by the clouds that carry a heavy load of rain and by the ships that are easy to navigate and by the angels that share the works) refers to that a single matter (the wind) carries blessings for believers and punishment for unbelievers. Farahi considers the issue similar to that in Psalm 147 (15-18) where says: he sent his word to the ground and his word will be run soon as possible, the snow will fall like wool and the dew will be sprayed as ashes and the hail will be thrown in pieces. Who can stand before his cold? Sends his word and melts them. Blows his wind and the water flows (Farahi, 2008: p. 128).
3) Interpreting the verses 22-25 of Resurrection Surah, after semantic interpretation of the verses, he refers to its alike in the Psalms Surah (Farahi, 2008: p. 233-234) where it reads: To you I raise my eyes. O you who sit in the heavens. Behold, as the eyes of servants to their masters and as the eyes of a maiden unto the hand of her mistress, our eyes are unto the Lord to pay attention to us. O Lord, mercy on us (Psalter of David, Beata: Page 197).

b) Israelites that their provisions are inconsistent with Islamic sources and are not acceptable.

Some of the Israelites used in interpretations are about the opinions and judgments and the others are belonged to stories. The stories that refer to the names of the Companions of the Cave, the color of their dog, and their luggage, or are looking for that the rod of Moses was made of what tree wood (Ayazi, 1414 AH: p. 80) there is no point in them. Obviously, it is needed to prevent the narrative and such stories and superstitions from being published. Imam Ali ibn Abi Talib (AS) also heavily fought with those who spoke story of Israeli superstitious for people and evicted them from the mosque at the time of his Caliphate (Shaker, 2003: p. 152).

Farahi is among commentators who has avoided in his interpretation from the stories and legends and might mentioned them to refer to some confusions of Christians and Jews (Farahi, 2008: p. 81).

Abdul Hamid Farahi has used the Israelites with unacceptable provisions and contrary to Islamic sources against the false ideas that are attributed to God by Jews and Christians, and on the other hand to explain the distortions and incorrect issues entered to the Book and to criticize them by the Quran.

In this section a few examples of this type of Israelites are to be referred:

1) Interpreter sometimes refers to statements from the text of Matthew and Mark which is incompatible with the authority and infallibility of prophets; For example, in the Matthew version we see: O children of vipers, how can you speak good things, whereas you are evil people (Matthew, 12: 34); here the dirty words is attributed to Jesus (AS). Or in addressing to Simon Safa, his best successor: On Peter (i.e. Safa) shouted that Satan away from me (Mark, 8: 33). Farahi considers such sentences as the kind of corruption because in the holy book because prophets address people only with good words and such speaking is not the morality of the prophets and do not deserve them (Farahi: 2008, p. 586). In the Quran that contains the words and the story of all the prophets, they are presented as the examples of humanity with goodness and moral and religious pattern.

2) Commentator considers the verses such as verse 38 of Surah Ghaf the denial of what comes in the Torah's verses as the God resting on the seventh day of creation and saddened Lord (Ibid., Pp. 330-3); the verses such as: and on the seventh day, God rested from all his works (Book of Genesis, 2: 2); and: the Lord regretted that he had made man on the earth, and his heart was grieved and God said:… (Ibid, 6-7); and: And the Lord smelled a sweet savor, and said in his heart: ... and once again all animals shall not die, as I did (Ibid, 21:8). Farahi considers these entered word into the Torah as the people's suspicion to God, because God teaches us in Quran that all his acts are of wisdom and mercy, and if he kills some people and replaces other people with them, it is according to his wisdom and power in so doing; there is no fear and greed and self-indulgence and what the ignorant thinks is wrong because God has no fear of their death.

3) Not differentiating between the name of "Allah" and other rulers the other factual errors and distortions in the Bible. For Jews the name "Allah" had no high value and like other names such as king and princes meant to be very strong. As mentioned in Exodus: You're the king, and I put Aaron an ambassador from you to Pharaoh to talk with him as you. They, by these distortions, destroyed not only the Book of God, but also the name of Lord (Ibid, pp. 80-81).

Farahi's reasons for the use of Israelites

Abdul Hamid Farahi is one of the commentators who, with deep thinking and by necessity and reason has used of the Israelites, and he mentioned some of the reasons and purposes in the introduction to his commentary. Among these reasons are:

The revelation of the superiority of the Quran on the other Scriptures: Abdul Hamid Farahi believes that after the Holy Quran which is the main source for interpretation, we should use from the valid books of People of the Book as a sub in the field because anyone read ancient books, the superiority of Quran will become clear for him/her (Farahi, 2008: p. 29). For example, sometimes we find in the Bible a meaning that is mentioned in Quran, too, and they are the same, but when we look at the style, the eloquence of the Quran (o the other Scriptures) becomes more apparent (Ibid, P 37).

The revelation of the superiority of Islam over other religions: the use of holy books to interpret makes us to know the wise of Quran and to be thankful for its extended grace. The virtue of this law and perfect religion, for anyone who wants to travel the full degrees of progress, will become clear (Farahi, 2008: 48-49).

The revelation of right for the People of Book: God in verse 13 Sura Maedeh about the Jews and the Christians says: they consigned to oblivion the part of that whereof they were admonished. When the Quran is placed against the other Scriptures, what Jews and Christians have forgotten from their books is to be reminded to them and what they have changed will be determined (Farahi 2008: p. 30 and 48).

A better interpretation of the Book by the Holy Quran: Since the language of the Bible and books of the Old Testament and the roots of Arabic and the Hebrew are the same, their contents are similar to each other and together they help each other to discover meanings. However, since the Old Testament Language and Literature have been unusable and faded, we should refer to the Quran which is revealing

(Ibid, 36-37). As a result, the People of Book realize that the Quran doesn't accuse them, but it does correct their erroneous and takes them out of the darkness into the light (Farahi, 2008: pp. 49-50).

The establishment of peace and reconciliation between religions: When the Holy Quran confirms the Bible, a way opens to a better understanding of the People of Book of Quran, and to the correct use of us from the Bible; it establishes the peace and reconciliation, which in turn leads to the people become closer to each other (Farahi, 2008: p. 37). And by creating an atmosphere of calm and friendship, we can debate with our ideological opposites properly (Kariminia, 2003: 98).

Conclusions

1. The interpreter has used some of the Israelites that their provisions are compatible with Islamic resources in order to affidavit and identify the commonalities of the Quran and the Bible; he also used the others that are contrary to Islamic sources in order to explain the distortions and errors entered in the Book, and he shows his clear position against them with explicit statements.
2. Commentators such as Ayatollah Marefat, Allameh Tabatabai, and Doctor Zahabi, regarding the use of Israelites that are compatible with Islamic law and prophetic tradition, are in agreement with Abdul Hamid Farahi and consider them as acceptable.
3. Farahi, unlike commentators who only cited the stories and legends in their interpretations, explains more what is related to the beliefs and provisions.
4. Among the most important reasons of Farahi for using Israelites is the creation of peace and reconciliation between religions to reveal the unity of the Abrahamic religions and to open the windows of understanding and agreement to the nations.
5. In interpreting "Quran's system", when an issue arises between the Bible and Holy Quran, considering the Quran, he identifies and eliminate the differences between them.
6. According to the commentator, the contents of Torah and Gospel and other holy books should not be ridiculed, but the contents must be interpreted for the people; as God commanded to humans to hear all views and make their choice.

Subscripts

1- For more information about Sar Seiied Ahmad Khan See: Naqvi, 2014: 9. 95)
2- For more information about the Shibli Nomani (1273-1332 AH) see: Abd Al-Hay, 1999: vol. 8, 1241; Ravi bin Abdullah, 2015 AD: P. 41)
3- Majlesi, 1403 AH: vol. 65, p. 238
4- Doctor Zahabi also has referred to the same classification as the one of Ayatollah Marefat in his "Al-Tafsir Val-Mofasseroon" (Zahabi, 2000: p. 130)
5- (The Book of Genesis, Ashah XII - 1-2)
6- Ryh in Hebrew means both wind and the word of Allah (Farahi, - 2008: pp.128)

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MJLTM

Modern Journal of Language Teaching Methods (MJLTM)
ISSN: 2251-6204

FACTORS CONTRIBUTING TO IRANIAN EFL TEACHERS' BURNOUT AND RETENTION

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Abstract
This study intended to explore the factors contributing to teacher burnout as well as retention. In this vein, diverse Iranian EFL teachers from different institutes were interviewed, and then, in order to select a subset of common responses and remove the redundant ones, the three types of coding, i.e. open, axial, and selective coding, were applied, so that 9 components were extracted through the analysis which comprised a model describing teacher retention strategies through which the EFL teachers' identities may be better formed. Furthermore, this study has suggested some pedagogical implications for administrators, educators, teachers, and institutes throughout the Iranian context to take these proposed factors and strategies in this model into account so as to reduce teacher turnover and promote teacher retention and professional identity construction.

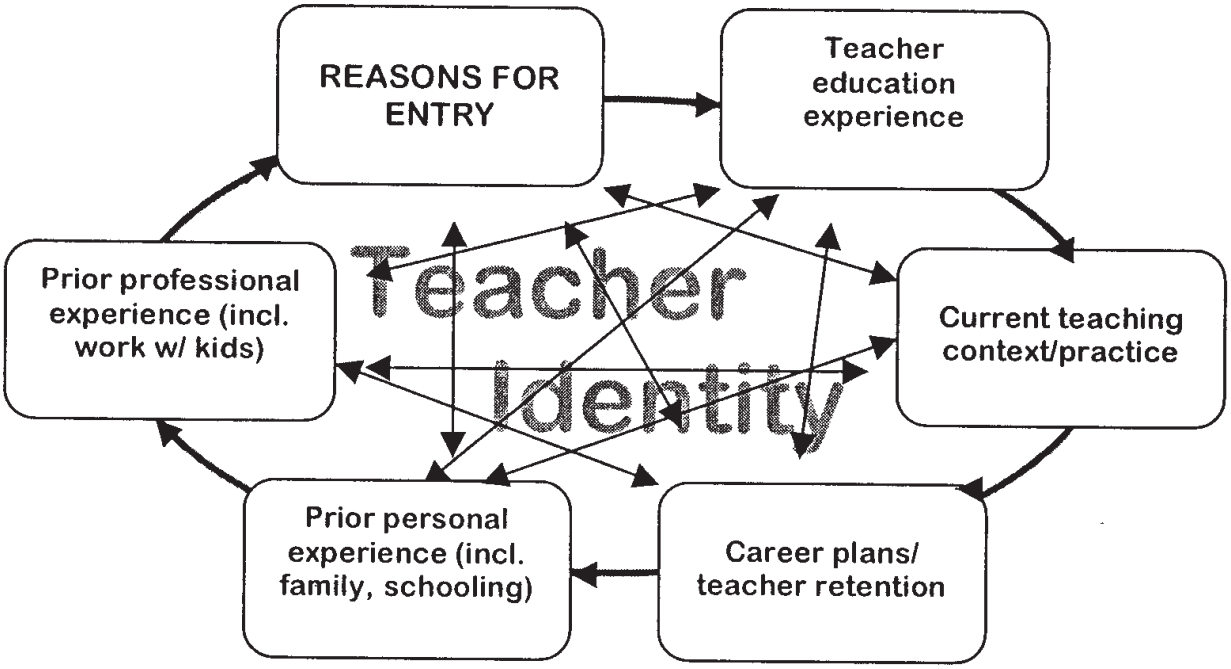
Keywords: retention, burnout, turnover, teacher

1. Introduction

One area for school improvement, particularly in schools serving high-needs populations, is the retention of teachers (Guarino, Santibanez, & Daley, 2006; Nieto, 2003). Teachers need to feel safe in their professional environment (i.e., supported by administration) before being able to engage in systematic inquiry (Snow-Gerono, 2005). Approximately one third of new teachers leave the profession in their first 3 years, with only 40% to 50% remaining at the end of 5 years (Ingersoll & Smith, 2003). Richards (2004) described the top principal behaviors we have come to call the "Golden Ten." These rules have helped principals to balance school demands while retaining an experienced faculty despite research showing that nearly half of all teachers leave the profession within the first five years of working, many due to job dissatisfaction (Ingersoll, 2003). Retention is particularly critical for special education teachers. Looking at why teachers stay, rather than why they leave, might hold the answer. Teachers stay for some of the same reasons they enter the profession: because of trust, confidence and faith in their students and in their subject matter; an enduring sense of hope and possibility; and the rewards of meaningful relationships and the knowledge that they are making a difference (Nieto, 2003, and Williams, 2003).

1.1. Conceptual Framework

According to Olsen (2008, p. 25), teacher identity development is circular even as it is also forward-moving: a teacher is always collapsing the past, present, and future into a complex mélange of professional beliefs, goals, memories, and predictions while enacting practice.



Each of the boxes acts as "an opening into the holistic, circular mix of how any teacher's past, present, and future are linked" (Oslen, 2008, p. 25); how the personal and the professional are in many ways inextricable; how context and self interact; and how each teacher component mediates (and is mediated by) the others (Olsen, 2008). One could start with questions around teacher retention which would foreground a look at how facets of teacher identity affect whether a teacher chooses to stay in or leave the profession of teaching, or shift out of teaching into other kinds of education work (e.g., Fessler & Christensen, 1992; Olsen & Anderson, 2007; Cited in Olsen, 2008). Taking Olsen's (2008) framework into account, this article centers its analysis around reasons for entry, i.e. teacher retention strategies, as the entrance into teacher identity development.

1.2. Statement of the Problem

Reports of high attrition rates among the Iranian EFL teachers suggest that new practitioners need help to develop coping strategies, preferably while they are still observed under the supervision of the experienced teachers. Moreover, based on some studies, such as Cuckburn (1999) and Kersaint *et al.* (2005), the retention and recruitment of teachers is an increasingly serious problem in many countries. Furthermore, Oslen (2008) maintains that teacher retention is a crucial component of teacher identity development. Therefore, the results of this study can be both a good clarification of teacher retention condition in the Iranian context and also a helpful guide for educators to better develop teachers' identities in such contexts.

1.3. Objective of the Study

This investigation seeks to specify the major identity-formative factors that contribute to the Iranian EFL teachers' disappointment with their job, or even their decision to leave the profession. In particular, this study answers to the following questions:

1. What are the major identity-formative reasons making the Iranian EFL teachers disappointed with their job, or even leave it?

2. What identity-formative strategies can be suggested for Iranian EFL teachers to retain their positions in teaching in a form of a model?

2. Literature Review

The increasing complexity of teachers' workloads has been explained by a number of factors: greater societal expectations and lower societal recognition; greater accountability to parents and policy-makers; pedagogical and curriculum changes being implemented at an increasing rate; increased need for technological competence; increased demands beyond the pedagogical task; increasing diversity among students; and more administrative work (see, for example, Dussault, Deaudelin, Royer, & Loiselle, 1999; Goodlad, 1984; Hargreaves, 1992, 1994; Lortie, 1975; McLagan, 1999; Nias, 1989). While these pressures are true for all teachers, the situation for beginners is even worse. There are many studies that relate these pressures to high attrition rates among beginning teachers, reportedly as high as 50% within the first five years in some jurisdictions in the United States (American Association of State Colleges and Universities, 2006; Ingersoll, 2001; Ingersoll & Smith, 2004; Morey & Murphy, 1990; The National Foundation for the Improvement of Education, 2002). Harris (2004) reported that in the United States, more teachers leave the profession than join it and two studies make the startling claim that there are some districts where the teacher dropout rate is actually higher than the student rate (Fulton, Burns, & Goldenberg, 2005; U.S. Department of Education, 2007). A recent study in Illinois (DeAngelis & Presley, 2007) concludes that the problem in that state is over-estimated, but supports earlier claims that the leavers "are among the brightest and best" (see for example, Schlecty & Vance, 1981, or more recently, Henke, Chen, & Geis, 2000). If these beginners are identified as especially able, why do they leave teaching? According to the president of the National Commission on Teaching and America's Future: "They leave for many reasons, but lack of support is at the top of the list" (Carroll, 2005, p. 199).

Since Robert Schaffer's classic paper, Job Satisfaction as Related to Need Satisfaction in Work (1953), there have been numerous articles and books discussing job satisfaction in general (e.g. Arnold, Cooper & Robertson, 1998; Csikszentmihalyi, 1992; Argyle, 1987) and job satisfaction among teachers in particular (e.g. Avi-Itzhak, 1988; Borg, Riding & Falzon, 1991; Chaplain, 1995; Evans, 1992,1998; Kloep & Tarifa, 1994; McManus, 1996; Nias, 1981,1989; Rodgers, Jenkinson & Chapman, 1990). Not only are we losing veteran teachers, we are losing beginning teachers at an alarming rate as well (Konanc, 1996). According to McCoy (2003) beginning secondary teachers are leaving because of low salary, job demands, stress, immense workloads, and school working conditions including a lack of administrative support. Teacher recruitment and retention are receiving a lot of attention. Additional reasons that make this study inherently important to educators, administrators, professors, Boards of Educations, policy makers, parents and state pre-service programs include: teacher shortage issues, retirement issues, turnover issues and increased enrollment issues (Broad, 1999).However, based on some studies, such as Cuckburn (1999) and Kersaint *et al.* (2005), the retention and recruitment of teachers is an increasingly serious problem in many countries which may lead to identity formation of teachers. Therefore, doing such a study can be a good clarification of the point in the Iranian context.

3. Method of the Study

This investigation was based on a type of qualitative research, i.e. Grounded Theory, which was utilized to develop a theory or a model based on the inductive process of data collection (Ary, Jacobs, Razavieh, & Sorenson, 2010, p. 33).

3.1. Site and Participants

The participants in this investigation were EFL teachers from the city of Shiraz, the fifth most populous city of Iran and the capital of Fars Province. In 2009 the population of the city was 1,455,073. In fact, Shiraz is the cultural and historical capital of Iran, to where people around the world travel so as to explore and visit the ancient symbols of Iranian culture, literature, and history. Shiraz contains so many English language institutes in most of which the most modern methods and facilities of teaching and learning is being utilized.

The participants of the present study were purposively sampled from several popular English language institutes in Shiraz that apply diverse methods of teaching. This purposive sampling was due to the fact that the study interviewed diverse groups of EFL teachers from different popular institutes who had had different experiences of teacher turnover so as to frequently confirm or refute the preliminary findings in the form of general theoretical statements and continued the process to the point that it reached theoretical saturation in the form of the final model. The number of participants in this study depended upon data and theoretical saturation. In other words, the study interviewed different EFL teachers to the point that it reached data saturation, i.e. no further new information or construct emerged out of the interviews, and theoretical saturation, i.e. the comparative analysis with diverse additional empirical data no longer contributed anything new in the cyclical process of testing the explanatory adequacy of the theoretical constructs.

3.2. Instruments

3.2.1. Interview

Qualitative interviews may be used as the main strategy for data collection, or in conjunction with other methods such as observation (Bogdan & Biklen, 1982). Patton (1990) discusses three types of qualitative interviewing: 1) informal, conversational interviews; 2) semi-structured interviews; and 3) standardized, open-ended interviews.

To this end, the main instrument utilized in this study was a semi-structured interview, which is the primary method of data collection in grounded theory (Ary, Jacobs, Razavieh, & Sorenson, 2010). Through the first phase of the interviews, the researcher tried to extract the significant problems mentioned by Iranian EFL teachers in terms of their teaching which had led to their turnover. Then, in the second phase of the interviews, the researcher elicited the teachers' suggestions and solutions in terms of teacher retention leading to better identity development. Some questions and hints were given during the interview session to explore the problems and solutions both directly and indirectly. The questions included some sensitizing concepts in the mind of the researcher along with the concepts that were presented in the literature review and in the various respective materials germane to teacher turnover, retention, and identity.

3.3. Data Collection Procedures

The collection of data included two phases:

Phase 1: Diverse online/offline or soft/hard materials and sources pertinent to teacher turnover and retention as well as teacher identity development were examined to be utilized and postulated as the major source for the questions in the semi-structured interviews.

***Phase* 2:** Through a two-phase interview, the teaching problems experienced by the participants (Iranian EFL teachers) which might lead to teacher turnover were extracted. Also, the teachers' suggestions and solutions for teacher retention which may result in better identity development were elicited. In line with what Bogdan and Biklen (1982) maintained with regard to grounded theory, qualitative interviews were used as the main strategy for the data collection in this study. Moreover, based on Patton's (1990) three types of qualitative interviewing, i.e. 1) informal, conversational interviews, 2) semi-structured interviews, and 3) standardized, open-ended interviews, the type of interview that this study applied was a semi-structured one, the questions of which were predetermined since the interviews were goal-oriented, making the problems and solutions mentioned by EFL teachers known as well as revealing the commonalities among them and ignoring those rare problems and solutions mentioned by special participants and it also allowed participants' free related discussions or suggestions. Additionally, in order to reduce misconceptions between the researcher and interviewees, the interviews were done in Persian for the sake of accuracy and better understanding, some of which were translated as samples to be shown in the result section of this study.

It must be noted that the phases of data collection formed a cyclical process in a sense that if data analysis did not reach theoretical saturation, and necessitated additional empirical data to test the explanatory adequacy of the theoretical constructs, the researcher subsequently would repeat the whole process with

other different groups of EFL teachers, and would prepare more data to reach the process of making theoretical statements to the point where no new information appears. To this end, through semi-structured interviews, the researcher tried to extract the significant problems and solutions mentioned by Iranian EFL teachers in terms of their turnover conditions as well as teacher retention and identities. Some questions and hints were given during the interview session to explore the problems and solutions both directly and indirectly. The questions included some sensitizing concepts in the mind of the researcher along with the concepts that were presented in the literature review and in the various respective materials pertinent to teacher turnover, retention, and identity.

3.4. Data Analysis Procedures

The data analysis in this study was performed in four distinct phases following Strauss and Corbin's (1998) Systematic Approach, in which the constant comparative method is the primary analysis technique (Ary, *et al*., 2010):

Phase 1: Analysis began with the identification of the reasons of the teachers' turnover as well as their suggested strategies of teacher retention leading to better identity construction of teachers emerging from the raw data, a process sometimes referred to as open coding (Strauss and Corbin, 1998). During open coding, the researcher identified and tentatively named the core strategic categories into which the observed phenomena were grouped. The goal was to create descriptive, multi-dimensional categories of teacher turnover and also the identity-conducive strategies of teacher retention which formed a preliminary framework for the analysis.

Phase 2: The next stage of analysis involved the re-examination of the categories, technically referred to as axial coding (Strauss & Corbin, 1990) during which the reasons of teacher turnover and also the identity-formative strategies of teacher retention around the previously-identified core categories were specified.

Phase 3: In this phase, through selective coding, the central or core categories were systematically integrated to other categories, validating those relationships, and filling in categories that need further refinement (Strauss & Corbin, 1990).

Phase 4: Benefiting from three types of codification, namely, open coding, axial coding, and selective coding in the previous phases, the researcher designed a preliminary, practical and strategies-based model of mediational identity construction, i.e. teacher retention strategies which may lead to better identity formation of teachers. It must be mentioned that this phase was done with the consultation of the experts in the field.

3.5. Credibility, Dependability, Transferability, Confirmability Issues

The credibility of the present investigation was supported by data triangulation, peer debriefing, and member checks (Ary, *et al*., 2010, p. 501). Moreover, regarding dependability issues, this study utilized code-recode agreement (Ary, *et al*., 2010, p. 504). Furthermore, with regard to transferability issues, this research used cross-case comparisons, i.e. using data from different EFL teachers, different institutes with different methods and contexts (Ary, *et al*., 2010, p. 502). Finally, this study enhanced confirmability through data triangulation and peer review (Ary, *et al*., 2010, p. 504).

4. Results and Discussion

4.1. Open Codification of the data

Written data from field notes or transcripts were conceptualized line by line. The researchers came to a very wide range of codes in this step out of which some were reduced later.

4.2. Axial Codification of the Data

The pieces of data related to the same topic were brought together and some categories were formed and came to surface. The categories that appeared to be salient in the participants' statements were as follow:

1. **Teacher-Administrator Conflict**

These teachers stated that the conflict between teachers and administrators can be regarded as one of the most crucial factors leading to teacher turnover in an educational system. This may include conflicts on particular teaching philosophies and institutional rules or expectations. For instance, the following utterance is the transcription of what one of the teachers mentioned in this regard:

Sample: *... Teachers should be respected… I know this comes from our educational system, but just test is not a good criterion. I think it's not important if the scores are low; what is important to me is learning. But unfortunately this fact is not concerned here.*

In fact, some of the teachers believed that leaving the institute is the only solution for them since they were not respected and their viewpoints on different occasions were not considered as something important. Another teacher stated as follows:

Sample: *I have my own style in teaching. I consider my job as an artistic way of transferring knowledge to my students… I told them about the way I act and I have my own reasons, but they don't care… they just told me "this is the way it is… this is the rule… you must obey."*

In fact, these teachers became confused when they could not understand why their effective teaching was ignored by the administrators. Even some of them stated that the administrators do not hold any TTC classes or workshops, and they expect a lot from the teachers in all aspects of teaching. In other words, the teachers are expected to know how to manage everything devoid of any training on the part of the institute.

2. **Inconducive Atmosphere**

The teachers stated that the atmosphere of some institutes in which they work is uncomfortable. They cannot express their views or objections easily. In fact, the atmosphere implies a sort of fear or disempowerment for teachers. This feeling has created a sort of obstacle between the teachers and the administrators in the institute. The following example stated by one of the teachers in the interview deals with this issue:

Sample: *… The teachers are not free enough to express their ideas about their own problems… it's as if they are scared or, let's say, uncomfortable… they're afraid of talking to the administrators… I think the problem is not with the teachers.*

As explained above, the teachers are scared of the administration. This fear results in a sort of inactivity on the part of the teachers. This passivity does not only pertain to their classroom, but also germane to institutional rules, policies, and practices. In other words, the teachers are not allowed to have a contribution in the policies and practices of the institutes. This feeling of restriction brings about a sense of disempowerment in the teachers, so that they indirectly feel disrespected by their administrators. In the same vein, one teacher mentioned,

Sample: *… I need to be respected when I have a suggestion… why do teachers feel scared? Why do they lose their confidence as they want to criticize a policy for example? Is it because of the administrators' position or power?!*

3. **Dissimilitude in Treatment**

Based on the questionnaires and some viewpoints in the interview, some teachers are treated unequally on the part of the administrators. In fact, they take this sort of treatment into consideration as a crucial reason for teachers' turnover. Since there is a sort of affinity between a number of teachers and the administrators, some teachers are paid much attention and some of them are not. So, as the oppressed teachers feel this inequality, they immediately tend to leave the institute. In this regard, one of the teachers commented as follows:

Sample: *… They are treated unequally and I can't see why… I think that's why a lot of teachers leave here. So, they get annoyed with that and want to go to a place where they will be appreciated and treated respectfully…*

Therefore, this turnover makes some teachers disappointed as they observe some teachers or their colleagues regularly receiving favors from the administrators. This problem surely has a harmful effect on teachers' teaching manner in the institutes.

Sample: *… They act as if they are a band. There are 5 or 6 teachers here who always share everything with the administrators… They are a sincere group always talking about other teachers, some of the students, about everything… Every semester those who are most appreciated by the administrators are among the members of this band… I think this wrong treatment is on the part of the administrators, not teachers.*

4. Authority Tenor

In their interviews, these teachers specified a number of crucial elements germane to the authority tenor of their administrators that would be conducive to leaving. For instance, their particular way of thinking, their style of speaking to the teachers and their tenor of making decisions are conducive to feelings of frustration for teachers. Actually, the teachers stated that the administrators' concentration is on what they observe, rather than the teachers' knowledge of students themselves. As an example, a teacher in the interview said,

Sample: *… We get stressful when we have a test. I always ask myself, "Are my students going to show me as a capable or incapable teacher?" … You know, they're so fond of appearances… I think we lose our characters in this way.*

In fact some teachers say that they need to have a conversation with the administration but they're afraid, and they never really have a personal reason why. One of the biggest areas that the teachers need to work on is communication. It's getting information from the administration to the staff. Similarly, another teacher asserted, I think more information could be given out in staff meetings where everybody hears it, not just to grade level chairs when administrators meet with them and not just at leadership team meetings.

5. Lack of Transparency

Another factor related to teacher retention is teachers' perceptions of the lack of transparency in conveying decisions and, more predominantly, the lack of shared decision making. A teacher commented in this regard:

Sample: *… I think there are some decisions they can respect the opinions of the teachers more. . . . We need more getting of opinions of the people who have experience in the areas before the decisions are made completely… It is disrespectful, in my opinion, not to come to the teacher who has taught for many years.*

Such comments portray the frustration resulting from the apparent lack of give-and-take between teachers and administrators. In other words, the teachers become embarrassed when they observe that they are treated as just some workers in the institutes and the administrators are not honest with them. In fact, they expect more than just being a teacher there.

6. Score-Based Learning

These teachers mentioned another problem germane to the students' manner of learning, i.e. score-based learning. Score-based learning means to study just for the sake of the score you will get in the exam. In the view of these teachers, since this type of learning is deviated from the nature of their teaching, it diverts the students' attention from the communicative aspect of learning. In other words, these learners are reluctant to participate in communicative tasks which are not included in the tests. This would also make the teachers reluctant, too. In fact, dealing with such passive students would result in teachers' frustration. For instance, below is one of the teachers' viewpoints in this regard:

Sample: *In Iran, the students are told to get better grades from the very beginning when they start school. For example, at high school they are recommended to have high averages in order to enter a good university… In our culture, we think the teachers who can raise the students' grades are good teachers. This is not our ultimate goal.*

Therefore, with this system of learning in Iranian students, teaching would be a frustrating job for the teachers. In fact, this factor has been considered as a very general factor by the teachers and many of them has emphasized the impact of this point on their teaching process.

7. Impractical Workshops

Many of the interviewees claimed that they have attended several workshops in the past. However, they stated that the workshops did not meet their needs; they believed that the workshops should focus on the

practical implementation of teaching rather than the theories of teaching. Therefore, this factor hinders their practice and is regarded as a lack of support on the part of the institutes which would, all in all, lead to the teachers' dropping out of their job. Below are two instances of such a claim:

Sample: *… workshops show real activities in the class. Teachers can promote good skills... But, I believe we should be free… to express our ideas on how to use theories in different conditions… Actually, the teachers feel less frustrated in their classes when they attend such workshops.*

Accordingly, practice in the real classroom needs experience. Just taking the principles into account is not enough. In fact, workshops can be good place for teachers to learn how to design lessons and how to teach the lessons in practice, rather than theoretically.

8. Monetary Issues

The instruments suggest that the monetary factors contribute to the exodus of teachers from the teaching profession. Teachers felt that their salaries as teachers were inadequate and that benefits were not competitive with other professions. The interview with personnel directors and review of literature endorsed the same findings. For instance, the following is one of the teachers' comments:

Sample: *… I say that if they double a teacher's salary, then they will see those excellent teachers who weren't called to teach yet.*

Almost all of the teachers indicated that teacher's salaries were not adequate and the monetary issues played a large role in teachers leaving their profession. The review of literature reveals that monetary factors are of a great concern for teachers.

9. Demographic and Personal Variables

According to the collected data, there is a relationship between gender/age and teacher turnover. It appears that younger women are more likely to leave than younger men and older women less likely to leave than older men. Moreover, factors germane to family background, family structure, and number of dependents have been associated with teacher turnover. For instance, the following utterances deal with the same issues:

Sample: *… They treat me as if I'm responsible for my parents' level of education. What a great justice! … I'm looked down on because of my parents. As soon as I finish this semester, I will leave. I can't tolerate it anymore.*

Therefore, such personal factors can be regarded as a sort of barrier in teacher retention. In fact, such factors hinder teachers from advancement in their teaching occupation and as a result they gradually feel disappointed more and more to the point that they make up their minds to leave the situation. Although in the above example there may be some problem with the administrators' manner, this is the teachers' family background which has brought about such a poor condition for them. In fact, in the EFL context of Iran, unfortunately, such inappropriate treatments still exist. However, that is the way it is and teachers still suffer from such treatments because of their family background impact.

4.3. Selective Codification of the Data

The categories in the previous stage were more reduced into 3 broader categories, namely, "social issues," "institutional issues," and "personal issues." These issues were concluded in relation to the teachers' challenge with different aspects of their profession. By the first aspect, the researcher intended to reveal those strategies that were germane to the social activities in teaching profession such as the relationships, conflicts, and whatever related to society. By institutional issues, it means the facilities or equipment that accelerates or qualifies the job of teachers. Finally, by personal issues, it means the internal or intrinsic factors as well as the demographic elements such as age, gender, nationality, etc.

5. Conclusion

In this section of the study, the extracted factors from the codification of the interviews have been presented in the form of an identity-conducive model of teacher retention strategies. This model consists of three major identity-related categories: social, institutional, and personal. The social category includes five factors in the form of five social strategies for teacher retention and social identity formation. These five social identity-formative strategies of teacher retention include reducing teacher-administrator

conflicts, improving inconducive atmosphere, abating dissimilitude in treatment, diminishing authority tenor, and increasing transparency. The institutional category contains three identity-formative strategies for teacher retention, i.e. preventing score-based learning, holding practical workshops, and improving monetary issues. Finally, the only personal identity-conducive strategy for teacher retention is germane to teachers' demographic and personal features which can be controlled internally and individually. The following figure (Figure 1) illustrates this identity-conducive model of teacher retention more clearly:

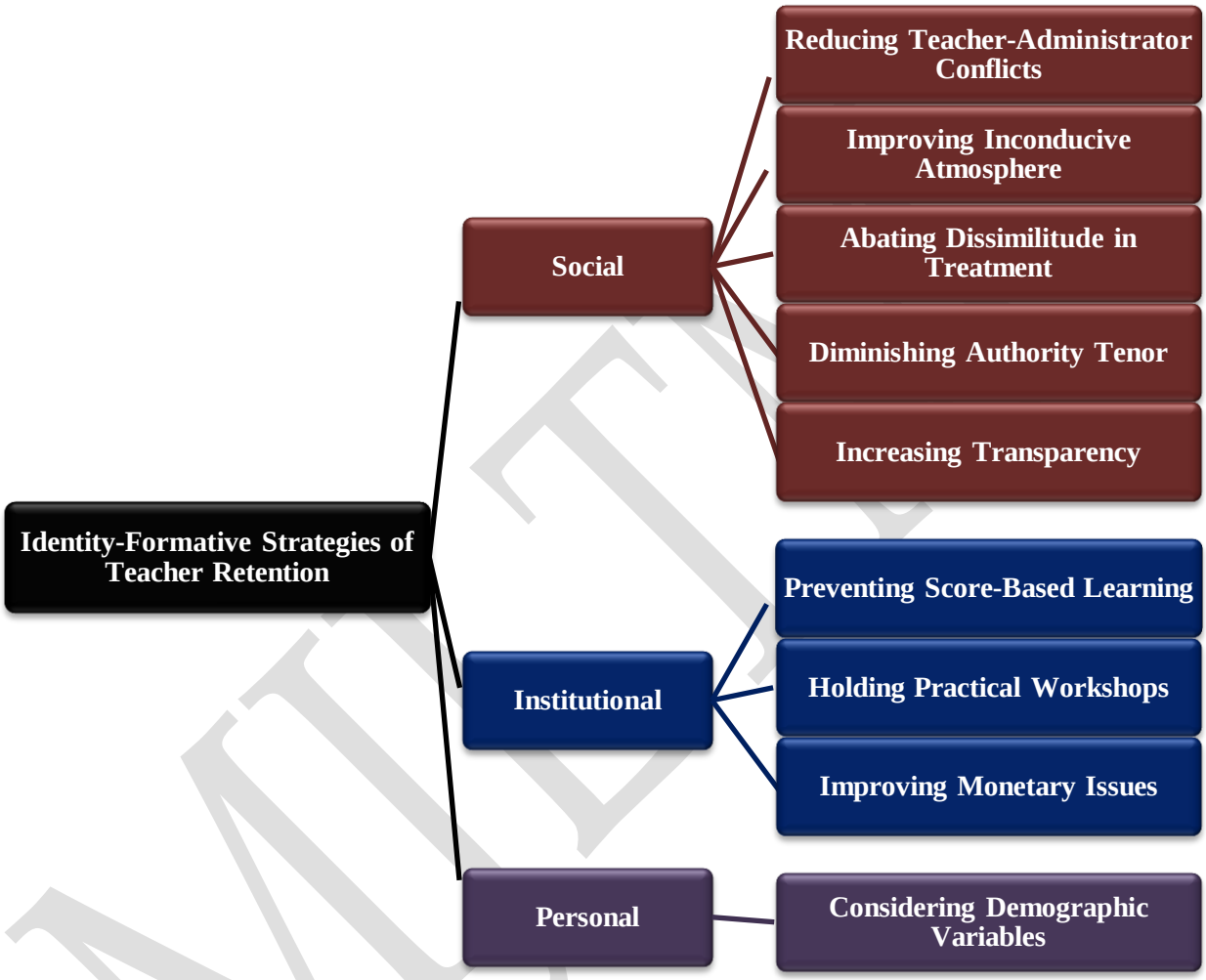


Figure 1. Identity-Conducive Model of Teacher Retention

Therefore, by looking at the results obtained in this study and summarized in Figure 1, the following conclusions can be reached in response to the research questions posed at the beginning:

1. *What are the major reasons making the Iranian EFL teachers disappointed with their job, or even leave it?*

The first reason deals with the conflict between teachers and administrators which can be regarded as one of the most crucial, social factors leading to teacher turnover and disappointment in an educational system. This may include conflicts on particular teaching philosophies and institutional rules or expectations. The second reason is related to the uncomfortable atmosphere of some institutes in which teachers work. Teachers cannot express their views or objections easily in such atmosphere. In fact, the atmosphere implies a sort of fear or disempowerment for teachers. This feeling creates a sort of obstacle between the teachers and the administrators in the institute. The third reason is germane to the fact that some teachers are treated unequally on the part of the administrators. In fact, they take this sort of

treatment into consideration as a crucial reason for teachers' turnover. Since there is a sort of affinity between a number of teachers and the administrators, some teachers are paid much attention and some of them are not. So, as the oppressed teachers feel this inequality, they immediately tend to leave the institute. The fourth reason is germane to the authority tenor of the administrators that would be conducive to teachers' leaving. For instance, their particular way of thinking, their style of speaking to the teachers and their tenor of making decisions are conducive to feelings of frustration for teachers. The fifth reason deals with the apparent lack of give-and-take between teachers and administrators. In other words, the teachers become embarrassed when they observe that they are treated as just some workers in the institutes and the administrators are not honest with them. In fact, they expect more than just being a teacher there. The sixth reason is related to students' manner of learning, i.e. score-based learning. Score-based learning means to study just for the sake of the score you will get in the exam. In the view of these teachers, since this type of learning is deviated from the nature of their teaching, it diverts the students' attention from the communicative aspect of learning. In other words, learners are reluctant to participate in communicative tasks which are not included in the tests. This would also make teachers reluctant, too. In fact, dealing with such passive students would result in teachers' frustration. The seventh reason deals with impractical workshops which hinder teachers' practice and are regarded as a lack of support on the part of the institutes which would, all in all, lead to the teachers' dropping out of their job. The eighth reason contributing to the exodus of teachers from the teaching profession is germane to the monetary issues. Some teachers feel that their salaries as are inadequate and that benefits are not competitive with other professions, so that they become frustrated. The last reason concluded in this study deals with the factors such as age, gender, family background, family structure, and number of dependents that have been associated with teacher turnover.

2. *What strategies can be suggested for Iranian EFL teachers to retain their positions in teaching in a form of a model?*

In response to the first research question in this study, the factors contributing to teacher turnover and job leaving were all mentioned one by one. Now, in response to the present question, the same factors are involved. In fact, retaining teachers depend upon controlling these factors leading to teacher turnover. This control has been presented through proposing a model which consists of three major teacher retention strategies: social, institutional, and personal. The social category includes five factors in the form of five social strategies for teacher retention. These five social strategies include reducing teacher-administrator conflicts, improving inconducive atmosphere, abating dissimilitude in treatment, diminishing authority tenor, and increasing transparency. The institutional category contains three strategies for teacher retention, i.e. preventing score-based learning, holding practical workshops, and improving monetary issues. Finally, the only personal strategy for teacher retention is germane to teachers' demographic and personal features which can be controlled both externally and individually. Therefore, if the teacher-administrator conflicts are reduced, if the inconducive atmosphere of some institutes are improved, if the dissimilitude in treating teachers are abated, if administrators' authority tenor are diminished, if the transparency is increased, if score-based learning is prevented, if practical workshops are held, if the monetary issues are improved, and finally if teachers' demographic and personal characteristics are taken into account, then there will be the possibility of reducing teachers' turnover, and of retaining them more and more.

6. Pedagogical Implications

Administrators, educators, and teachers need to consider teacher turnover as an inherent and universal problem, where all teachers are at risk for leaving. Administrators are poised to reduce this risk and prevent teachers from leaving by applying the model in their ongoing leadership practices. Additionally, it may be possible to use the model as an intervention at some critical stages of education so as to ameliorate the high psychic and financial costs of teacher turnover. An administrator should consider the congruency of teachers' expressed beliefs and relational needs. Teachers appearing to have a best fit may be more likely to remain at the institutes. When already hired teachers begin to show signs of discontent

with institutes policies and practices, administrators should attend to their relational needs and allow flexibility in teaching and learning philosophies. Empowering teachers in such a way may promote professional satisfaction. Finally, for accomplished teachers who have decided to leave, an administrator should invite dialogue to uncover domains of low congruence. Addressing mismatches may prompt teachers to stay. In recommending that administrators intentionally use the model, it is important to study its efficacy. Researchers might explore its applicability at all stages of teacher education. There is a need for more understanding about the nuances of each strategy as well as the utility of the model in different contexts. In fact, drawing teachers to and keeping them in hard-to-staff institutes requires the collective commitment of stakeholders to meet, discuss and promote this model. Probably, this means developing new partnerships and letting go of past missteps, or in other words, moving forward and working together.

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Modern Journal of Language Teaching Methods (MJLTM)
ISSN: 2251-6204

ON THE RELATIONSHIP BETWEEN IRANIAN EFL TEACHER`S SENSE OF COMMITMENT AND THEIR PERSONALITY TRAITS

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Abstract
This study investigated the relationship between Iranian EFL teachers 'sense of commitment and their personality traits. Three hundred seventy five participants who were all Iranian EFL teachers in different language institutions of different cities were selected. They were both male and female from different age groups and with 3 to 20 years of experience. The researcher used two questionnaires: the first one was the organizational commitment questionnaire (Farsi version, by Allen and Meyer 1990). The reliabilities of all the commitment scales were above 60. The second one was the big five inventory (BFI), the reliability was .90. Their field of study was English language teaching, translation, and English literature. This study adopted a qualitative and correlational method. For collecting the data, researcher used "google doc" website to distribute the questionnaires. Gathering data was summarized in SPSS software. Then, the correlation between sense of commitment and personality traits was calculated. In current research Kolmogorov-Smirnov statistics used to test the normality. The test portrayed that the personality traits was not normal since the p – value of personality traits is less than 0.05. Nonparametric coefficient spearman statistic revealed that there is not significant relationship between sense of commitment and personality traits.

Keywords: organizational commitment, personality traits, organization, dimensions of personality, performance

1. **Introduction**

Recent research shows that teachers have great power to affect students' educational outcomes (Anderson, 2004). The teacher is an educational leader and decision maker, who directly affects and indirectly influences the students and responsibility of the teachers to guide and inspire students, to enrich his disciples. Research on teacher effectiveness has yielded a wealth of understanding about effective teacher characteristics (Hughes, Abbott-Campbell & Williamson, 2001 cited in Fatemi &Shahabi, 2015) on education and learning.

Researches indicated that employees with high commitment try more to fulfill what is expected from them and achieve organizational objectives (Oberholster and Taylor, 1999 in Atak, Erturgut, 2010). Organizational commitment means employees adopting aims, goals and values of the organization and having high faith in these, having a strong will to remain in the organization". (Cited in Atak, Erturgut, 2010, p.3472).

Allport (1961 cited in chi et al. 2013) proposed that personality is a dynamic organization inside of a human psychological system which can decide the uniqueness of his or her thinking and behavior. Finding of this study could help managers to help teachers to have a positive attitude in handling

teaching affairs and build a positive view of life by understanding personality traits and individual attributes of teachers. As a result, it not only increases teaching efficacy and benefits the relationship between teachers and students but also increases teachers' well-being (Wei & Luo, 2012; Liu & Huang, 2008; Liu, 2011 cited in Chi et al 2013).

Organizations in the information age understand that learning means competitive advantage; therefore, they determine their primary purpose as becoming effective learning organizations. Organizational commitment is a serious issue with respect to effective usage of human resources which has become the basic value for organizations. (Cited in Atak & Erturgut, 2010).

The limitations of the study can be elaborated through the following aspects. The researcher samples randomly from 378 (confidence level of 0/95 and 0/05 degree of accuracy) Iranian EFL Teachers from Mashhad, Zahedan, Rasht and Orumeieh. The participants are females and males with 3-20 years of experience and different social background who teaches at private language institutions.

Organizational commitment helps to increase employee performance (Shore & Martin, 1989; Meyer et al. 1989; Meyer et al. 1993; Meyer et al. 2002; Siders et al. 2001; Jaramillo et al. 2005 cited in Uygur et al. 2009) and helps to decrease turning up late to work, absenteeism, and leaving.

Personality of the employees can be considered as a main variable to affect their engagement levels. For instance two employees working in the same environment may have different levels of engagement. This difference can exist because of their different personality traits. (cited in Ongore, 2013).

Research Question

Q1: Is there any significant relationship between the Iranian EFL teacher`s sense of commitment and their personality traits?

1.1. Research Hypothesis

H01: There is a significant relationship between the Iranian EFL Teacher`s sense of commitment and their personality traits.

2. Method

To collect the required data 378 based on confidence level of 0/95 and 0/05 degree of accuracy (according Morgan table) , Iranian EFL language teachers from Mashhad, Zahedan, Rasht and Orumieh, teaching in different Foreign Language Institutions were selected. They were considered professional and experienced teachers had university education (Bachelor or Master or PhD degree). They were both males and females and from different age groups and with 3-20 years of experience. Their field of study was English language teaching, Translation, and English literature. All of them were supposed to pass the Teacher Training Course (TTC) whether in University or Institute.

To conduct the study, the following instruments were employed:

To assess the organizational commitment, this study used Organizational Commitment Questionnaire (OCQ) by Allen and Meyer 1990. There were 24 items was used in this study and was likert scale. The reliabilities of all the commitment scales were above .60 (Abdullah, 2011). To assess the personality traits, this study used Big Five Inventory (BFI) by John, O. P., & Srivastava, S. (1999). There were 44 items used in this study and were Likert scale. In this scale, John, O. P., & Srivastava, S divided it into 5 dimensions named as “Extraversion” (8 items) , “Agreeableness”(9 items) , “Conscientiousness”(9 items) , “Neuroticism”(8 items) , “Openness”(10 items). The reliabilities for extraversion (8 items) , .83 and .66 for agreeableness (9 items), .81 and .79 for conscientiousness (9 items), .86 and .81 for emotional stability (8 items) , and .81 and .78 for openness (10 items).

3. Procedure

In this study, 378 participants who were all Iranian EFL teachers in different language institutions of different cities were selected. They were from both genders and from different ages with 3-20 years of experiences. For collecting the data, researcher used "Google Doc1” website to spread out the questionnaires. Collecting data started at December 2014 and lasted for about two months. The probable needed time for filling out the questionnaires was about 30 minutes. Gathering data was summarized in

SPSS software. Then, the correlation between sense of commitment and self-esteem was calculated by using SPSS software.

This study adopted a qualitative method. A Correlational study was used. In current research normality of variables was examined using Kolmogorov-Smirnov statistics. This study was going to investigate any significant relationship between two independent variables of Iranian EFL teachers 'sense of commitment and personality traits.

4. Descriptive statistics

The descriptive statistics of **years of experience** (frequency and percent) shows, the total sample is 378. 82 teachers, their years of experience is 9-10 that is the highest frequency.

Descriptive Statistics for sense of commitment and personality traits are reported in Table 4.1.

Table 4.1.

Descriptive Statistics for Sense of commitment and Personality traits

	N	Minimum	Maximum	Mean	Std. deviation
sense of commitment	378	32.00	92.00	65.9683	8.37129
personality traits	378	90.00	192.00	125.3016	14.56783

table 4.1 shows, Minimum, maximum, mean and standard deviation for sense of commitment is 32.00, 92.00, 65.96, and 8.37. Minimum, maximum, mean and standard deviation for personality traits is 90.00, 192.00, 125.30 and 14.56.

4.1. Test of normality for variables

The output shows the Asymp. Sig. (2 - tailed) value of sense of commitment is .512 and the Asymp. Sig. (2 - tailed) value of personality traits is .001. Since the p – value of personality traits is less than 0.05, this variables is not normal, nonparametric coefficient spearman statistic was used and since the p – value of sense of commitment is greater than 0.05, this variable is normal.

4.2. Inferential statistics

For checking hypothesizes of research based on two abnormal variables, nonparametric coefficient spearman statistic was used.

4.2.1. The correlation between sense of commitment and personality traits

The question this research investigated was whether there was a relationship between the Iranian EFL teacher`s sense of commitment and their personality traits. The SPSS output (version 19) for correlation between sense of commitment and their personality traits is presented in table 4.2.

Table 4.2

The Correlation between the Iranian EFL Teacher`s sense of commitment and personality traits

		sense of commitment
personality traits	**Spearman's rho Correlation** **Sig. (2-tailed)**	.029 .571
	N	378

table 4.2 shows, Spearman's rho Correlation between sense of commitment and personality traits is 0/02 and the level of significance of the variables is 0/57. Null hypothesis (H0) is rejected when the level of significance is less than 0/05 (sig<0.05). Since the level of significance is 0/57 and more than

0/05(Sig=0/57 > 0.05) with the confidence of %95, the null hypothesis (H0) is accepted that means there is not relationship between sense of commitment and personality traits. Thus, the hypothesis is rejected.

4.3. Discussion of the findings

Abdullah, I., Omar, R., & Rashid, Y. (2013) showed that three factors of personality, extraversion, conscientiousness and openness to experience can significantly and positively predict the organizational commitment of employees. While, organizational commitment is found a significant predictor of task and contextual performance which means organizational commitment is found a significant mediator in relationship of personality and performance.

Hung, J. L., Lin, C.H., Hsing,L.T., &Tu, P. F. (2014) found the better personality traits with the talents, the career development and organizational commitment were shown to be higher.

Darbanyan, M., Samavatyan, H., Oreyzi, H. R., & Mousavirad, S. M. (2014) stated that there is in general a significant relationship between the fivefold personality traits and the dimensions of organizational commitment. The relationship of neuroticism to normative commitment, the conscientiousness to the affective, and normative commitment are significant at $p< 0.01$ level, while other relationships are significant at $p< 0.05$ level.

5. Conclusion

In education, one of the significant factors influencing the performance of teachers is the motivation levels of them. The task of motivating teachers should be firstly realized by school administrators. Teachers naturally are in the need of being appreciated, approved and respected by school administrators and other teachers. They attempt to determine their place and roles in the school through comparing themselves with other teachers. If their need to be appreciated is taken into consideration, it may lead to high levels of organizational achievement. Here in this investigation, the relationship between sense of commitment and personality traits was examined and the results showed that there is not significant relationship between sense of commitment and personality traits.

5.1. Implications of the study

School administrators must attend to organizational commitment to teachers, so they will identify with organizational goals, beliefs and values to strive for their job and like to be an organizational member to develop their expertise in teaching. In that case, teachers will overpass individual interests and like to stay in the school to spend more time and energy in their teaching.

Managers of organizations should seriously consider a formal personality analysis listed for the recruitment. Because it is proven that personality of an individual cannot only determine their performance level but also their commitment with organization that ultimately lead them toward better job performance. Organizations might benefit from selecting leaders on the basis of certain personality trait. Personality traits have the potential to influence EFL learners' attitudes toward foreign language learning and, thus, should be taken into account in designing language learning curriculum, especially in teacher training programs. The findings corroborate previous research into personality traits which links personality traits and learning a L2.

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Appendices

The Big Five Inventory (BFI)

Here are a number of characteristics that may or may not apply to you. For example, do you agree that you are someone who likes to spend time with others? Please write a number next to each statement to indicate the extent to which you agree or disagree with that statement.

Disagree strongly Disagree a little neither agree nor disagree Agree a little Agree Strongly
1 2 3 4 5

I see myself as someone who...

…	1. Is talkative	…	23. Tends to be lazy
…	2. Tends to find fault with others	…	24. Is emotionally stable, not easily upset
…	3. Does a thorough job	…	25. Is inventive
…	4. Is depressed, blue	…	26. Has an assertive personality
…	5. Is original, comes up with new ideas	…	27. Can be cold and aloof
…	6. Is reserved	…	28. Perseveres until the task is finished
…	7. Is helpful and unselfish with others	…	29. Can be moody
…	8. Can be somewhat careless	…	30. Values artistic, aesthetic experiences
…	9. Is relaxed, handles stress well	…	31. Is sometimes shy, inhibited
…	10. Is curious about many different things	…	32. Is considerate and kind to almost everyone
…	11. Is full of energy	…	33. Does things efficiently

…	12. Starts quarrels with others	…	34. Remains calm in tense situations
…	13. Is a reliable worker	…	35. Prefers work that is routine
…	14. Can be tense	…	36. Is outgoing, sociable
…	15. Is ingenious, a deep thinker	…	37. Is sometimes rude to others
…	16. Generates a lot of enthusiasm	…	38. Makes plans and follows through with them
…	17. Has a forgiving nature	…	39. Gets nervous easily
…	18. Tends to be disorganized	…	40. Likes to reflect, play with ideas
…	19. Worries a lot	…	41. Has few artistic interests

Self-Report Measures for Love and Compassion Research: *Personality*

…	20. Has an active imagination	…	42. Likes to cooperate with others
…	21. Tends to be quiet	…	43. Is easily distracted
…	22. Is generally trusting	…	44. Is sophisticated in art, music, or literature

Tables

Table 4.1.

Descriptive Statistics for sense of commitment and personality traits

	N	Minimum	Maximum	Mean	Std. deviation
sense of commitment	378	32.00	92.00	65.9683	8.37129
personality traits	378	90.00	192.00	125.3016	14.56783

Table 4.2

The Correlation between the Iranian EFL Teacher`s sense of commitment and personality traits

		sense of commitment
personality traits	**Spearman's rho Correlation**	.029
	Sig. (2-tailed)	.571

	N	378

MJLTM

Modern Journal of Language Teaching Methods (MJLTM)
ISSN: 2251-6204

THE POSSIBLE RELATIONSHIP BETWEEN MINDFULNESS AND ACADEMIC ACHIEVEMENT AMONG IRANIAN EFL LEARNERS

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Abstract
This study examined the correlation of attention, awareness and academic achievement among intermediate Iranian (EFL) Learners. A 15-item Likert scale questionnaire based on mindfulness and a 31 multiple-choice reading comprehension test were employed in this question study. To fulfill the purpose of the study, 220 subjects from among 250 university students majoring in English translation and TEFL were selected through administering a standardized Oxford Placement Test (OPT). Having applied the proficiency test, first the Mindfulness Attention Awareness Scale questionnaire was administered and then the reading comprehension test selected from Actual TOEFL Test (2004) was carried out among the participants. The results showed that a positive correlation between mindfulness and reading comprehension. Based on the findings of this study, the researcher made some recommendations for teaching, teacher training, materials development, and syllabus design.

Keywords: Attention, Awareness, Academic Achievement, EFL Learners

I. INTRODUCTION

In recent times, English has become the language of "globalization accepted as an international language for communication between people with different mother tongues over a wide area. Therefore, learning and teaching English have become so important in second and foreign contexts. Consequently, to develop the main goals of education, the students' learning and the quality of teaching, efficient and effective methods and approaches to teaching English should be taken into consideration. Teachers, through managing students' behavior in the classroom and creating a positive learning environment, might be able to teach more efficiently and provide more help to learners with their academic achievement (Wentzel, 2002).

Over the past 15 years interest has grown rapidly in the benefits of mindfulness practice. There is significant data showing that mindfulness increases health and well-being via reducing stress, anxiety, and depression; enhancing neuroendocrine and immune system function; improving adherence to medical treatments; lessening necessity for medication; changing perception of pain; increasing motivation to make lifestyle changes; and encouraging social connection and refined interpersonal relations (Ludwig & Kabat-Zinn2008).

Research Questions & Hypothesis

In order to meet the purpose of the study, the following research question was formulated: "Is there any significant relationship among mindfulness and academic achievement?" And based on the research question, the researchers have proposed the following null hypothesis: "There is no significant relationship among mindfulness and academic achievement."

II. REVIEW LITERATURE

A. Mindfulness

Eastern and western traditions are considered to provide a foundation for the definition of mindfulness. Mindfulness is a contemplative practice that traces its origins back to eastern Philosophy particularly Buddhism and the Noble Eightfold Path (Snelling, 1991; Kornfeld, 2009). The online Oxford English Dictionary defines mindfulness or being mindful as: "taking heed; being conscious or aware". Mindfulness has been defined in various ways in the literature. Brown and Ryan (2003), for example, define it as receptive attention to and awareness of present events and experience. According to Bishop *et al.* (2004), mindfulness refers to both the self-regulation of attention to one's current experience and a particular orientation towards this experience, characterized by curiosity, openness, and acceptance. For Kabat-Zinn (2003), mindfulness involves intentionally paying sustained attention to one's ongoing sensory, cognitive, and emotional experience, without elaborating upon or judging any part of this experience. The concept of mindfulness has been developed and expounded primarily by the psychologist, Ellen Langer. Mindfulness is not an easy concept to define but it can be best understood as the process of drawing novel distinctions. It does not matter whether what is noticed is important or trivial as long as it is new to the viewer. Actively drawing these distinctions keeps us situated in the present. It also makes us more aware of the context and perspective of our actions than if we rely upon distinctions and categories drawn in the past. Under this latter situation, rules and routines are more likely to govern our behavior, irrespective of the current circumstances, and this can be constructed as mindless behavior (Langer & Moldoveanu, 2000:1-2).

B. Achievement from the Point of View of Construct Representation

In the Standards for test construction (APA, 1999), achievement is viewed basically as the competence a person has in an area of content. This competence is the result of many intellectual and nonintellectual variables. The scientific study of achievement encompasses data coming from experiments with word lists as well as data from the acquisition of complex domains, like computer programming, mathematics, or the way in which people solve physics problems. At the experimental level, achievement is referred to as acquisition, learning, or knowledge representation, sometimes definition and measurement in achievement depending on theoretical biases. Achievement is the word preferred in the educational or psychometrics fields, being sometimes characterized by the degree of inference required on the part of the student to give a response, and by the type of reference to a cognitive process made explicit in the measurement tool. Cognitive psychology produced a shift from the study of behavior to its unobservable psychological antecedents. The cognitive analysis of achievement means to get into the experimental study of memory storage and retrieval. From the cognitive point of view, achievement must be a construct that should refer to the different stages of knowledge acquisition. The end product; that is, the knowledge that characterizes the expert, is a highly structured set of mental models built after long sessions of practice. The consequences are that the expert can bring into play sophisticated strategies and take into account large bodies of knowledge without the usual working memory limitations. The studies and most accepted model on short term memory (Baddeley, 1986; Baddeley and Hitch, 1974) clearly indicate that this system plays a crucial role in knowledge acquisition and reasoning. The amount of information processed by the system is always limited to a reduced number at least they are chunked. When a subject is faced with a reasoning task he has to integrate background and external knowledge, consuming limited resources. When the information is completely new and of a very abstract nature, then the limitations of the system are at its maximum. Work on experts, in such diverse fields as Physics or chess (Anzai, 1991; Charness, 1991; Ericsson, 1996; Ericsson and Smith, 1991) show that the expert is characterized by a well-organized abstract body of knowledge based on general principles as well as specific knowledge related to the field of expertise. The amount of practice required to become an expert leads to very structured and compact schemas that will allow bypassing the working memory limitations. As part of this knowledge, the expert also has a set of general and specific metacognitive strategies for dealing with particular problems to be solved. These strategies can take into account more and more information, given the highly structured nature of the long-term memory. Educationally, achievement

may be defined (Niemi, 1999) as the mastering of major concepts and principles, important facts and propositions, skills, strategic knowledge and integration of knowledge. More systematically, achievement is sometimes fractionated into knowledge components (Ruiz-Primo, 1998), like declarative, procedural and strategic. The declarative knowledge is composed of domain specific content whereas the procedural and strategic refer to specific production systems and specific heuristics (Schoenfeld, 1992). The cognitive system has also the ability to monitor the process and use nonspecific strategies that are also a part of our proficiency in achievement. These different components of achievement develop conjointly and cannot be treated separately. In summary, achievement is the competence of a person in relation to a domain of knowledge. What we can externally observe is performance. A difficult problem can only be solved after a well-organized body of knowledge is consulted and the appropriate metacognitive skills are used to reach a solution. The question then is: What can be gained or lost, when taking into account the whole process, as when an open response is assessed, or just the final solution, as in multiple choice? From the point of view of measurement instrument, one can argue that if there is no compromise in reliability; that is, if the evaluation of the whole open response is carried out with a high level of precision, the measurement of the open response will increase validity. However, a more critical point has to do with the consequences of focusing, from an educational perspective, on the cognitive processes supposedly involved in the final performance. If definition and measurement *in achievement* the cognitive processes that lead to expert performance must be taken into account, the definition of achievement from a complex cognitive view has long-reaching consequences, because by emphasizing these aspects we are promoting a level of expertise not reachable by other means. This is the position of most proponents of the new educational movements which try to reform the testing procedureAs we know academic achievement is the general term and because of the limitations of this research we just considered reading comprehension.

III. METHODOLOGY

A. Participants

In this study, a total number of 220 male and female English majors whose age range between 20 and 25 participated. These students who were majoring in translation and TEFL were chosen on the basis of their OPT scores from all the available students at University of Babolsar and Payame-Noor University of Amol. The rationale behind choosing these English major students was their background knowledge, their exposure to English as well as their availability. The reason was that they were required to carry out reading comprehension and it was believed that English major students would better perform in these activities. Moreover, they were able to interact with the instructor (one of the researchers).

B. Instruments

In order to examine the research hypothesis of this study, the researchers used three sets of instruments. Initially, an OPT was utilized as a general language proficiency measurement in order to homogenize the participants. The rationale behind using such a language proficiency test was to minimize the possible effects of non-homogenized groups of the learners on the study. The OPT consisted of 60 multiple-choice items in two sections: structure and vocabulary.

The second instrument, Mindfulness Attention Awareness Scale (MAAS) which is one of the most popular measures of mindfulness is a 15-item scale. Participants responded to each of the 15 item on a 6-point Likert scale from "almost always" to "almost never". According to Brown and Ryan (2003), this scale is designed to assess a core characteristic of awareness and attention to what is taking place in the present. This questionnaire covers two subscales focusing on attention (10 items) and awareness (5 items). This scale was also translated into Persian and was adapted to our participants' situational and cultural specific requirements and Cronbach's alpha generally ranged from .80 to .90.

The third instrument, the reading comprehension test selected from the Actual TOEFL Test (2004) was carried out among participants. The students read the text and then answered the questions. According to the obtained results the researchers compared the scores of the participants and computed the amount of

correlation of the scores of the participants. The test is a standard test and its reliability and validity are approved.

C. Procedures

In order to investigate the correlation of critical thinking, mindfulness and academic achievement among intermediate Iranian EFL learners, at first the OPT as a proficiency test was implemented. The total number of participants was 250 from whom only 220 subjects were selected based on the OPT. The study was undertaken in three phases. In the first phase, all subjects answered the 15 Likert-scale items on mindfulness attention awareness scale for 17 minutes. In the second phase, the students had 45 minutes to answer 31 multiple choice items on a reading comprehension test. After collecting data, the scores for all participants were tabulated and analyzed to provide answers to the research question formulated earlier in introduction part.

D. Data analysis

To analyze the data, in the first step, descriptive statistics were employed. To determine the relationship between students' mindfulness and reading comprehension, Pearson Product-Moment correlations were used. In order to analyze the relevant data in this experiment, the Statistical Package for Social Sciences (SPSS Inc., 2009), version 18, was employed.

IV. RESULTS

A Descriptive Statistics was run to investigate the correlation of mindfulness and academic achievement of the learners. In order to probe the possible aforementioned correlation, as mentioned earlier in introduction part, one hypothesis formulated as follows:

1. There is no significant relationship among mindfulness, attention, awareness and academic achievement.

The level of significance was set at 0.05. Table 1 summarizes the descriptive statistics of the instruments employed in the study.

Table1: Descriptive Statistics of Critical Thinking, Mindfulness and Reading Comprehension Tests

	N	Minimum	Maximum	Mean	Std. Deviation
Mindfulness	220	2.00	6.00	3.7685	.75460
Reading	220	2.00	26.00	12.2685	4.40213

2. There is no relationship between mindfulness and academic achievement.

Table 2: The Results of Correlation between Students' Mindfulness and Reading Comprehension

	Reading Comprehension	Sig.
Mindfulness	.143*	.034
Attention	.104	.122
Awareness	.063	.140

*. Correlation is significant at the 0.05 level (2-tailed).

To investigate the correlation between the students' mindfulness and reading comprehension, a Pearson Product-Moment correlation was applied. The results indicated a positive significant correlation between the students' mindfulness and reading comprehension ($r= 0.143$, $p<.05$). However, no significant correlations were found between reading comprehension and the subscales of the mindfulness questionnaire: reading comprehension and attention ($r= 0.104$, $p> .05$), reading comprehension and awareness ($r= 0.063$, $p> .05$).

V. DISCUSSION

Regarding the correlation of mindfulness and academic achievement among intermediate Iranian EFL learners, these results reject the null hypothesis. What the researchers want to emphasize in this study is the importance of mindfulness in the everyday classroom so that the learners can practice practically attention and awareness at the present moment and they are able to decide what is highly beneficial for them regarding social and political and even international changes in the domain of ELT industry context.

Participants in the data collection sessions expressed their concerns about lack of critical thinking and mindfulness in Iranian EFL contexts. It seems that they were right about their seriousness towards this subject matter in its totality. Despite the fact that mindfulness has caught much attention in English Language Teaching (ELT) industry during the past four decades, it seems that it has no appropriate position in communicative competence and social appropriateness (Kubota, 1998).Whereas some decades ago, "the target for learning a language was assumed to be a native-speaker variety of English and it was the native speaker's culture, perceptions and speech that were crucial in setting goals for English teaching" (Richards, 2003, p.17, cited in Kasaian and Subbakrishna, 2011), nowadays there is a growing tendency in different parts of the world to disconnect the ELT industry from the norms of native speaker's teachers should play the most important role in acquiring the theoretical towards various sub-categories of critical thinking and mindfulness (Facion & Facion, (1994).

A. Summary of Findings and Conclusion

The results of the study can be summarized as follow:

1. After administering and scoring the OPT, participants who achieved ± 2SD 220 were selected for this study.
2. Being exposed to three sessions in mindfulness and academic achievement among Intermediate Iranian EFL Learners respectively, the participants were given two questionnaires. After scoring, Descriptive Statistics was run. the results also indicated that mindfulness and academic achievement have positive relationship. So, the null hypothesis was rejected.

B. Pedagogical Implication and Applications

The results of any educational survey and assessment of mindfulness and academic achievement should contribute to the improvement of teaching methods for the teachers and learners of foreign languages. Similarly, the present study has some practical implications for teaching, teacher-training, material development and syllabus design. With regard to teaching, the findings may be useful for teachers in Iranian EFL contexts. Additionally, regarding internationally-marketed English Language Teaching (ELT) western cultures and demoting host cultures implied in Internationally-marketed ELT textbooks can be exactly clarified by those teachers who themselves understand such an existing reality. And, finally, teachers can promote source cultures (here, Iranian EFL learners' local cultures) through bringing appropriate locally-designed textbooks and texts into the classrooms. Teachers are also supposed to inform their learners of the underlying agenda of textbooks. Considering mindfulness as important tools in discovering social as well as political inequalities, teacher-training courses should pay much more attention to the various aspects of critical thinking and mindfulness in universities. University professors should not be afraid of the possible side-effects of such controversial topics in their class sessions. The present researcher suggests that a course named mindfulness can become one of the mandatory courses for university students in social sciences and humanities, especially those majoring in English Teaching. Furthermore, it is suggested that ELT material developers base their content on source culture not on the target culture. With the spread of English language internationally, it seems that there is no need to assimilate Iranian EFL learners into British and American cultures, except for a very limited number of students who have assimilative motivation in learning English. AS the last remark, syllabus designers are expected to include different topic-based discussions, according the textbooks.

C. Suggestions for Further Research

1. Due to practical limitations, the present study only focused on intermediate Iranian EFL learners. However, the need is felt to investigate the correlation of such topics on advanced EFL learners (e.g. MA students majoring in English translation and TEFL) and on English teachers of High schools and Junior High schools, especially on English teachers of English language institutes in Iranian EFL contexts.

2. In this study, the researcher only scrutinized the correlation of mindfulness on reading comprehension. It is also possible to investigate the correlation of mindfulness on learners' ability in the writing, speaking and listening skills.
3. In this study, subjects' proficiency level as well as other factors like gender and age was taken into consideration. However, other factors like attitude and motivation can also be suggested for further investigations.

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Modern Journal of Language Teaching Methods (MJLTM)
ISSN: 2251-6204

THE EFFECT OF EXTERNAL-FOCUS FEEDBACK ON LEARNING PRESENT TENSE AMONG IRANIAN EFL LEARNERS

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Abstract
The purpose of this study was to investigate the effect of external-focus feedback on grammar learning, in terms of "present tense". For the aim of the study, 60 students of an institute in Tehran, Iran, in pre-intermediate and intermediate level, homogenized into two groups which were conventional and experimental group, responded to a KET test. The experimental group received the external focus feedback by the teacher while the conventional group not. The results of the KET test of both groups were analyzed by SPSS software. As a result of the analysis, it can be said that the external-focus feedback has a considerable effect on learning grammar, especially "present tense".

Keywords*:* external-focus feedback, grammar, present tense, KET test.

Introduction

Nowadays, English has become more and more popular in the world. Because of its fascinating tune and structure, English absorbed uncountable people to learn it as an international language in order to communicate their thoughts and ideas, create friendships, have invaluable economic relationships and so on. One of the major aspects of language sub skill is grammar. Grammar is a vital element in every language because it is the glue that holds the language together. If grammatical structures are used in a dialogue or in a text incorrectly, they become meaningless and their messages will be vague; that is to say, in order for a conversation or a passage to be understood fully, it must have correct grammatical structure. In view of that, in order to be successful in the process of English language learning, the importance of grammar should be taken into consideration. One of the important parts of grammar that has significant roles in teaching and learning of English as foreign or second language is learning English tenses. In the present study, the focus is on English tenses in general and present tense in particular. In order to improve the Iranian EFL learners' achievement in the English tenses, different feedbacks such as external and internal focus feedbacks could be useful. Among the feedbacks, external-focus feedback was studied in the present study.

Background of the Study

The concept of feedback has been a focused issue of research in education. Nowadays, varied feedbacks are used not only in language learning process but also in terms of many other fields. Recently, many instructors have been engaged by using different feedbacks while teaching. One of the major aspects of language sub skill is grammar. Grammar refers to "a description of the structure of a language

and the way in which linguistic units such as words and phrases are combined to produce sentences in the grammar language" (Richards & Schmidt, 2010, p. 251). One of the important parts of grammar that has significant roles in teaching and learning of English as foreign or second language is learning English tenses. In the present study, the focus is on English tenses in general and present tense in particular. Due the errors, learners have great challenges to learning language, especially while writing. Feedback is defined as any information that provides information on the result of behavior. In teaching, feedback refers to comments or other information that learners receive concerning their success on learning tasks or tests, either from the teacher or other persons (Richards & Schmidt, 2010). In this research, external-focus feedback as an independent variable was studied to determine its effect on improving the Iranian EFL learners' achievement in the present tense. In general, feedback has two main sources, intrinsic and extrinsic. Accordingly, focus feedbacks are divided into two sub-categorizes, namely internal-focus feedback and external-focus feedback. A considerable amount of research has been conducted in language acquisition area. However, it is argued that such feedbacks may not have any effect on many foreign language learners achievement. In general, learners are different from each other in learning; this is because of individual differences. By definition, individual differences refer to factors specific to individual learners which may account for differences in the rate at which learners learn and their level of attainment. So, it is obvious that there would be different students with various kinds of strategies who their teachers have taught them how to focus on their problems and the teachers themselves use such feedback in order to improve the knowledge of the students, though. The advantage of focusing on learners' outcome might help teachers to understand how to use focus feedback in order to have good outputs in English classes. In the field of teaching English as foreign language (TEFL), no research study has attempted to study the effect of external-focus feedback on different parts of language learning. In view of that, the current research was an attempt to study the effect of external-focus feedback on improving the Iranian EFL learners' achievement in the present tense. While there is no research in the field of external and internal focus feedbacks and their effects on different parts of L2 learning, the current research could be considered as novel research because it tried to explore the effect of external-focus feedback on improving the Iranian EFL learners' grammar ability in general and achievement in the present tense in particular.

Methodology

Participants

The present research was constructed in 2016 at Shokouh language school which was located in Tehran, Iran. The total participants of this research were 120 Iranian EFL learners varied in age from 11 to 17 years old and they had the same native language which was Persian. The participants of this research have studied English for 1.5 to 2.5 years in the language school. It should be noted that the whole population of the present study was not homogenized with respect to their general language proficiency. Accordingly, the participants took the homogeneity test (*i.e., Key English Test*). This test was designed to homogenize the language learners as pre-intermediate level. After administration of the placement test, 60 intermediate EFL learners were selected as the members of the research study. Then, these intermediate EFL learners were divided by random sampling into two groups of external-focus feedback group (N=30) and control group (N=30).

Instruments

In the present study, three tools were utilized to estimate participants' achievement in the present tense. Regarding the reliability of these instruments, the researcher measured Cronbach's Alpha for ensuring stronger reliability of the tests. These tools were put forth as follow:

The Key English Test, The Homogeneity Test

KET *(Key English Test- an English language examination provided by Cambridge English Language Assessment in 1994)* helps language teachers quickly measure a learner's general language ability so they can place him or her into the appropriate level class for a language course; that is used in elementary and pre-intermediate level.

Present Tense Test (Pretest)

20 multiple choice items focusing on present tenses including simple present and present progressive were selected to measure the EFL learners' knowledge of present tenses before the treatment (the instruction). The items of the test were prepared from the main materials (i.e., Basic Grammar in Use and the related websites from internet).

Present Tense Test (Posttest)

In order to understand the present tenses achievement of the EFL learners after the instructional period (the treatment), the experimental group of this study was given the posttest. Like the pretest, 20 multiple choice items focusing on present tenses including simple present and present progressive were selected to measure the EFL learners' knowledge of present tenses after the treatment.

Data Collection and data Analysis

In the present study, in order to analyze the statistical data and investigation of research null hypotheses, descriptive statistics by tables and graphs for investigating the pretest and the posttest of the experimental and the control groups was used.

Furthermore, independent samples t-test by the use of Statistical Package for Social Sciences (SPSS) software (version 21) was applied for inferential statistics. In order to realize how effective the treatment was, the mean scores of the posttest of the two groups were compared with those of the pretest. Chapter four presents more on data analysis and the results of each test in each group.

Procedure

This research was administrated in 2015-2016 academic year and the researcher herself administrated the research study. The researcher as the teacher spoke in English during the experiment. In order to conduct the research study and to investigate the research hypothesis, the following steps were taken:

Administration of the KET

The KET presented by Cambridge English Language Assessment was used as a homogeneity test to select the homogenous EFL learners. It is a homogeneity test for homogenizing all the participants of the study as intermediate EFL learners. This homogeneity test reveals that language learners have mastered the basics of English and have practical language skills for everyday use. The test consisted of different parts including reading, writing, listening and speaking. In this study, to modify the exam, the researcher administered only the reading and writing sections of the KET. Reading and Writing (1 hour 10 minutes – 50% of total marks)

This test consists of 56 questions and two parts: Parts 1 to 5 focuses on reading skills, including underlying knowledge of vocabulary and grammar. Parts 6 to 9 focus on writing skills, including underlying knowledge of vocabulary and grammar. The exam includes tasks such as providing a word to match a definition, supplying words to complete spaces in a text, using information in a text to complete a document, and writing a short message of 25 – 30 words.

After the homogeneity test, 60 pre-intermediate EFL learners were selected to take part in the study as two groups; a group consisted of the participants who received the treatment and a group consisted of the participants who did not receive the treatment (the control group).

Administration of the Present Tense Test (Pretest)

The participants of the study were given the present tense test as pretest. This test consisted of 20 multiple choice items and two parts: part one with the first 10 questions (simple present) and part two which included the next 10 items (present progressive). This test focused on present tenses including simple present and present progressive were selected to measure the EFL learners' knowledge of present tenses before the treatment (the instruction). The items of the test were prepared from the main materials (i.e., Basic Grammar in Use and the related websites from internet). The participants (both the experimental and the control groups) had 15 minutes to answer the questions.

The Research Treatment

After administration of the pretest, the researcher provided the learners in the experimental groups with the predesigned instructional treatment. The whole instruction for the experimental group

took place in 10 sessions and each session lasted for 60 minutes. The instructional period held in 4 weeks. The experimental group received present tenses instructions by applying external focus feedback to measure the effectiveness of this kind of feedback in improving the Iranian EFL learners' achievement in the present tense.

In order to do this, the units of present tenses including simple present and present progressive extracted from Basic Grammar in Use were selected to be taught to the learners of the experimental group. In other words, the units were taught to both the experimental and the control groups but the researcher taught them differently to study the effects of external focus feedback in improving the learners' achievement in the present tense.

With regard to the control group, everything was similar to that of the experimental group, except that there was no external focus feedback in teaching simple present and present progressive tenses.

Administration of the Present Tense (Posttest)

After a period of 10 sessions, the posttest was given to both the control and the experimental groups. The learners of the groups took part in the posttest in order to determine their performance in achievement in the present tense after treatment.

Data Analysis and Results

In data analysis of the present study, the researcher described the size of the sample in accordance with collected data. Also, the researcher investigates significance of relationships, differences and generalization of the achieved results by applying the suitable statistical tests on studied population. In this chapter, the collected data has been analyzed in two descriptive and inferential levels by using SPSS software. Also, in order to study the hypotheses of the present study, frequency indexes in descriptive level, making quantitative in inferential part and statistical tests have been used.

In the present study, in order to administrate the statistical analysis, the data related to pre-test and post-test variables was classified. Then descriptive findings have been inspected and suitable analysis has been done in accordance with the research questions. Finally, acquired results have been presented in the following tables. Research data has been evaluated by scientific methods in this section. The purpose of data collection and categorization is to complete recognition of variables and their cause and effect relationships. The data analysis of the present study includes descriptive and inferential analyses which are described in details respectively. This study was conducted in order to find out the impact external-focus feedback on achievement in the present tense of the Iranian EFL learners. Accordingly, in order to achieve the purpose of the present study, the following research null hypothesis was addressed:

H0: External-focus feedback does not have any significant effect on improving the Iranian pre-intermediate EFL learners' achievement in the present tense.

The participants' scores in terms of evaluated values have been presented in the following tables and the figure.

Table.1 Normality test

	Group		Kolmogorov-Smirnov[a]			Shapiro-Wilk	
		Statistic	df	P	Statistic	df	P
Experimental	Pretest	.131	20	.200*	.931	20	.163
	Posttest	.900	20	.051	.906	20	.053
Control	Pretest	.920	20	.128	.926	20	.132
	Posttest	.913	20	.058	.947	20	.330

The normal distribution is the most important and most widely used distribution in statistics. In a normal distribution, parametric test should be used to test the hypotheses. Parametric test is a group of statistical procedures that should be used if their basic assumptions can be met. On the other hand, in a non-normal distribution, the non-parametric tests should be used. Non-parametric tests are used when assumptions underlying the procedures are met. In order to investigate the data normality, the Shapiro-

Wilk test and Kolmogorov-Smirnov test were used. In this test, if significance level (sig) is greater than the error value 0.05, the data normality is considered as normal.

Based on the results of Table.2, the significance level (sig) of the pretest and the posttest of the experimental and the control groups was greater than the error value 0.05 (p> 0.05). Therefore, it is concluded that the pretest and the posttest of the experimental and the control groups had a normal distribution.

Table.2 Descriptive Statistics of the Experimental and the Control Groups

Maximum	Minimum	Std. Deviation	Mean	N	Group	
11	5	1.927	8.15	30	Pretest	Experimental
16	10	1.589	14	30	posttest	
12	6	1.508	8.80	30	Pretest	Control
15	9	1.504	11.95	30	posttest	

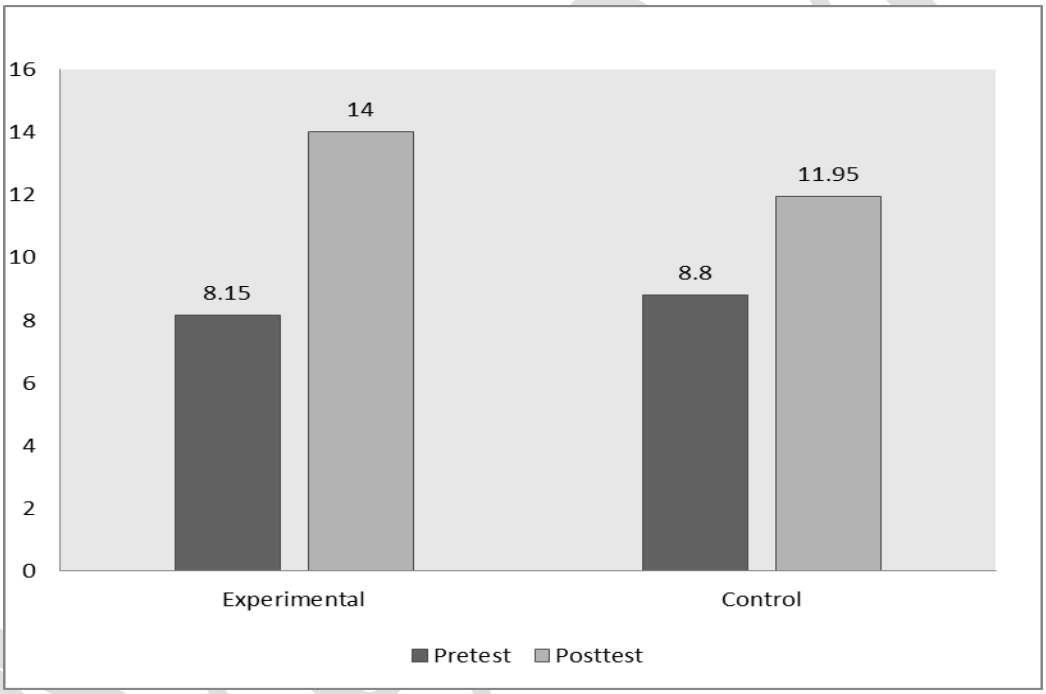

Figure.1: *Descriptive Data of Scores of the Experimental and the Control Groups*

Based on the results of table.3, it was revealed that the mean score of the experimental and the control groups had substantial increase in the posttest in comparison with the pretest stage. Although that mean scores of the control group was greater than the mean score of the experimental group in the pretest stage, it was observed that mean score of the experimental group was greater than the mean score of the control group in the posttest stage. It can be concluded that the treatment for the experimental group was effective and external-focus feedback had a better effect on improving the Iranian pre-intermediate EFL learners' achievement in the present tense.

Table.3 *Paired Samples Test for the Experimental Group*

	Paired Differences				**t**	**df**	**P (2-tailed)**
	Mean	**Std. Deviation**	**Std. Error Mean**	**95% Confidence Interval of the Difference**			

				Lower	Upper			
POST-EXP PRE-EXP	5.850	2.300	.514	4.773	6.927	11.373	19	.000

As can be seen, the results of the table.4 revealed that there was a significant difference between the pretest and the posttest of the experimental group (t (19) = 11.373, P<0.05). The results revealed that external-focus feedback had positive results on improving the Iranian pre-intermediate EFL learners' achievement in the present tense.

Table.4 *Paired Samples Test for the Experimental Group*

	Paired Differences					**t**	**df**	**P (2-tailed)**
	Mean	**Std. Deviation**	**Std. Error Mean**	**95% Confidence Interval of the Difference**				
				Lower	**Upper**			
POST-EXP PRE-EXP	5.850	2.300	.514	4.773	6.927	11.373	19	.000

As can be seen, the results of the Table.5 and 6 revealed that there was a significant difference between the pretest and the posttest of the control group (t (19) = 11.492, P<0.05). The results revealed that the instruction for the control group (everything was similar to that of experimental group, except that there were no external-focus feedbacks in teaching present tenses) had positive results on the improvement of Iranian EFL learners' achievement in the present tense.

Table.5 *Independent Samples T- Test in the Pretest*

Levene's Test for Equality of Variances			t-test for Equality of Means						
F		P.	t	df	P. (2-taile)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	1.647	.207	-1.188	38	.242	-.65000	.54712	-1.75759	.45759
Equal variances not assumed			-1.188	35.923	.243	-.65000	.54712	-1.75970	.45970

Based on the results of Levene's Test for Equality of Variances in Table.5 the data of the first row were reported (Levene's F =1.647, P>0.05). With regard to the results of the first row of Table 4.8, there was no significant difference between the experimental and the control groups (t (38) = -1.188, P>0.05).

Table.6 *Independent Samples T-Test in the Posttest*

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

Equal variances assumed	.164	.688	4.190	38	.000	2.05000	.48923	1.05961	3.04039
Equal variances not assumed			4.190	37.883	.000	2.05000	.48923	1.05951	3.04049

Based on the results of Levene's Test for Equality of Variances in Table.6, the data of the first row are reported (Levene's F = 164, P>0.05). With regard to the results of the first row of Table 4.8, there was significant difference between posttest score of the experimental and the control groups (t (38) = 4.190, P<0.05). The mean score of the experimental group was more than the mean score of the control group. Furthermore, the effect size of the experimental group was more than the effect size of the control group. In view of that, there was meaningful significant difference between the scores of the learners in the control and the experimental group.

Discussion

This study investigated the effect of external-focus feedback on learning present tense among Iranian EFL learners' achievement. Actually two groups of intermediate students were under the investigation: control group and conventional group. The method of the study was based on pretest and posttest through KET designed by Cambridge University and though studied by the researcher and concluded by SPSS software through T-test way. The pretest was given to the groups before exposing the external-focus feedback; then the posttest was given. It should be mentioned that while posttest, the conventional group had received no external-focus feedback by the teacher in order to find out the difference between both groups. The result of the study revealed that external-focus feedback had a considerable effect on learning grammar especially in terms of present tense which is focused in the present study. The finding of this research may help the teachers and instructors to teach the present tense in a suitable way by better strategies which would help the students to get the matter easier. The research question inquired whether external-focus feedback had any significant effect on improving the Iranian pre-intermediate EFL learners' achievement in the present tenses. The data analysis and the results of this research revealed that the answer these questions were positive. In fact, the two groups acted noticeably different on the posttest of the present tenses. Therefore, the related null hypothesis was rejected.

The results of this study are in line with Durham (2011) who investigated external focus feedback for motor skill acquisition after stroke in his doctoral thesis. He believed that feedback an external focus of attention, about movement effects, has been found to promote motor performance in healthy subjects.

In another research study, Wulf1, Chiviacowsky, Schiller, and Gentilini Ávila (2010) examined the hypothesis that feedback inducing an external focus of attention enhances motor learning if it is provided frequently (i.e., 100%) rather than less frequently. The results demonstrated that learning of the movement form was enhanced by external-focus feedback after every trial (100%) relative to external-focus feedback after every third trial (33%) or internal-focus feedback (100%, 33%), as demonstrated by immediate and delayed transfer tests without feedback. There was no difference between the two internal-focus feedback groups. These findings indicate that the attentional focus induced by feedback is an important factor in determining the effectiveness of different feedback frequencies.

Conclusion

The present study was designed to study the effect of external-focus feedback on improving the Iranian EFL learners' achievement in the present tenses. In order do the research, 120 Iranian EFL learners were selected as the whole population of the research. Three tools were utilized to estimate participants' achievement in the present tense namely, KET, present tenses test (pretest) and present tense test (posttest). This research was administrated in 2015-2016 academic year. In order to homogenize the participants of the study, they were given KET. After the homogeneity test, 60 pre-intermediate EFL learners were selected to take part in the study as two groups; a group consisted of the participants who received the treatment and a group consisted of the participants who did not receive the treatment (the control group). Then, the participants were given the present tense test as pretest. After administration of

the pretest, the researcher provided the learners in the experimental group with the predesigned instructional treatment. After a period of 20 sessions for teaching present tenses to the experimental and the control groups, the posttest was given to both the groups. In order to analyze the statistical data and investigation of research null hypotheses, independent samples t-test by the use of SPSS software was applied. The results of the research that external-focus feedback had positive results on improving the Iranian pre-intermediate EFL learners' achievement in the present tense.

The results of the Independent and the Paired Samples T-tests revealed that external-focus feedback has significant effect on improving the Iranian pre-intermediate EFL learners' achievement in the present tenses.

Results regarding the null hypothesis showed that external-focus feedback had positive results on the improvement of Iranian EFL learners' achievement in the present tenses. It should be noted that effect size of the experimental group was more than the effect size of the control group. For that reason, there was meaningful significant difference between the scores of the learners in the control and the experimental groups.

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Modern Journal of Language Teaching Methods (MJLTM)
ISSN: 2251-6204

THE EFFECT OF TEAM VIEWER SYSTEM ON IMPROVING WRITING ABILITY OF IRANIAN EFL LEARNERS

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Abstract
This quasi-experimental study investigated the effect of Team Viewer System (TVS) on improving writing ability of upper-intermediate Iranian EFL learners. Seventy five Iranian EFL learners were selected randomly out of 100 learners at Ava Language institute. Then, Nelson English language proficiency test was administered to the selected population based on which 50 homogeneous learners were chosen non-randomly to form two groups: one experimental and one control group (with 25 participants in each). A pretest of writing was administered to both groups in order to homogenize them. After a treatment period of 12 sessions, a post-test of writing was administered to both groups. The results showed a significant difference between TVS users and nonusers in favor of the experimental group. The findings of the study may be useful to language teachers to alleviate writing classes.

Keywords: team viewer system, virtual learning, writing, Iranian EFL learners

Writing plays a significant role in academic success of the students, so much so that Graham and Perrin (2007) posited that academic success without sufficient knowledge of writing is impossible. As a result, writing is one of the essential components of language classes. In the same vein, Weigle (2002) elaborated on the importance of writing and explained that the ability to write proficiently is becoming important in the communities; regardless of the writers' age, cognitive processes, demand, audience, etc. This has left researchers in the field of applied linguistics with no option other than findings effective approaches and tools to enhance language learners' writing skill.

Celce-Murcia (2001) explains that to develop learners' writing abilities, effective tools and strategies should be carefully considered among which Team Viewer System (TVS) can be mentioned as an example. TVS is a new online tool which can create a space beyond the more traditional classroom setting and be used to facilitate learners' collaborative writing processes and interactions. TVS can offer learners a high level of autonomy when creating a new opportunity for interaction with teachers and peers. Most importantly, the learners can practice the language using different skills, especially in writing in an

authentic learning environment. Learners most learn as much from each other as from instructors or textbooks, but collaborative writing using TVS suggests another mechanism for teacher- to-peer and peer-to-peer knowledge sharing and acquisition.

Statement of the Problem

One of the problems which sounds to disappoint EFL learners is how to improve their writing ability. Indeed, as reported by Ketabi and Torabi (2013), many Iranian EFL learners have problems with regard to writing. Although they pass the grammar courses and know enough vocabulary and linking words to create coherence in their writing, they can't write professionally. The way the teachers rate the writing tasks which always follows the traditional classic method involves reading the texts, correcting the errors, and finally evaluating the pieces of writing without creating motivation and encouragement in learners to overcome their writing difficulties. Needless to mention, the difficulties of writing with the pen which is an obsolete writing method, as has been replaced by type writing.

Research Hypothesis

The answer to the following null hypothesis was sought in the study.

H0: Team Viewer System doesn't have any significant effect on Iranian EFL learners' writing ability.

Purpose of the Study

This study endeavors to investigate the effect of TVS on improving writing ability of Iranian EFL learners. As TVS was a new technology system, the TVS members may specifically encourage relying on their teammates as a resource for resolving problems and answering question. In addition, this system supplemented with audio and video presentations and an interactive online text that really enjoy and help learners to improve their writing. When properly designed and gave appropriate interdependent tasks, Team Viewer System provided more innovative solution to problems and created new ways for learners to learn and interact in an educational setting. Moreover, Team Viewer System provided support for the hypothesis that a virtual team environment enhances convenience, participation and access to the teacher.

Significance of the Study

Technologies such as TVS can provide learners with comfortable group environment and encourage them to reinforce their writing ability. Indeed, a positive aspect of TVS is that shy students can have an environment for expressing themselves and asking questions. Occasionally, some students, who do not like to express themselves in a group, tend to do better in virtual environments. Secondly, since students usually generate more content electronically than with traditional pen-and-pencil methods, TVS can be a suitable platform for the learners to practice the writing skill. Finally, a teacher-advantage of using TVS is the ability to electronically monitor the students' writing from the brainstorming phase to the final Draft.

Review of the Literature

Approaches to Writing

Historically, there were two approaches for teaching writing skills namely, product, and process writing. In regular methods of teaching, the schedule was fixed and pre-decided, and traditional teaching tools were used. In many colleges around the world, writing was taught as a collaborative exchange between student and the teacher. The teacher assigned a writing task, the student produced one draft, the teacher provided a corrective feedback on it, and the student redrafted the text and submitted it for the evaluation.

One of the first examples of Graham and Perrin (2007) expressed, Most contexts of life (school, the workplace, and the community) called for some level of writing ability, and each context made overlapping, but not identical, demands. Proficient writers could choose their writing flexibly to the context in which it took place.

The most interesting approach to this issue has been proposed by Kortenkamp and Bell, (2003) that expressed, today people are living among a new era of language and communication. Along with a new era of communication enter a new era of writing. The last decade of 20th century witnessed the necessary of digital media includes internet, tablets and smart phones etc. collectively known as new media.

In this work and in related references it was observed that Mozaheb, Seifoori and Biglar Beigi (2012) cited "In the age of communication, writing can be regarded as one of the main issues in the world of EFL" (Mozaheb, Seifoori, & Biglar Beigi, 2012, p.107).

These new changes in electronic media offered incredibly efficient steps to improve the skills, techniques and creativity of writing. Rather than producing a decline in writing, the recent technology gives the support necessary for improving the writing skills of the learners (Kortenkamp & Bell, 2003).

Chastain (1988) that aims to give a comprehensive account of writing quoted, "Writing is a basic communication skill and a unique asset in the process of learning a second language" (Chastain, 1988, p. 244). Bereiter and Scardamalia (1987) suggested that "writing is a creative process by which the writer creates a text for the reader and a process through which the writer involves in a two-way interaction between continuously developing knowledge and continuously developing text" (p. 12). The ability to write based on the previous learned technics and the new methods could solve the connection problem between the writer and the reader. The writer can write based on the identified audience and the reader following the main points in the all parts of the paragraph.

Virtual Learning

By the technology improvement there was a chance to connect to the other computers by another facilitator called Internet. The Internet was a huge phenomenon with so many processors. Thus, the teachers and the curriculum designer decided to provide a virtual environment to draw aside the learning borders for students all over the world.

Riddle (2008) mentioned that The goals of their project was to use the extensive resources for writers available on the Writing Studio Web site as a foundation for making an interactive virtual learning environment, demonstrating for writers that writing was a dynamic rather than static process.

According to Riddle (2008), allowing access to the resources during a tutoring session with students in a real-time virtual environment provided interactive ways to simplify writing as recursive rather than linear process.

Team Viewer System (TVS)

The most interesting approach to this issue proposed by Zhu and Yuan (2004) that mentioned computer networks were an integral portion of most business organizations. Each organization's network connects together computer systems that provided different enterprise functions, buy, accounting, payroll, sales, support, design, engineering, etc.

It was important for an organization to have its servers available and running all the time. Typically, organizations created significant resources in maintaining and supporting their servers. In some cases, the organization had an internal technical support center located on-site.

However, to the author´s best knowledge, very few publications can be found available in the literature to discuss TVS. But remote control is one of TVS options discussed by the previous research. Lack of enough literature shows that more research is needed to prove the values and capabilities of TVS.

Empirical Overview

writing is a significant skill for both students and teachers since writing enables students to reflect on what they have learned, how they have learned it, what kind of difficulties they have when they have to write in formal English or what helps them to overcome these and other difficulties in the process of writing improvement. In addition, teachers can learn from students' writing about their constraints in writing and help them to remove them. They can also discover what teaching methods students appreciate most and implement them in their teaching.

Rouhi and Azizian (2012) investigated the EFL classroom setting in three writing classes who were labeled as the "givers", the "receivers", and the comparison group. Over four sessions of treatment, two groups of participants in this study (the givers and the receivers) evaluated the writing of the each other with two functions of English articles (a/an) and simple past. The first group names receivers received feedback from classmates, however, they were not allowed to give any feedback. The comparison group, on the other hand, was not involved in with receiving or sending feedback.

Analyses ran on the data revealed two interesting issues: 1) givers made significantly more improvements than the receivers, and 2) the receivers, in turn, made significantly more improvements than the comparison group in terms of the grammatical forms targeted (Rouhi & Azizian, 2012).

Hamed, Behnam and Saiedi (2014) noted Background knowledge and learners' familiarity with formal schematic knowledge was of primary importance for EFL learners in writing an acceptable summary. Schema theory could help instructors focus on the discrepancy between the prior knowledge and students experience bring to the learning task and the skills that were needed to successfully carry out and complete the particular learning task.

Method

Participants

To carry out the study, 75 male and female participants were selected randomly among those who enrolled in EFL classes in Ava English Language institute in Kazeron, Fars province. Fifty participants were homogenized through a Nelson proficiency test, based on their scores one standard deviation above and below the mean. The selected participants were divided into two groups, a control and an experimental group non- randomly; each group consisted of 25 (male and female) learners.

The instruments used in the study were Nelson proficiency test as the homogeneity test, TOEFL (PBT) writing topics as pretest and posttest, and 2 raters to score the essays.

Procedure

To identify the participants' previous knowledge about writing, the researchers gave two TOEFL writing topics to the groups to write an essay as the pretest. The participants were free to choose either topics optionally. All the papers were rated by two raters, the teacher as the first rater and another teacher as the second. The correlation between the two raters' scores was calculated for interrater reliability.

In the control group, the participants were asked to write following types of essays: description, exemplification, comparison and contrast, cause and effect, and definition. The participants were supposed to write the writing assignments in each session on pieces of paper for the next session. The given topic was chosen by the teacher, relevant to the taught lesson. The taught lesson was reviewed and all of the participants' assignments were checked at home by the teacher. Furthermore, the teacher chose a paper to analyze (the one with many mistakes) in class with the focus on the most significant points of the previous taught lesson.

The treatment for the experimental group was different. Having taught the participants how to install and use the software, TVS was used to practice the writing skill with the participants. After receiving the ID from the teacher and being connected to the internet, the learners showed their presence in the chatroom. A file of the essay under discussion prepared by the teacher was demonstrated. After the teacher's explanation, the learners were asked to discuss and comment on the essay. The main parts of essay were identified by the teacher with different color to encourage the experimental learners to write better. The teacher wrote some comments on a speech balloon that was one of the TVS icons.

A diagram of essay writing was sent to the learners' e-mails. The participants were asked to write essay writing paragraphs in the received diagram on a certain given topic. The learners were supposed to write their assignments after each session and send them to the identified e-mail address. The teacher checked all of the assignments and chose three writings from among the whole. The basis of selection was the number of important points related to the terms of the taught writing rules.

Data Analysis

Distribution of Data

Prior to the main analysis, ratios of skewness and kurtosis were checked to find out if the scores had normal distribution. The ratios of skewness and kurtosis over their standard errors were lower than the absolute value of 1.96; hence normality of the data.

General Language Proficiency Test

The NELSON language proficiency test was administered to 75 subjects. As displayed in Table 1, Based on the mean (M = 24.92) plus and minus one standard deviation (SD = 8.93), 50 subjects were selected for the main study. The KR-21 reliability index for the NELSON test was .86.

Table 1
Descriptive Statistics

	N	Mean	Std. Deviation	Variance
Proficiency	75	24.92	8.930	79.750
KR-21	.86			

The Pretest of Writing

An independent-samples t-test was run to compare the experimental and control groups' means on the pretest of writing in order to prove that the two groups were homogenous in terms of their writing ability prior to the main study.

The results of independent-samples t-test (t (48) = .258, p = .798, r = .037 representing a weak effect size, 95 % CI [-.91, 1.18]) indicated that there was not any significant difference between the experimental and control groups' means on the pretest of writing. Thus it can be claimed that the two groups were homogenous in terms of their writing ability prior to the main study.

Table 2
Independent-Samples t-test; Pretest of Writing by Groups

	Levene's Test for Equality Variances		oft-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
Equal variances assumed	2.986	.090	.258	48	.798	.135	.524	-.918	1.188
Equal variances not assumed			.258	43.83	.798	.135	.524	-.921	1.191

Research Hypothesis

H0: Team Viewer System does not have any significant effect on Iranian EFL learners` writing ability.

An independent-samples t-test was run to compare the experimental and control groups' means on the posttest of writing in order to probe the effect of Team Viewer System (TVS) on the improvement of Iranian EFL learners` writing ability.

The result of independent-samples t-test (t (48) = 4.99, p = .000, r = .584 representing a large effect size, 95 % CI [1.62, 3.82]) indicated that there was a significant difference between the experimental and control groups' means on the posttest of writing. Thus it can be claimed that the null-hypothesis **was rejected**. The TVS significantly improved the writing ability of the experimental group.

Table 3
Independent-Samples t-test; Posttest of Writing by Groups

	Levene's Test for Equality Variances		oft-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
Equal variances assumed	1.199	.279	4.994	48	.000	2.724	.545	1.627	3.821

Equal variances not assumed	4.994	46.71	.000	2.724	.545	1.627	3.821

Inter-Rater Reliability and Construct Validity Indices

The subjects' performance on the pretest and posttest of writing was rated by two raters. The Pearson correlation was employed to assess the inter-rater reliability of the two tests. There was a significant agreement between the two raters who rated the subjects performance on the pretest of writing ($r (48) = .88$, $p = .000$, representing a large effect size).

A factor analysis through varimax rotation was run to probe the underlying constructs of the proficiency test and pretest and posttest of writing. The KMO index of .56 was higher than the minimum acceptable criterion of .50 (Field 2013); thus, it can be assumed that the tests had construct validity.

Discussion

This study dealt with two variables, the improvement of learners' writing ability as dependent variable and Team Viewer System (TVS) as an independent variable. In line with Montero-Fletaa, Pérez-Sabater (2010) writing for a purpose has encouraged the students to produce language more fluently and be more concerned on correctness, which leads them to consider blogs as a potential tool for the development of linguistic skills. The findings of the present study showed that TVS made the students improve in their essay writing ability and increased their concern for the correctness of their writing.

The findings of this part support the study of Laire, Casteleyn, & Mottart (2012) in which when the students felt they could improve their writing performance, they improved in learning outcome. The obtained conclusion from the discussion of this part supported the finding of Fabos and Young (1999) that mentioned positive social context for telecommunication writing and argued that such projects improved writing by better facilitating the act of writing. Because dialogue-centered e-mail exchanges often fostered a style of writing that was more conversational (and therefore more informal), students were believed to relax as they write. The relaxed writing was regarded by some to promote better writing. Concerning this attitude, the learners felt more comfortable in the virtual class and used the computer instead of the pen as the writer, editor, reviser, and this process improved their writing ability.

Many studies have been conducted to examine the effect of technology and virtual aspects to improve writing ability in general. In our paper, the focus of attention was on a different aspect of writing (different kinds of paragraph) to improve the writing ability by using TVS in the virtual environment. Most of the studies have demonstrated that technology had significant result on learners' language learning and improving. This study represented the equal effect with (Deshpande & Hwang, 2011) that led to a set of tools which allowed recording the live classroom session and automatic creation of a synchronized multimedia integration language (SMIL) presentation, which was used for a later viewing. The recording via TVS provided a chance for the participants to learn more efficiently when they received the recorded sessions. This property provided the learners with as many review opportunities as possible to improve their writing ability. The current paper which enhanced writing ability via the recorded virtual classes was in line with the mentioned research paper.

While the findings of this study and other literature supported the effect of TVS technological nature of material and a list of supplementary items, the oppositions of this argument by Averianova (2012) referred to inappropriate use of electronic discourse that led to significant communication problems, such as exclusion, flaming, and general lack of comprehensibility. And that might be due to the fact that learners might have been distracted by the technology. Also, the penetration of texting, or SMS shorthand, into academic writing indicated a lack of code-switching skills and a growing preference towards non-standard language, hitherto unacceptable in the academic context. Contrary to the current study, Turgut (2009) cited that unfortunately, his study failed to provide detailed data or describe the analysis methods used. Nonetheless, the following were observed: 1) improvement in the students' writing skills; 2) improvement in the students' sharing of idea, critical feedback, and confidence; and 3) greater motivation to participate in the activities.

Conclusion

The research showed that TVS can be effective to a considerable degree, increased the learners' motivation and encouraged them to improve their writing ability. TVS and the use of virtual classroom also displayed that technology is practical and portable enough to improve the skills in classroom environment. The result showed that learners preferred using internet technology and virtual environment to traditional classrooms. TVS is also helpful for different learning styles and especially for visual and auditory learners. Particularly, the findings dedicated the efficiency of TVS on the improvement of essay writing of the Iranian EFL learners. The result of the post tests given to both groups was analyzed by a t-test and a significant difference was found in favor of the experimental group. In other words, this study showed that a course of writing through TVS has far more benefits than a course of traditional writing does.

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Modern Journal of Language Teaching Methods (MJLTM)
ISSN: 2251-6204

COMMON CORES IN ENGLISH FOR SPECIFIC PURPOSES

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Abstract
The study aimed to investigate the common values needed to be considered in the courses related to English for specific purposes (ESP). Common cores are the main values and components that should be involved in the course content. In Coffey`s (1984) term, common core is associated with language study-skills in academic settings. In this respect, the researcher tended to examine whether the common values are included in the esp courses or they are ignored and to what extent the four main language skills are perceived in the current used textbooks in the ESP courses in Iran universities. A number of 17 ESP instructors teaching medical science, techniques science, law, and accounting at different universities accompanied the researcher to complete the checklists and declare their own opinions about the ESP textbooks. They filled out 27 items concerned with the four skills from Mukundan, Hajimohammadi, and Nimehchisalem`s (2011) checklist. The finding of the study revealed that ESP textbooks taught in the universities do not provide sufficient material regarding the language skills. According to the perception of ESP instructors and their attitudes toward the presence of four skills in the textbooks, the textbooks have focused on reading skill more than the other skills. After that speaking skill has been selected more often than the writing and listening skills.

Keywords: common cores, ESP, textbook evaluation

1.Introduction

By the end of the Second World War, new perspectives of changes happened in political, economic, scientific and cultural relations and policies all over the world. Subsequently, the Second World War with its consequences has greatly influenced the relations between the populations. Regarding the communication between them, there was an increasing demand which became an urgent necessity for learning and mastering other countries languages.

More and more, and even nowadays, the aims for learning a language have been oriented towards necessity and efficiency. Gradually, English has emerged as being the first international language that has been used for important and specific purposes of communication. Then the demands and requirements

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led to the expansion of Teaching English as a Foreign / Second Language (TEFL / TESL) in academies and English became omnipresent in any curriculum taught at universities.

Course designers recognized that English is used for different purposes by non-native users. Some use English for their studies, some other use it for business or technology. They recognized that teaching those who are using English for their studies differs from teaching those who are learning English for other purposes (White, 1988). The idea resulted in the expansion of one aspect of English language teaching, namely the teaching of English for Specific Purposes (ESP).

Hutchinson and Waters (1993) mention that the origins of ESP was not a pre-determined and coherent movement, rather, like most old and modern developments in human science and activities, it was a phenomenon that grew out of a number of converging trends. These trends have operated in a variety of ways around the world, but they identified three main reasons at work in the emergence of all ESP. These are briefly discussed as following:

1-The Demand of Post War New World.

2- A Revolution in Linguistics.

3- Focus on the Learner (p. 6).

ESP, the acronym for "English for Specific Purposes" refers to an instinctive but strong movement which has spread over the world and is still continuing with more power and effects. It issued from the traditional current of TEFL/TESL and has progressively established itself as a separate new trend influencing the whole English Teaching/Learning process (Rosa, 2008).

Johns and Dudley-Evans (1993) propose the general definition of ESP considering different constituents. ESP can be considered as the basis for broad divisions of various EAP (English for Academic Purposes), EOP (English for Occupational Purposes "e.g. English for Business"), and EVP (English for Vocational Purposes). EAP includes also EST (English for Science and Technology) as an important part of ESP because there is a greater demand on science and technology for the purposes of transferring scientific knowledge and of mastering technology (p. 116).

ESP movement speeded by the Oil Crisis in the early seventies. Hutchinson and Waters (1987; p. 6) explain: "This development was accelerated by the Oil Crises of the early 1970s, which resulted in a massive flow of funds and Western expertise into the oil-rich countries" (p. 6). Iran was among those countries and English was the language of communication.

According to Farhady et al. (2010), the oil crisis in 1970s and the rush of western companies and experts to the oil rich countries in the Middle East among them Iran created a new need of language in the region which gradually achieved specialized form mostly on the basis of the technical activities carried out in the oil industry.

Nowadays, for many Iranian English language learners, their first taste of academic study is through an ESP pre-requisite course in college. They want to learn English not for the pleasure or prestige of knowing a foreign language, but because English language is now the gate to enter to the specific courses. The ESP courses are designed to improve students' general English knowledge and encourage them for academic communication skills in English to the level required for studying specific academic courses.

2.Review of the related literature

2. 1.ESP

The most obvious starting-point for the study is the characteristics of ESP. Widdowson (1983) isolated ESP from English for General Purposes (EGP) and emphasized that ESP has been characterized by a concern with content rather than method but in EGP the methodological issues have become a central concern (White, 1988; p. 19).

Widdowson (1983) distinguished the common-core approach from the subject-specific approach. In the case of the ESP courses, the common –core approach refers to "wide angle approach" (Widdowson, 1983) and subject specific is the "narrow angle" (Johns& Dudley-Evans, 1980 cited in Rosa, 2008). In this respect, "ESP is defined to meet specific needs of the learners" (Anthony, 1988; p. 122) and it is the absolute characteristic of ESP.

Strevens distinguished "four absolute characteristics "from "two variable characteristics" in ESP description (Rosa, 2008). In Johns and Dudley-Evans's
(1980) terms, the absolute characteristics correspond to the identified needs of the learner, the topic under study and the content to be taught, contrasting with "general English" which relates to "syntax, lexis, discourse, semantics, etc., activities" (p. 116). Thus the importance of needs analysis among these features attracted the attention of the researcher to give priority to the needs of the learner, the topic under study and the content to be taught. The researcher has worked with the same view in mind to understand how these features are covered in English for special courses in Iran.

2.2.Common cores in English for Special Purposes

The term common core reflects a set of common values for specialists in any field. For instance, in the field of language learning the common core component of an ESP course makes learners' language socially and culturally accepted, gives them the confidence to communicate successfully in every day social situations as well as their technical job situations.

Common core English is an approach that may be generally used to design material as part of an ESP program. Bates (1978) suggested to teach the common core components at the beginning of ESP program. In his term, syllabus designers should take into consideration what should be included in the common core and how it will serve the specialist part of the course (quoted in Qattous, 1995). The ESP common core material alone does not seem sufficient for providing all the necessary components for special purposes and special materials are essential in addition to common core.

Common core is a part of ESP syllabus design that can be used to teach the general linguistic skills, vocabulary, topics, structures, as an introductory part before starting handling the specific skills to be focused in the highly technical or specialist material of the program that can be given later. It can also serve for teaching the general concepts, skills, principles, and values that are job relevant. Common core refers to the basic materials in contrast with specialist materials.

The common core provide a basic description of areas that may need development through training, learning or experience in order to work effectively. As regard with ESP, common cores are the main values and components that should be involved in the course content. ESP is centered on the language appropriate to these activities in terms of "grammar, lexis, register, study skills, discourse and genre" (Anthony, 1998). ESP course need not include specialist language and content. What is more important is the activities that students engage in. Robinson(1991) argues that these activities may be specialist and appropriate even when non-specialist language and content are involved (p. 4). Thus, the common cores in ESP courses need to improve General English concerning the four skills. Chen (2006) designed a curriculum and included the courses of listening, pronunciation, video, writing, speaking, and reading as the common cores of language needs of the learners. Chen declared that common core English and General Technical English play a more dominant role in ESP contents.

Hyland (2006) puts forward the concept of common core as the language item which focuses on a formal system and ignores the fact that any form has many possible meanings depending on its context of use. Defining what is common is relatively easy if we are just dealing with grammatical forms that comprise a finite set, but becomes impossible when we introduce meaning and use.

Common core is associated with language study-skillsin academic settings (Coffey, 1984). In this respect, common core material provides learners with practice that promotes study skills before moving to the specialist material which requires the study skills emphasized in the common core. Qattous (1995) argues that the study skills are needed to be learned before the special courses because the specialist materials do not provide time for teaching these skills and they are also needed to perform the other functions or skills in that courses. Subsequently, common core prepares learners for higher-level skills.

2.3.Significance of the study

The significance of the study relates to two important issues in ESP in particular and language teaching in general. The current study investigates the common values needed to be considered in ESP courses for EFL learners. There is not much written about it in the literature about ESP, and it seems been neglected. Therefore, the researcher feels it should have been discussed in relation to ESP to clarify its function in

the field. The whole of academic studies need English language training and the trainees' starting point is low in education while they need to apply their English knowledge to a technical courses. Thus the research will come up with results that whether the common values are included in the ESP courses or they are ignored and to what extent the four main language skills are perceived in the current used textbooks in the ESP courses in Iran universities.

2.4. English language teaching in Iran

Nowadays the role of English as the world language for technology, commerce, communication, etc. necessitates teaching English in the educational system. Almost all students entering university are engaged in learning English. It is essential for them to learn English because they are going to deal with science, engineering, medicine, and technical courses either for qualification or for further studies abroad. During the school years they do not get much English from their learning within the educational system so the English training courses are required for Iranian students from the beginning of university. Consequently, ESP courses are considered as the requirements of the training courses for Iranian students to prepare them for a further training course i.e., the specialist courses.

3. Methodology

The study employed the ESP courses instructors as the main sources of information in evaluating the textbooks. The instructors from different departments accompanied the researcher to complete the checklists and declare their own opinions about the ESP textbooks. The participating ESP instructors were selected by the purpose of collecting in-depth information about the materials regarding the language skills. The courses selected for evaluation had some features in common:

- All the courses were held as ESP courses.
- The instructors teaching ESP had similar qualifications; they were Ph. D. candidates in TEFL with more than 8 years of experience in teaching.

In order to examine the textbooks, different checklists including checklists of Cisar (2000), Litz (2005), Garinger (2000), and Mukundan, Hajimohammadi, and Nimehchisalem (2011) were browsed. According to the purpose of the study the researchers selected 27 items concerned with the four skills from Mukundan, Hajimohammadi, and Nimehchisalem's (2011) checklist.

The mentioned checklist contained closed questions that asked the English instructors' perceptions and attitudes towards the ESP courses' contents. It was utilized to measure the teachers' satisfaction with the textbook available for ESP courses in terms of four skills. Instructors were asked to indicate to what extent language skills have been perceived in the currently used textbooks in the ESP. They were asked to choose *Good, Satisfactory,* or *Poor* for 27 given questions in a 3-point Likert scale.

Mackey and Gass (2005) recommend that to administer questionnaire in participants' native language. Therefore, it was supposed to use the translated version of the questionnaires into Persian but due to the instructors' proficient knowledge in English language, the whole questionnaires were distributed in the original English version. The questionnaires completed by 17 ESP instructors teaching medical science, technical science, law, and accounting at different universities. Then the analysis of obtained data from questionnaires was done through SPSS.

The whole questionnaire was divided into four sections of listening, speaking, reading, and writing and the total percentage of each part was calculated.

4. Data Analysis & Discussion

Teachers' perception of the presence of English Language Skills in ESP Textbooks

Table 1: Listening Skill (Appendix 1)

The table shows that the ESP instructors are not satisfied with the listening section in the textbooks. The 'poor' item receives the highest percentage in the table. About 19% of instructors have selected 'good' for this skill and the percentage of 28.56% are satisfied with the presence of listening skill in the ESP textbooks.

Table 2: Speaking Skill (Appendix 2)

The above table shows that the extent of 44.14% is the representation of ESP instructors' dissatisfaction with speaking section. Although the speaking skill has some weaknesses, 55.86% of instructors are satisfied.

Table 3: Reading Skill (Appendix 3)

According to the table, the ESP instructors are more satisfied with the presence of reading skill in the textbooks. The highest percentage belongs to the 'good' item representing that there is sufficient reading material. Only 28.41% of them outlook the reading section poor.

Table 4: Writing Skill (Appendix 4)

The results in the writing section indicate that the high percentage of 69.84% of the instructors believe in the shortcomings of ESP textbooks. They are highly dissatisfied with this section and only 19 % of them have selected the 'satisfactory' item.

5. Conclusion

The findings of this study reveal that ESP textbooks which are taught in the universities do not provide sufficient material regarding the language skills. According to the perception of ESP instructors and their attitudes towards the presence of four skills in the textbooks, the textbooks have focused on reading skill more than the other skills. After that speaking skill has been selected more often than the writing and listening skills. It can be concluded that ESP textbooks are not qualified and consistent. Some top universities use the materials which include all the skills but the books taught at some others do not consider the skills.

5.1. Pedagogical Implications

The researchers of the study propose that in order to get better results in ESP courses, material developers should focus all the common cores needed for general English knowledge and allocate sufficient materials to four skills. The ESP teaching materials or textbooks are expected to consider the skills and try to promote the learners' English proficiency before the specialist courses.

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Appendix 1

		Good	Satisfactory	poor
Listening	1) The textbook has appropriate listening tasks with well-defined goals.	11.74%	17.64%	70.58%
	2) The listening passages help students develop their listening comprehension skills.	11.74%	11.74%	76.47%
	3) The cassettes expose the students to the voices and pronunciation of the native speakers of English.	29.41%	41.17%	29.41%
	4) Listening material is well recorded, as authentic as possible.	29.41%	29.41%	41.17%
	5) Tasks are efficiently graded according to complexity from literary, inferential to critical listening skills.		35.29%	64.70%
	6) Listening material is accompanied by background information, question and activities.		35.29%	64.70%
	7) The listening exercises focus on linguistic competence such as stress, intonation and form	17.64%	29.41%	52.94%
Total		19.98%	28.56%	51.46%

Appendix 2

		Good	Satisfactory	Poor
Speaking	1) Activities are developed to encourage student-student and student-teacher oral communication	29.41%	17.64%	52.94%
	2) Activities are balanced between individual response, pair work and group work.	29.41%	23.52%	58.82%
	3) Activities help students become a more confident English speaker.	41.17%	23.52%	35.29%
	4) Speech exercises invite students to talk about their concerns and interests.	29.41%	29.41%	41.17%

	5) The situations in the dialogues sound natural.	17.64%	29.41%	52.94%
	6) There is sufficient material for spoken English (e.g., dialogues, role-play, etc.) that help to de-emphasize teacher's talk.		35.29%	64.70%
Total		29.40%	26.46%	44.14%

Appendix 3

		Good	Satisfactory	Poor
Reading	1) There is sufficient reading material. (There is a range of varied and interesting reading text that can engage students cognitively and effectively.)	64.70%	17.64%	17.64%
	2) The content helps students develop reading comprehension skills.	64.70%	29.41%	5.88%
	3) Some reading passages are easy for most of the students to deal with.	52.94%	29.41%	17.64%
	4) The length of the reading texts is appropriate.	35.29%	35.29%	29.41%
	5) Many of the reading passages are up-to-date, interesting and meaningful.	23.52%	29.41%	47.05%
	6) The textbook uses authentic (real world) reading material at an appropriate level.	23.52%	23.52%	52.94%
Total		44.11%	27.44%	28.41%

Appendix 4

		Good	Satisfactory	Poor
Writing	1) Tasks have achievable goals and take into consideration learners' capabilities.		35.29%	64.70%
	2) Writing tasks are interesting.		35.29%	64.70%
	3) The writing tasks enhances free writing opportunities.		29.41%	70.58%
	4) The time allotted for teaching the material is sufficient.		17.64%	82.35%
	5) Some writings are easy for most of the students to deal with.		11.76%	88.23%

	6) Writings in the textbook are guided and controlled.		11.76%	88.23%
	7) The textbook leads students from simple controlled writing activities to guided writing activities.		5.88%	94.11%
	8) Writing activities are suitable in terms of length, degree of accuracy, and amount of guidance.		5.88%	94.11%
Total			19.11%	69.84%

MJLTM

Modern Journal of Language Teaching Methods (MJLTM)
ISSN: 2251-6204

CURRICULUM AND TEACHING AIDS FOR THE DEVELOPMENT OF SAFE BEHAVIOR AMONG STUDENTS OF SECONDARY VOCATIONAL EDUCATION INSTITUTIONS

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Abstract
The article gives a review of the courseware devoted to the development of safe behavior in students in secondary vocational education pursuant to the Federal State Educational Standards with account for regional environment. The goal of study is to prove pedagogical conditions to develop safe behavior of learners in a secondary vocational education entity from the theoretical and practical viewpoint. In the result, the article defines a condition for effective development of safe behavior — to provide the courseware in the structure of basic vocational educational program and program for training a middle ranking specialist. The development of safe behavior of learners in secondary professional educational entities is a pedagogue's activity aimed to create external conditions for internal pedagogical conditions to appear, which enable a person to actively and intentionally develop and study, to keep his or her safety and strengthen internal self-protection.

Keywords: Safe behavior, state educational standards, regional environment, learners.

1. Introduction

Over the last ten years, teacher education has become a versatile system. However, even based on existing research and theories, the educational community (social workers, elementary school teachers, preschool teachers, teachers in extracurricular activities, managers, tourism professionals) do not always have the opportunity to make use of innovations to promote safe behavior among students considering their age characteristics (Kulikov, 1998).

Modern development trends in primary teacher education have necessitated changes to the requirements for the professional training standards in the field and its transition to a new "philosophy" based on the comprehensive motivational approach achieved by individually oriented goals. Priority is given to addressing individuals and their needs; creating an environment that is conducive to the all-round personal development of every child and educator, and encouraging group and individual performance (Lisina & Sevastyanov, 2004).

Current perspectives on education suggest that a qualified teacher's school graduate is supposed to have high moral and professional standards. These include humanistic orientation, acquisition of common

human and professional values, learning contemporary ways to gain insight into the child (Naumenko, 2009).

Accordingly, state third generation educational standards (SES, SES3G+) in professional training have been designed and are being implemented for secondary vocational education in such disciplines as Social Work, Preschool Education, Primary School Teaching, Extracurricular Teaching, Hospitality Management, and Tourism with the following qualifications to be awarded: Professional Social Worker, Preschool Teacher, Primary School Teacher, Teacher in Extracurricular Social and Educational Activities, Manager, and Tourism Professional (2009–2014).

2. Materials and Methods

- theoretical (scientific analysis of special literature and tutorials on the regarded issue; analysis of working documents; studying and summarizing of pedagogical experience on the regarded issue; modeling);
- empirical (surveillance, questioning, interviews, tests, expert evaluation, experiment).

3. Results

3.1. The content of the Federal State Educational Standards of Secondary Vocational Education, their role in the development of learners' safe behavior

The Federal State Educational Standard (FSES) is a form of commissioning education services by the government. Basically, these standards address the sociocultural environment and the requirements of primary education. We have conducted a comparative study of FSESs in professional training for secondary vocational education in terms of safe behavior being acquired by graduates (Savotina, 1997).

Comparative study of federal state educational standards (FSES3) (2009) in terms of safe behavior being acquired by graduates can be presented in the following way:

Major /Aspect: 040401 / Social Work

Types of professional activity: educational work; social and academic activities; cultural education; research guidance; organization and management; physical training and sports; fitness and recreation.

Graduate Competency Requirements:

1) graduates should be familiar with:
- prevention and correction of detrimental habits;
- protection against exposure to adverse social environment;
- natural, man-made and social emergencies in a human environment;

2) graduates should be aware of:
- biology and integrity of the human body;
- anatomical and physiological characteristics of children, adolescents and adults.

Major /Aspect: 050144 / Preschool Education

Types of professional activity: teaching; research guidance; social and academic activities; moral instruction; cultural education; special education; management; physical training and sports; fitness and recreation.

Graduate Competency Requirements:

1) graduates should be familiar with:
- prevention and correction of detrimental habits;
- protection against exposure to adverse social environment;
- natural, man-made and social emergencies in a human environment;

2) graduates should be aware of:
- biology and integrity of the human body;
- anatomical and physiological characteristics of children, adolescents and adults.

Major /Aspect: 050146 / Primary School Teaching

Types of professional activity: teaching; research guidance; social and academic activities; moral instruction; cultural education; special education; management; physical training and sports; fitness and recreation.

Graduate Competency Requirements:

1) graduates should be familiar with:
- prevention and correction of detrimental habits;
- protection against exposure to adverse social environment;
- natural, man-made and social emergencies in a human environment;
2) graduates should be aware of:
- biology and integrity of the human body;
-anatomical and physiological characteristics of children, adolescents and adults.

Major /Aspect: 050148 / Extracurricular Teaching

Types of professional activity: teaching, research guidance, social and academic activities, moral instruction, cultural education, special education, management, physical training and sports, fitness and recreation.

Graduate Competency Requirements:
1) graduates should be familiar with:
- prevention and correction of detrimental habits;
- protection against exposure to adverse social environment;
- natural, man-made and social emergencies in a human environment;
2) graduates should be aware of:
- biology and integrity of the human body;
- anatomical and physiological characteristics of children, adolescents and adults.

Major /Aspect: 100401 / Tourism

Types of professional activity: organization and management, fitness and recreation.

Graduate Competency Requirements:
1) graduates should be familiar with:
- protection against exposure to adverse social environment;
- natural, man-made and social emergencies in a human environment;
2) graduates should be aware of:
- biology and integrity of the human body.

Major /Aspect: 101101 / Hospitality Management

Types of professional activity: organization and management.

Graduate Competency Requirements:
1) graduates should be familiar with:
- protection against exposure to adverse social environment;
- natural, man-made and social emergencies in a human environment;
2) graduates should be aware of:
- biology and integrity of the human body.

Comparative study of federal state educational standards (FSES3+) (2014) in terms of safe behavior being acquired by graduates can be presented in the following way:

Major /Aspect: 39.02.01 / Social Work

Types of professional activity: educational work; social and academic activities; cultural education; research guidance; organizational management; physical training and sports; fitness and recreation; in the context of countering terrorism as a serious threat to the national security of Russia; major hazards and their consequences in professional practice and daily life, principles of reducing the risk of their occurrence; fundamentals of military service and national defense; civil defense objectives and main activities; methods of protecting civilians against weapons of mass destruction; fire safety precautions and procedures.

Graduate Competency Requirements:
1) graduates should be able to:
- arrange and conduct activities for protection of people in employment and civilians against the negative impact of emergencies;
- take preventive effort to reduce the severity of different hazards and their consequences in professional practice and daily life;

- use personal and collective protection equipment for weapons of mass destruction;
- use basic firefighting equipment;
- navigate the list of military occupational specialties and identify those related to the relevant major granted;
- use non-confrontational communication and self-management techniques in professional practice and extreme environments;
- administer first aid to casualties;

2) graduates should be aware of:
- principles of maintaining financial strength of economic entities, predicting the course of events and assessing consequences of man-made emergencies and natural phenomena, including the civilian conscription and voluntary enlistment procedures;
- major types of weapons, military vehicles and special equipment in service with (used by) military units providing military occupational specialties.

Major /Aspect: 44.02.01 / Preschool Education

Types of professional activity: teaching; research guidance; social and academic activities; moral instruction; cultural education; special education; management; physical training and sports; fitness and recreation; self-management in activities of daily living and extreme environments; administer first aid to casualties.

Graduate Competency Requirements:

1) graduates should be able to:
- arrange and conduct activities for protection of people in employment and civilians against the negative impact of emergencies;
- take preventive effort to reduce the severity of different hazards and their consequences in professional practice and daily life;
- use personal and collective protection equipment for weapons of mass destruction;
- use basic firefighting equipment;
- navigate the list of military occupational specialties and identify those related to the relevant major granted;
- use non-confrontational communication and self-management techniques in professional practice and extreme environments;

2) graduates should be aware of:
- principles of maintaining financial strength of economic entities, predicting the course of events and assessing consequences of man-made emergencies and natural phenomena, including in the context of countering terrorism as a serious threat to the national security of Russia;
- major hazards and their consequences in professional practice and daily life, principles of reducing the risk of their occurrence;
- fundamentals of military service and national defense;
- civil defense objectives and main activities;
- methods of protecting civilians against weapons of mass destruction;
- fire safety precautions and procedures;
- arrangements and procedures for civilian conscription and voluntary enlistment;
- major types of weapons, military vehicles and special equipment in service with (used by) military units providing military occupational specialties.

Major /Aspect: 44.02.02 / Primary School Teaching

Types of professional activity: teaching; research guidance; social and academic activities; moral instruction; cultural education; special education; management; physical training and sports; fitness and recreation; self-management in activities of daily living and extreme environments; administer first aid to casualties.

1) graduates should be able to:

- arrange and conduct activities for protection of people in employment and civilians against the negative impact of emergencies;
- take preventive effort to reduce the severity of different hazards and their consequences in professional practice and daily life;
- use personal and collective protection equipment for weapons of mass destruction;
- use basic firefighting equipment;
- navigate the list of military occupational specialties and identify those related to the relevant major granted;

2) graduates should be aware of:
- principles of maintaining financial strength of economic entities, predicting the course of events and assessing consequences of man-made emergencies and natural phenomena, including in the context of countering terrorism as a serious threat to the national security of Russia;
- major hazards and their consequences in professional practice and daily life, principles of reducing the risk of their occurrence;
- fundamentals of military service and national defense;
- civil defense objectives and main activities;
- methods of protecting civilians against weapons of mass destruction;
- fire safety precautions and procedures;
- arrangements and procedures for civilian conscription and voluntary enlistment;
- major types of weapons, military vehicles and special equipment in service (used by) with military units providing military occupational specialties.

A comparative study of requirements for the skill level of graduates has revealed that most prevalent is a biomedical approach, which is extensively addressed in all majors, meaning that graduates must be familiar with the prevention and correction of detrimental habits; be aware of distinct anatomical and physiological characteristics of children, rules and regulations of protecting their life and health; be able to administer first aid and take preventive measures that are effective when responding to emergencies when they occur (Sapronov, 2002).

A study of requirements for the abilities to coordinate with participants in the educational process has indicated that these are focused on developing organizational and management skills as well as the skills to address teaching problems, that is manage the relationship among participants in the educational process, have a good command of communication, character- building and consulting skills; undertake awareness-raising activities (Sapronov, 2004a).

While there are well-known deviations from global uniformity, standardization processes are underway across the world. They are needed to ensure coordination and continuity of non-local processes ranging from export and import of goods to academic mobility and migration of workers. 1946 saw the establishment of the International Organization for Standardization (ISO) whose objective is to develop job specifications using special techniques for analyzing diverse and comprehensive requirements for majors and professions.

3.2. Results of the study on the safe behavior acquisition in students through the content of academic discipline

A self-assessment questionnaire was offered to determine the acquisition level of safe behavior skills among students. The survey results are shown in (Table A.1).

The study of safe behavior acquisition reveals that students in teacher training majors are concerned with safe behavior in emergency events as much as the teaching profession requires. For this reason, at the summative stage, they had poor safety management awareness, which did not change substantially over the experiment. Whereas the pilot group students of the Tourism and Hospitality Management Department have demonstrated better results of safety skills acquisition even at the summative stage, which is apparently relevant to the specific nature of the future profession. At the final stage, the safe behavior acquisition index of the pilot group was considerably different from that of the reference group. We account for these differences by having created a special environment in the pilot group during the experiment.

Descriptions of professional qualifications have been published in the Russian Federation for more than 30 years now. The current standards for higher and secondary vocational education were adopted independently a few years ago. The vocational education standards published today have improved on the previous ones towards better mutual harmonization and consistency (Sapronov, 2004b).

The content of education in the standard is divided into several fields of education and academic subjects. The FSESs describe distinguishing features of each area and subject and outline qualifying requirements for the scope of education. Recommendations can also be made on some interaction of disciplines, which serves as a foundation to facilitate the acquisition of knowledge and contribution to other aspects of a person's educational background (Sateykin, 1995)

Developmental Anatomy, Physiology and Hygiene, Fundamentals of Medical Knowledge, Fundamentals of Social Medicine, Safety Management in Emergencies, Occupational Health and Safety are recommended as compulsory by the standards for majors in Education and Teaching (FSES3) and Education and Teaching Sciences (FSES3+) in the unit of general vocational and module subjects (Smirnov, 1998).

The scope of these subjects includes the function intended to develop basic safe behavior skills in the educational process; the role of the teacher in building a foundation for safe behavior practices; and a safe lifestyle of students (Tables A.2, A.3).

Safety Management in Emergencies, Occupational Health and Safety are recommended as compulsory by the standards for majors in Service Sector (FSES3) and Hospitality Management and Tourism (FSES3+) in the unit of general vocational subjects (Schléret, 2002).

The scope of these subjects includes the function intended to develop basic safe behavior skills in the educational process; the role of the teacher in building a foundation for safe behavior practices; cooperation of secondary vocational education institutions and families to develop safe behavior among students (Table A.2).

The content study of subjects has revealed that safe behavior orientation is achieved through those of the general education, vocational and module group. However, they are intended to provide general information only and make students knowledgeable about features of the human body, its interaction with the environment, health factors and procedures that define behavior in emergencies. During the experiment we measured the indicators of safe behavior acquisition according to a list of teacher managed qualities, with the results shown in (Table A.4).

The study of changes in the safe behavior acquisition indicators shows that an increasing value of the indicator within the pilot group of students against the base indicator points to the successful management of safe behavior development efforts in the education environment under study, including tools and methods employed for this purpose.

5. Conclusions

Students acquire guidelines for safe behavior largely at the reproduction level. Inadequate safety management training is evidence that the process of developing students' alertness to personal safety has to be improved. Thus, awareness and access to knowledge of emergency disaster procedures and first aid skills are essential to every individual who wants to be a professionally educated and well-rounded member of modern society.

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Appendices

Appendix A

Table A.1. Experimental results of safe behavior acquisition based on self-assessment

No.	Questions	Summative assessment stage		Final assessment stage	
		n=115	n=60	n=115	n=60
		reference group	pilot group	reference group	pilot group
		%		%	
1.	What is your understanding of the term 'safe behavior'?	13,0	13.0	13,0	14,0
2.	By what means do you think safe behavior is developed?	19,1	10,1	9,56	20,0
3.	What do you identify as natural and climatic conditions?	1,7	1,8	3,8	4,2
4.	What is your understanding of natural and climatic conditions?	17,3	8.1	7,8	18,4
5.	What is your understanding of the term 'natural disaster'?	4,3	5,5	6,9	7,0
6.	What do you identify as emergency events?	6,0	6,4	8,6	8,8
7.	What natural disasters are specific to our region?	3,8	2,8	2,5	3,5
8.	What large-scale emergency events has our region experienced in the past?	2,6	4,0	7,8	8,2
9.	What emergency warning signals do you know?	3,4	4,2	6,0	6,4
10.	What is the major hazard that people encounter in an	10,4	11,1	10,4	16,1

	emergency?				
11.	What emergency procedures do you know?	40,2	22,8	22,6	42,2
12.	What are you supposed to do to assess an emergency?	47,8	24,5	24,3	49,1
13.	Do you have presence of mind or self-preservation when experiencing an emergency?	6,9	7,2	9,5	9,7
14.	Can you guide people through a given emergency in a proper and competent manner?	1,7	2,0	3,8	4,0
15.	How often do you watch news reported live from the scene in a region affected by disasters?	8,6	9,0	8,6	9,0
16.	Do you take notice of guides or booklets illustrating procedures to follow in different natural disasters?	57,6	41,1	40,1	69,1
17.	Have you ever been directly involved in any emergency? If so, give some examples.	5,2	6,3	7,8	8,0
18.	Do you have the skills to provide first aid?	6,0	6,6	8,6	8,8
19.	Have you ever had to provide first aid to a casualty?	3,4	4,4	6,0	6,2
20.	Do you think the Safety Management Course provides necessary knowledge of personal and safe behavior?	37,4	27,1	26,9	39,1

Table A.2. A 2009 comparative curriculum study of academic subjects (FSES3)

Sector	Group of subjects	Subject	Hours	Content that represents the acquisition of safe behavior in professional training
050000 Education and Teaching	General education subjects	Natural Science	78	Application of scientific knowledge in professional and daily activities.
		Safety Management in Emergencies	78	Public safety management and emergency procedures.
	Vocational subjects	Developmental Anatomy, Physiology and Hygiene,	90	Genetic and environmental impact on the development of a child's body.
		Fundamentals of Medical Knowledge	32	Definition of a medical emergency, its causes and associated factors.
		Fundamentals of Social Medicine	32	
		Safety of Human Life	68	Diagnosis and first aid techniques to deal with

		Occupational Health and Safety	80	medical emergencies. Prevention and first aid treatment of injuries. Preventive effort taken to reduce the severity of different hazards and their consequences in professional practice and daily life.
	Module subjects	Methods of Physical Education	70	Factors of physical education and sports in terms of health value.
		Methods of Environmental Education	70	Factors of environmental education in terms of health value.
	General education subjects	Natural Science	78	Application of scientific knowledge in professional and daily activities.
		Safety Management in Emergencies	78	Public safety management and emergency procedures.
	Vocational subjects	Safety of Human Life	68	Public safety management and emergency procedures
		Occupational Health and Safety	80	Preventive effort taken to reduce the severity of different hazards and their consequences in professional practice and daily life.

Table A.3. A 2014 comparative curriculum study of academic subjects (FSES3+)

Sector	Group of subjects	Subject	Hours	Content that represents the acquisition of safe behavior in professional training
44.00.00 EDUCATION AND TEACHINING SCIENCES	General education subjects	Natural Science	78	Application of scientific knowledge in professional and daily activities.
		Safety Management in Emergencies	78	Public safety management and emergency procedures.
	Vocational subjects	Developmental Anatomy, Physiology and Hygiene	90	Genetic and environmental impact on the development of a child's body; formation of the internal environment of the body throughout
		Safety Management in Emergencies	68	

		Occupational Health and Safety	80	growth; physiological principles of nutrition for children of different ages. Public safety management and emergency procedures. Preventive effort taken to reduce the severity of different hazards and their consequences in professional practice and daily life.
	Module subjects	Theory and Methods of Physical Education and practical classes	70	Aspects of physical education and sports, and their health value.
		Theory and Methods of Environmental Education and practical classes	70	Aspects of environmental education and their health value.
		Fundamentals of Medical Knowledge	32	Diagnosis and first aid techniques to deal with medical emergencies.
		Fundamentals of Social Medicine	32	Features of injuries. Prevention and first aid treatment of injuries.
43.00.00 HOSPITALITY AND TOURISM	General education subjects	Natural Science	78	Application of scientific knowledge in professional and daily activities.
		Safety Management in Emergencies	78	Public safety management and emergency procedures.
	Vocational subjects	Safety of Human Life	68	Public safety management and emergency and man-made disaster procedures.
		Occupational Health and Safety	80	

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					Preventive effort taken to reduce the level of different hazards. Administer first aid to casualties.

Table A.4. Indicators of safe behavior acquired by students in the reference and pilot groups

No.	Indicators of safe behavior acquired by students	Pilot group		Reference group	
		Summative stage (points)	Final stage (points)	Summative stage (points)	Final stage (points)
1.	Grade point average in relevant subjects of the group	3.6	4.2	3.7	3.9
2.	Professional orientation to safe behavior	5.0	7.4	6.2	5.6
3.	Competence in safe behavior techniques	5.5	7.2	6.4	6.9

MJLTM

Modern Journal of Language Teaching Methods (MJLTM)
ISSN: 2251-6204

EVALUATION OF VISUAL CUES AT IBRAHIM TUKAN'S POEMS (CASE STUDY: NATURAL, TIME, AND ANIMAL ELEMENTS)

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Abstract
Semiotics is a science which is used for text analyzing as an interdisciplinary aspect. It speaks about the relationship between signifier and signified, and also, about how they relate to each other. This approach which employs linguistics, sociology, literary criticism and so on, is an efficient method for analysis tasks. Text analysis is seen as an interdisciplinary way, since it examines the implications and recognizes the mechanisms shaping the discourse, such as myths, metaphors, and symbols. This paper introduces the symbolism, which is one of the aspects of literary semiotics, then the poems of Ibrahim Tukan, one of the prominent poets, are reviews from the natural, time, and animal elements aspects.
The results indicate that the environmental elements used in poetry of Ibrahim Tukan are all the things that the core of the poem happens by or around them. By extracting these elements, which are the same as his poetry symbols, focusing on semiotics, we are to analyze the poems.

Keywords: symbol, sign, semiotics, Ibrahim Tukan, poems

1. Introduction

A sign is something that in a sense or in terms of its capacity sits somewhere else. It directs someone, i.e. creates an equal sign, or perhaps an extended sign in that person's mind. Symbol or sign takes place of something which the same as sign's subject. The basis of semiotics is founded by Saussure, and it is used widely in many branches of science and philosophy. For many critics and writers, Ibrahim Tukan, the Arabian modernist poet and amazing phenomenon of Arabic modern poetry, is the one who brought the rich language of Arabic into the ordinary people. This social function has been made in the poetry of Ibrahim Tukan.
Palestinian poetry as part of the literature, in the particular circumstances of social reflection, played a significant role. With the defeat of Palestine and forming of a Jewish state in the 1948, Arab-Israeli conflict was also an important subject of Arab poets. In addition, this defeat had a great influence on the other forms of literature, such as stories, so that this event was a great transformation point for some Arab poets, especially Ibrahim Tukan. The aim of this study is that, analyzing the poet and the signs involved, to open a new window into the world of Palestine in Ibrahim Tukan's poetry, and by drawing its signs, we could take a small step in the direction of Palestine's social poetry.
This study tries to answer the following questions:

1- Is there symbolism in the poetry of Ibrahim Tukan?

2- Does semiotics is mostly intertextual, or narrative?
3- What is the role of environmental elements in his poetic expression?

1.1 Research literature

So far a study to investigate the semiotics of Ibrahim Tukan has not been done. However, the researchers have studied the different aspects of his life and poetry at works bellow:

A thesis entitled "Palestinian political and social events in Ibrahim Tukan's poems" is provided by Mr. Hamid Abdi, 2009, at the University of Qom. The author has divided this thesis into four chapters and all of the chapters follow the same process, so that the first three chapters are to setup the mind of audience in order to analyze the poems in the fourth chapter in terms of sociopolitical issues in them. Also, an article has been developed by Hossein Kiani & Sayed Fazlullah Mirghaderi, entitled "Martyr and Veteran in the resistance poetry of Palestinian poet, Ibrahim Tukan" in the resistance literature journal, first year, first issue, fall 2009 (p. 127-142). In the article, in order to answer the questions that how Ibrahim Tukan presents an image of martyrs and veterans, and what are the veterans in his poetry, and then, to extract and analyze the lyrics and the characteristics of martyrs and veterans, it is concluded that Ibrahim Tukan is a famous poet of Nablus, who has dedicated a lot of his poetry to the resistance issue. And there is a paper entitled "A comparison of nationalism between the national poet Aref Ghazvini and Ibrahim Tukan's poetry" by Mahdi Momtahen (2009) in the Journal of Comparative Literature, Issue 10. In this article, the author examines the two poets in terms of their patriotism. Another article entitled "The love of country reflected in in the poems of Bahar and Ibrahim Tukan" which is developed b Ali Salimi (2011) in the Journal of Comparative Literature Studies, Issue 15, in which the author has analyzed the love for the homeland and similarities in the works of two poets.

2. Symbolic semiotics

A red rose in flower shop is just a flower, but when it comes out of the pot and is presented to someone, it is not just a rose any more. Human beings desire to understand the meanings, and by this character they are meaning constructors. From the same desire, the symbolism science stems, as the main issue in semiotics is "meaning construction". In semiotics "signs" are meaningful units, which are in the form of images, sounds and actions, and movements or objects. The forms do not carry any meaning inherently or naturally. They only are transformed into symbols and signs, when we appoint a meaning to them. What is called a symbol, is a term. A name or a profile that, in addition to its conventional and obvious meaning, has some other contradictory meanings. A word or symbol is symbolic when it has something more than its clear concept. The word or profile has a broader aspect that couldn't be understood fully, nor can it be explained completely. A symbol is a word or a sign that shows something else by analogy or association, such as the white color which is usually a sign of innocence. But in fact, the symbols have larger and more sophisticated meanings, and the extent of their meanings make it difficult to transfer the all of that to the reader, so, because of the different meanings which are hidden in the symbols, it is not feasible for us to achieve them fully.

Henry Durnie says about the symbol: a symbol is the abstract comparison with objective, whereas one of the comparison criteria to be implied. Classification of the symbols, due to the ambiguity inherent in the symbols, is relatively difficult. Although scholars, given the importance of the issue, have tried to produce the various types of symbols, due to the combined state of them and the possibility to evaluate them from different perspectives, these categories have been mixed together. For example, "water" is one of the symbols in the nature that we can see in it a combination of change and stability, constant movement and yet sustainability. The natural symbols are bipolar, so that according to the context take different meanings; for example, if water become a flood or storm, can be destructive, and thus, in addition to comfort and peace, represent the epitome of horror and chaos. Against the natural symbolism, are the cultural symbols. This type of symbols are to explain the "eternal truths" and still are used in many religions. Cultural symbols had experienced many developments and the process of their development has interred into a more or less self-conscious context and thus, civilized societies have accepted them as massive indices.

3. Ibrahim Tukan

Ibrahim Tukan is an outstanding poet of the twentieth and thirtieth decades of the twentieth century. Tukan's tribe were living in Nablus for five centuries, so that their presence in Nablus coincides with the arrival of the businessman Rahal Tukan to the city at 1656. Their origin at the West Damascus desert, a region between Homs and Hama, and, because of dissatisfaction with the Mamluk rule, they moved from there and settled in Nablus. Then, they joined to the supporters of Ottoman rule, and even some of them had interred to the army of the region, such as Ibrahim Agha Tukan Al-shariji that the tribe of Tukan inherited the nickname Alagha from him.

The full name of the poet is Ibrahim Abdel Fattah Dawood Alagha Ibrahim Tukan, and as in Alddefae, Alphelestiniah, and other newspapers is noted, others called him "the poet Al-Watan", and "Abu Ja'far". He born in 1905 (1323. AH) in the city of Nablus, in an authentic, traditional, wealthy, educated, and patriot family who had a great social position, and epic spirit. Since Ibrahim was the disciple of a faithful father who had tried much in good upbringing of children in religiosity to practice righteous religion of Islam, he became familiar with the Holy Quran from the very childhood, and with the recitation of Quranic verses and contemplation in them, watered his Holy Spirit from the source of the Quran, and this was while his readings was not recite the surface.

4. Examples of semiotic analysis in the poetry of Ibrahim Tukan

Here, the semiotic analysis of some poems with the content analysis of them, makes the nature of resistance easy to be understood and offers a better indication finding. Most important topics of Ibrahim Tukan's poems are as follows:

1. The responsibility for the failure; 2. The sense of shame and punishment; 3. Recovery of the lost optimism after a short period of despair and belief in the ability of Arabs to overcome the results of failures.

4.1. Natural Symbols:

4.1.1 Storm along with fire flares

تَلَتَقِـــي فِي مزاجِهــا بِالأَعَاصِيـــر وَ الحِمَـــم

The martyr's spirit and temperament is such that a storm passes the fire flares.

Storms, hardships and tragedies: the symbol of aggression and occupation.

Fire: as the rays of the sun are the symbol of fertility, purification and illumination, similarly, the flames of fire are the same symbols; but also the fire flames have a negative aspect: the sire chokes out with its smoke, and burns and destroys. Fire is also the symbol of lust, punishment and war; a symbol of regeneration and truth.

Storm: evil plummet to avenge; a symbol of attack on protesters and the suppression of them.

In the poem, the poet sees it as a symbol of hardness and aggression and refers to the martyr who withstands alone. The martyr is affected in his mind with storms and no harm can discourage him from his goal, since his will is strong and his goal is ever lasting.

4.1.2 Soil and water

وَ اليَومَ، مِن شُؤمِكُم، نُبلى بِكارَثَةٍ هذا هُوَ الطينُ وَ الماءُ الَّذي زَادا

And today we suffer a disaster because of you, and all this misery is the same as the water and mud that are increasing.

Mud and water: the symbols of bad conditions

Soil: peaceful stability, strength and humility.(Shovaliyeh, 2005)

Water: the water symbolic meanings can be summarized in three main themes: the fountain of life, the means of cultivating and center of relief.

In this verse, making the situation "muddy" refers to the immigration of Jews. It is noteworthy that the poet has also committed to a kind of fantasy. He described the situation in Palestine before the occupation

as the clear waters that with the England intervention and occupation and Jewish immigration by the Britain, has become dark and muddy.

"At this stage, the rebel shows a particular emotional identity of himself, i.e. all the imagination and thoughts and doubts of him finally be answered and the result is the realization of a certain emotional state. After being awake, the rebel enters to the main phase, which is the same as change and consolidation of emotional rebellion". (Shairi, 1989: 175)

4.1.3 Fire

وَ رَمَــي النّارَ فِي القُلُوبِ ، فَــمَا تَعَــرِفُ الضَّغَــن

Fire: the symbol of lust, punishment and war. A symbol of regeneration and truth. It is often the symbolism aspects of fire is in Indian philosophy and a short of where the fire is of great importance. There are two types of fire: the fire of penetration and absorption. (Shovaliyeh, 2005)

In Ibrahim Tukan words, the "fire" symbolizes the fire of love of country. The poet describes the martyr as the emitter of light to the eyes. (Martyr always invites people to resist against the enemies and takes the sleep from their eyes and rekindles the fire of love to the homeland within them.)

It is only the martyr who is able win against the enemies; so for the poet, martyr is a stimulant.

4.1.4 Star

لَّما تَعَرَّضَ نَجمُکَ المنحوسُ و ترَّنَحَت بِعُري الجِبالِ رُؤوسُ

When the lucky star became visible first, and heads were tied to the rope.

Star: here is the Jewish symbol. A clash between internal and external, or spiritual and the material forces, i.e. light and darkness. It is the sign of man who is reinvented that radiates like a light in the darkness of the pagan world. At the same time, the celestial star is a symbol of spirit, especially the clash between two forces, outward or inward and spiritual and the material. The stars influence in the dark; they are Lighthouses that shine in the night unconsciously. Ibrahim Tukan in this ode knows the "star" as a symbol of the cruelty of enemy in the death of three martyrs of the right way. Martyr is not afraid of anything and is always ready to fight in the way of the martyrdom. In this verse, the poet refers to the Star of David on the Israeli flag, and today the star is the symbol of Israel.

4.1.5 Mirage

وَ غَرّکَ الذَهبُ اللّماعُ تُحرِزُهُ إنَّ السَّرابَ کَمَا تُدریه لَّمَــاعُ

The shining gold in your hands has deceived you, as the Mirage is glistening.

Mirage: the symbol of proceeds from the sale of land/being lost and death.

Ibrahim Tukan in this verse knows "mirage" as the symbol of proceeds from the sale of lands of Palestine. In other words, the poet says that those who acquire gold coins by selling their lands have not achieved anything, as earning gold coins in the sale of land is so low that is in fact like a mirage. As we know, the glittering mirage has the appearance of water that the thirsty person rushes toward it but never reach it.

4.1.6 Storm

فَاهــدأيَ يــا عَواصِفُ خَــجَلاً مِـــن جـراءِتهِ

O storm! Shame of his courage and relax.

Storm: Symbol of trouble/ an evil landing to avenge and attack on protesters and the suppression of them.

Ibrahim Tukan in this ode knows the "Storm" as a symbol of hardship that is ashamed in front of the will of brave man who is ready to fight for the freedom of the motherland.

4.1.7 Stone

صَخرٌ أحسَّ رجاءَنا فَتصدَّعا و أتي الرَجاءُ قلوبَهم فتقطَّعا

The stone heard our moans of hope and asking and cracked.

Stone: a symbol of endurance and effort.

From Ibrahim Tukan's view, "stone" is the symbol of tenacity. Even listening to our fate, the stone cracks up. The extent of disaster is so high that even the most hardened hearts also come to the uterus. After the change of emotional state, it comes to the physical state such as trembling, physical weakness, etc. that we can see these states in the rebel (Shaeiri, 2010: 175). The emotions in this verse of Ibrahim Tukan occurs as stone cracking.

4.2 Time symbol

4.2.1 Day/Night

نَاحَ الأَذانُ وَ أعـولَ النَّاقوسُ فَاللَّيلُ أَكدَرُ، وَ النَّهارُ عَبوسُ

The sound of call to prayer resonated and church bells rang, because the night is dark and the day is moody.

Night: the symbol of daylight quest. The night includes sleep and death, dreams and concerns, stroking and deceit. Night often was long to the will of gods, because sometimes they stop the moon and sun. Night means preparing for the day, where the light of life comes out of it. Day means the first measure of deduction about its regular sequence. (Shovaliyeh, 2005)

Day is the symbol of birth and growth. The first criterion about day is its systematic sequence: birth, growth and integrity of life and death (c. 3: 288)

Ibrahim Tukan in this ode knows the "Day and Night" as a symbol of Muslim, Christian and the time. Disaster was to the extent that even Muslims and Christians could not defeat it. To this reason, the invaders brought the oppression into the territory, to the extent that there was no room for anything. Happy day turned to morbidity.

4.2.2 Day

أمَامَک أيُّها العَربيُّ يَومٌ تُشيبُ لِهولِهِ سُودُ النَّواصِي

O Arab nation! You will face with severity, so that your back hair will become White.

Day: symbol of occupied Palestine. The first criterion of day is its systematic sequence: birth, growth and integrity of life and death (c. 3: 288).

Ibrahim Tukan warns the Palestinian residents: engaging in the world and its manifestations makes a bad fate for you as displacement, so, stand and do not give up (Occupied Palestine and forced them from their holy land).

The poet addresses the Arab nation and with a special elegance likened the Palestinian occupied day to the Day of Resurrection in which the black hairs will become white because of fear.

4.3 Animal symbol

4.3.1 Lion cub – Lion

وَ صِغارِکَ الأَشبالِ تَبـــكِي اللَّيثَ بِالـــدّمعِ الغَـزيرِ

Lion cubs too much cried in parting the lion who is their father. (Innocence of orphan)

Lion cub: a symbol of the son of martyr. Lion: the symbol of martyr.

Ibrahim Tukan in this ode calls the son of the martyr as "lion cubs" and the martyr as "lion". The children orphaned and are whining for the loss of their father.

4.3.2 Wolf

وانظُر بِعَينَيــكِ الذئابِ تَعـبُثُ فـــي أحــواضِها

Behold how wolves enter its territories (Palestine).

Wolf: a symbol of cruelty of enemy. Wolf is a mammal, carnivorous, similar to dog animal but very dangerous and wild with white, gray, and tan color. (Moin, 1966)

Ibrahim Tukan in this verse likened the colonial soldiers to wolves that howl in the corners of the Holy Land and are going to occupy it.

4.3.3 Crow

مِثلِ الغُرابِ، نَعـي الدّيارَ وَأســمَعَ الـــدّنيا نَعيقَه

Like a crows which brought the news of home's death and raised the voice to the whole world.

Crow: symbol of the land sellers of Palestine. Ibrahim Tukan at this verse has likened the colonists to a crow who, by selling the Holy Land, caw the news of death as a raven (as the disaster of Palestine occupation resonated in the whole world).

The home sign in the poetry of Ibrahim Tukan is twofold: sometimes he draws his incapacity that needs treatment and help and sometimes wails: I was at the peak of feelings and the time has stroke me so that I cannot draw anything blood and fire; my weapon is the dagger.

Conclusion:

By analyzing the symbols and the poems' semantic it turned out that the poet forms the tension space interacting with visual and auditory senses. However, this situation is not sustainable and poet by presenting the absent, imagines a revealed world form himself. The world that the visual function imposed on poetry has changed the view of the rebel and separation of from his shell. The atmosphere is emotional fully, which is evident in areas of the poetry. From the aesthetic point of view, the rebel with creating tremors tries to to build a relationship with the outside world. He puts his self-emotions at odds with the world, and by creating visibility, communicates with the world.

When emotions affect the actions, we move from the narrative semantics into the emotional one, i.e. the poet passes the emotional phases of his speech by an emotional motivation and reaches to the sensory, emotional and aesthetic peak. However the result is nothing, as the rebel tries to repeat all the emotional steps at the poem's end and again involves in the meaning creation cycle and discourse. This act of the rebel shows the peak of emotional sense, cognitive and aesthetic sense in the poetry of Ibrahim Tukan. He also, for a more impact, uses of religious symbols such as prayer, bell and so on, to show the different religions.

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Modern Journal of Language Teaching Methods (MJLTM)
ISSN: 2251-6204

TEACHING ENGLISH IN THE EFL CONTEXT OF IRAN: PERCEPTIONS, IMPLICATIONS AND RESTRICTIONS

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Abstract
Language learners who learn English in EFL contexts encounter a number of problems (Haliday, 2004; Koosha & Yakhabi, 2012; Ketabi & Torabi, 2013), which may hinder their learning. To this end, the researchers aimed at realizing whether or not language teaching in Iran is undergoing severe difficulties and to delve into language learners' perception about their language classes. Thirty five (n=35) language teachers along with 25 language learners from Safir language institute were employed as participants for this study. The language classes were observed using Communicative Orientation of L2 Classrooms (COLT) observation scheme and the language learners were interviewed through a semi-structured interview. The results of the data analysis revealed that communicative language teaching (CLT) is the most intensively used approach to conduct classes, most tasks given to the language learners were meaning-focused, classes were preplanned, language learners were, in general, content with their classes and considered themselves real learners. The findings of the study may be useful to language teachers and lesson planners.

Key Words: Teaching English, Iranian EFL context, language learners' perception.

The last decades have been years of research in language teaching and education. A quick look at the number of language teaching approaches, methods, and procedures since 1950s up to now reveals that applied linguistics has been one of the most intensively studied disciplines. Myles (2002) stated that the results of these studies with regard to second language acquisition (SLA) can be confined to two main conclusions, i.e., language learning is highly systemic and highly variable. Although these characteristics seem to be contradictory, they imply significant realities about learning a new language. The main one may be that systematic approaches to learning languages which may be effective in one context, may not be as effective in another context. Recent research in the EFL context of Iran advocated this assumption by claiming that the results of communicative language teaching method, which is one of the mostly used methods in language classes has failed in Iran (Koosha & Yakhabi, 2012).
The difference between the results gained from the same approach in different contexts may be due to language learners' personal differences. As stated by Folse (2004) learners' differences in terms of learning styles may affect their learning. On the other hand, it may be relevant to the way language teaching methods are implemented in language classes in a particular context. To find out more about the Iranian EFL context, and in order to understand whether or not the current teaching approaches to language teaching in Iran have failed, the researchers conducted a descriptive study of the tasks implemented in

Iran. Furthermore, they delved into the perception of the participants' with regard to these tasks and language teaching in their classes. The major problem under investigation was whether the type of tasks implemented in language classes were not well structured or lacked any significant presumptions of tasks as stated by Ellis (2004) and Willis and Willis (2007) which may have resulted in such a failure. In addition, the researchers aimed at reinvestigating Koosha's and Yakhabi's (2012) claim, as mentioned above, which was, more or less, posited by other scholars in Iranian EFL context with regard to writing(Ketabi & Torabi, 2013), and strategy use (Riazi, & Rahimi, 2005).
The findings of this study can give language teachers a clearer picture of using tasks in language classes, and provide the readership with language learner perceptions about language.

METHOD

The researchers took a pragmatic stance in conducting this study. They accepted reality as it was perceived by the language learners and as observed by the researcher, and did not hold any prior expectations about the data. The participants for this study included 35 Iranian language teachers teaching at Safir Language institute in Tehran, Iran, and 25 Iranian EFL learners studying at different classes at the same language institute. Table 1 reveals the teacher-participants' demographic data.

Table 1
Teacher Participants' Demographic Data

N	Age	Gender	Experience	Educational Background
35	26-42	M=3	1 to 2 year= 2 Teachers	B.A in English= 24 teachers
		F=32	2 to 5 year= 4 Teachers	B.A or B.S in other Majors= 6 teachers
			5 to 10 years= 11 teachers	
			Above 10 years= 8 teachers	M.A. in English Teaching= 5 teachers

Table 2 reveals student-participants' demographic data.

Table 2
Student Participants' Demographic Data

N	Age	Gender	First Language	Religion	Ethnicity
18	19-35	Female	Persian	Islam	Iranian

The teacher-participants were selected through the convenience approach as they were the available population for the study, and the student-participants were selected randomly out of 123 learners studying at the language institute. Needless to mention that these participants were consenting ones and were all briefed on the purpose of the study to the extent that did not bring about participants' expectancy effect.
COLT observation scheme was used to observe how tasks were implemented in language classes as the teacher-participants classes were observed by the second author. In the next phase of the study, and on a different occasion, the participants were interviewed by the same researcher. All interviews were transcribed and went through thematic analysis in order to delve into the student participants' perceptions about the tasks implemented in language classes.

ANALYSIS

Prior to representing the analysis of data, it should be mentioned that teaching procedures in all sessions may not be similar; thus an activity such as a language game that may not have been conducted in that session, may have been carried out a session after. This is one of the limitations imposed on this study. In addition, the researcher aimed at selecting participants that could represent the target population; however, as the Iranian EFL context is very diverse, the study may require replication before the findings can be generalized to all language learners in the context.

The data collected from the observation field note through COLT observation scheme revealed that it can be claimed that communicative language teaching through task-based language teaching (TBLT) is being implemented in the Iranian EFL contexts. Almost all activities conducted in the classes were purposefully designed from the beginning to the end, and intended to engage the language learners in real language use in the classroom. These tasks benefited from facilitating sub-tasks, while the teachers endeavored to prepare the learners for the lesson, and preparation sub-tasks, while the learners were given responsibilities regarding the lesson. The analysis of the data based on frequency of occurrence showed that over %90 of the tasks were teacher-led and began by engaging the learners in the main activity. The activities which led to learners' engagement are shown in Table 3.

Table 3.
Type of Activities used for participants' Engagement

Activity	percentage	Type
Direct Questions	%79	Written and oral
Short Discussion	%52	Oral
Using pictures	%32	pictorial
Teaching Vocabulary	%12	Written and Oral
	%8	

Some teachers were involved with more than one type of activity at the beginning of the task. In addition, it was observed that all teachers attempted to activate the language learners' schema regarding the new lesson. The most frequent technique to get the language learners involved in learning was asking questions (either oral or written). Some of these questions asked were direct:
"*What is your opinion about social media? Do you find it necessary?*"
Some other questions were indirect and seemed to be more challenging.
"*The main benefits of studying overseas are……., ……., and ……..*"

Teacher-Centered vs. Learner-centered

The analysis of data strongly suggest that, although the inception of most tasks were teacher-led, they were learner-centered. Most learning occurred by eliciting information from the language learners, only %12 of the teachers taught the lesson explicitly through lecturing. In most cases (% 67), and instead of teaching, learning processes were fostered in the classes. By providing feedback, eliciting data, guessing the grammatical role and meaning of the words. In case of more passive language skills such as listening and reading, the language learners were more directed on how to answer the questions and get the main points. The findings through observation were also reinforced by language learners' positive perception. Most of these learners believed that their classes are learner-centered and the teacher Guides them through the process.

Most tasks implemented in the class (%79) were finalized by a discussion. It seemed that the teachers attempted to personalize the lesson by referring to learners' experience, and make connections between the lesson and learners real life. As it was observed, %50 of the teachers provided corrective

feedback in form of teacher recast, others used a variety of peer recasts and self-correction techniques. Table 4 reveals correction techniques used in the classes.

Table 4
Types of Feedback and Their Frequency

Teacher recast	Peer recast	Self-correction elicitation	Focused feedback	Unfocused feedback	Direct feedback	Indirect feedback
%50	%65	%35	60%	Not observed	75%	25%

Conducting a thematic analysis of the observation data, it was revealed that the tasks implemented in the language classes enjoyed a structured agenda inclusive of explicit steps and prearranged timing.

Results of the Interview

A semi-structured interview was conducted in order to find out about language learners' perception about language teaching in the EFL context of Iran, and specifically, in their setting. The results of data analysis using NVIVO software revealed that the majority of language learners held a positive view about the type of tasks implemented in language classes. %84 of the language learners believed that they were involved in the classroom tasks and %16 posited that they were almost involved in these tasks.

"When the teacher starts teaching she asks questions, em… we guess the answer or guess the meaning to the new words. In this way, we get prepared for the lesson."

Fifteen respondents (%60) stated that they considered themselves "real learners", as they were actively involved with the lesson.

"I am very busy, at home I don't have time to go through the lessons, but I still remember many things because, in the class, I erm.. learn myself and the teacher guides us."

Two language learner; however, had a different opinions and stated that they forget what they learn due to lack of repetition.

"At school, we had to repeat the lessons to get prepared for the test. After 1 year, maybe, we still remember what we learned, but here, we soon forget, we don't repeat previous lessons."

Almost all respondents (%96) posited that the class time was equally given to them, and the teacher manages the class time very well. However, they believed that more sociable learners could take more time. Finally, %88 of the respondents believed that the classes were learner-centered as they were in charge of the activities in the class, although the teachers gave directions to these activities.

"I learn a lot from my friends. We talk and help each other. The teacher guides, the students do."

Some other issues that were favored by the respondents were: a) collaborative learning in the classes, b) preplanned teaching methods, and c) challenging their minds through questions.

CONCLUSION/DISCUSSION

It was observed that communicative language teaching (CLT) is implemented in the EFL classes through TBLT. The tasks were well-formed and were mostly meaning-focused, although, form-focused tasks were implemented in some occasions. Communication was prioritized over accuracy, and the language learners had a positive perception toward the teaching and learning process in the class, and considered themselves real learners.

Previous studies that have investigated the status quo of TBLT in language classes in Iran are very scant; However, some studies have looked into aspect of TBLT or language teaching with regard to specific language skills and subskills. Some of these studies are discussed in this section.

Willis and Willis (2007) argued that the starting point of the lesson in task-based environment should be a teacher-led activity conducted through, learners' experience, learners' research, pictures and visual aids, previous-students' work, teacher-led brainstorming, teacher story, questionnaire or quiz, recordings, and

written texts. As shown in Table 3, many of these priming techniques were used by Iranian EFL teachers; thus, it can be claimed that facilitation through the priming stage of TBLT in the EFL context of Iran is being conducted.

Ghanbari and Ketabi (2011) have stated that teaching English a communicative language skill in the context of Iran has certain difficulties. One of the main difficulties is that university entrance test in Iran do not aim at communication and mostly check learners accuracy. This may decrease EFL learners' motivation to learn language as a communicative device. This idea was not congruent with the findings of the study as the student respondents (% 84) believed that they learn English to communicate. Indeed, the desire to enter institute of higher education in countries where the medium of education is English has led to a new type of motivation among language learners in recent years.

Koosha and Yakhabi (2012) believed that teaching English for communication has failed in Iran. They posited that Iranian EFL learners do not have the opportunity to practice the target language and benefit from native teachers. Though these claims may be acceptable to a certain extent, the researchers observation and investigation revealed that language learners seem to be content with current communicative language teaching (CLT) methods in Iran.

Haliday (2004) concluded that in most EFL/ESL settings, the English culture and the language learners' culture are at odd. Eventually, the learning process is inhibited and the outcome of the courses are affected. Contrary to the conclusion drawn by Holiday (2004), the majority of language learners claimed that they have no problem with the values of English culture, the way it is presented in language books and materials. Some also believed that the cultures are converging and are comprehensible to them. Finally, Liao (2004) adds that the Asian cultural context assumes the teacher as the central figure that must be honored and that students must passively listen to the teacher. Although some respondents in this study believed that the role of the teacher is more significant than the learners, the majority of them stated that the teaching and learning processes are mostly conducted by the learners and guided by the teachers.

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Modern Journal of Language Teaching Methods (MJLTM)
ISSN: 2251-6204

A STUDY OF PERSIAN EQUIVALENTS FOR COMPOUND WORDS IN PSYCHOLOGY ON THE BASIS OF TRANSLATION PROCEDURES PROPOSED BY VINAY AND DARBELNET

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Abstract
Compound words develop day-by-day rapidly in a great variety of languages because human beings need new words to express more clear meanings or it is because people are interested in creating words which did not exist before. Furthermore, it is still problematic to translate technical terms because such terms are often compound words and, thus, new terms are progressively created by combining existing base words. The present study was an attempt to study the Persian equivalents for English open compound nouns (OCNs) in the psychology register. It investigated the applied procedures utilized by 2 Persian lexicographers in the translation of English OCNs in *English-to-Persian Comprehensive Dictionary of Psychology and Psychiatry* as well as the Glossary part belonging to the translation of the book of *Introduction to Psychology*, based on the translation procedures proposed by Vinay and Darbelnet's (1995/2004). For this purpose, the English OCNs were extracted from the mentioned dictionary and the Glossary part; then, they were compared and contrasted to their Persian equivalents. Next, the extracted English OCNs were corresponded to the classification of Vinay and Darbelnet's (1995/2004) in translation studies for both works and divided into various groups. Finally, the applied procedures in the translation of the OCNs based on their frequencies were identified and classified. Analysis of the relevant data indicated that the chi-square results were not significant at (χ^2 (4, N = 80) = 3.754), considering p >.05. Thus, the conclusion would be that in, both works, the lexicographers applied different translation procedures in a significantly similar order. Moreover, the results of the study revealed that the most conspicuous procedure was literal translation. Notably, this study provides some guidelines to professional translators, Iranian translation students, and lexicographers in order to select the most appropriate TL equivalents and have a better and more precise translation.

Keywords*:* Equivalent, Compound Words, Open Compound Nouns (OCNs), Psychology Register, Translation Procedure

1. Introduction

The notion of *equivalence* is, undoubtedly, one of the most problematic and controversial areas in the field of translation theory. The term has caused, and it seems quite probable that it will continue to cause, heated debates within the field of translation studies. This term has been analyzed, evaluated, and extensively discussed from different points of view (e.g., Catford, 1965; Jakobson, 1959; Nida, 1964) and

has been approached from many different perspectives. As a matter of fact, the idea of equivalence constitutes the basis of many theories of translation (e.g., directional equivalence, natural equivalence, and functional equivalence) and, by implication, definitions of translation quality. Newmark (1991) claims that "the cerebration and the brain racking about translation equivalence goes on forever" (p. 75). He goes on to say that translation equivalence cannot be defined and, as such, there are only degrees of equivalence. Whereas there are a lot of definitions and types of equivalence, they all rely on one thing: a link or bond of some sort between the Source Language (SL) and target language (TL) texts. As a matter of fact, if a particular linguistic unit in one language carries the same intended meaning or message encoded in a particular linguistic medium in another, then these two units are considered to be equivalent. Moreover, the domain of equivalents covers linguistic units like morphemes, words, phrases, clauses, idioms, and proverbs. So, finding equivalents is the most problematic stage of translation; however, it is not meant that the translator should always find one-to-one categorically or structurally equivalent units in the two languages, that is, sometimes two different linguistic units in different languages carry the same function (Karimi, 2006). According to Catford (1965), "the TL text must be relatable to at least some of the situational features to which the SL text is relatable" (p. 49).

Newmark (1988a) stated that the overriding purpose of any translation should be to achieve equivalent effect (i.e., to produce the same effect, or one as close as possible, on the readership of a translation as was obtained on the readership of the original). This is also called the equivalent response principle. Nida (1964) calls it dynamic equivalence. He sees that equivalent effect is the desirable result rather than the aim of any translation, bearing in mind that it is an unlikely result in two cases: (a) If the purpose of the SL text is to affect and the TL translation is to inform, and (b) if there is a pronounced cultural gap between the SL and the TL text (Newmark, 1988b).

The field of psychology, like any other scientific field, is also growing rapidly, and new concepts keep entering this field. Because every concept that enters a language requires a name to refer to it, new terms are required to be produced in the language. If we want to benefit from the achievements of modern science (e.g., psychology in this study), we must bring these concepts into our own language. That is where the task of translation begins.

Two or more words may be joined to form new compound words. "Though two-word compounds are the most common in English, it would be difficult to state an upper limit: Consider *three-time-loser*, *four-dimensional*, *space-time*, *sergeant-at-arms*, *mother-of-pearl*, and *daughter-in-law*" (Fromkin, Rodman, & Hyams, 2003, p. 93). In fact, a compound noun is a noun that is made up of two or more words (Baba, Jain, & Howlett, 2001). Most compound nouns in English are formed by nouns modified by other nouns or adjectives. In addition, there are three forms of compound words: The close form in which words are melded together, such as *songwriter*, the hyphenated form, such as *daughter-in-law*, and the open form such as post office (Baba et al., 2001). Moreover, the meaning of a compound is not always the sum of the meanings of its parts; a *black-board* may be green or white. Some compounds reveal other meaning relations between the parts, which are not entirely consistent because many compounds are idiomatic: A *boathouse* is a house for boats, but a *cathouse* is not a house for cats (Fromkin et al., 2003). The present study sought to explore the procedures underlying the translation of open compound nouns (OCNs) from English into Persian in a dictionary of psychology and the Glossary part belonging to the translation of a book of psychology through Vinay and Darbelnet's (1995/2004) descriptive translation studies.

2. Statement of the Problem

There has always been a challenge among translators working in specialized texts of scientific fields. Additionally, in translation and translation studies, equivalence has long been a controversial issue. Although almost all texts are translatable, except for poetry where form and meaning are interwoven, equivalence is only partially possible; hence, the existence of any full equivalence between the SL and TL texts is denied. Moreover, Persian translators of specialized texts have been unable to find any specific equivalents for some English terms. There are also some cases of misunderstanding of the SL term. That is, it is also almost possible that the translators do not understand the meaning of the SL term and, hence, they propose a wrong equivalent for that term based upon their erroneous understanding.

Besides, translation studies have different phases to translate each and every different item in the field, and translating compound words (i.e., OCNs) are included in this domain. Despite attempts to recognize the most effective and useful translation procedures in different specialized fields, few studies, if any, have considered the field of psychology. However, this study could shed some light on the issue of English OCNs in the domain of translation studies, mainly through using the dictionary and the Glossary part of the book of psychology as an authentic material to the Persian translators of English specialized texts.

3. Review of Related Literature

It has been so central that translation itself is defined in terms of equivalence (e.g., Catford, 1965; Nida, 1959; Wilss, 1982). Kade (1968) and Hann (1992), with regard to lexical equivalence, divided equivalence into four categories, including one-to-one equivalence, one-to-many equivalence, one-to-part equivalence, and one-to-none equivalence. Furthermore, finding equivalents in translation involves decoding the SL text and making an attempt to find an appropriate equivalent in the TL to encode whatever has been decoded in SL (Karimi, 2006). As defined by Halverson (1997), equivalence is the relationship existing between two entities and the relationship is described as one of similarity in terms of any number of potential qualities. House (1997) states the notion of equivalence is the conceptual basis of translation. Catford (1965) also shares "the central problem of translation practice is that of finding TL equivalents and the central task of translation theory is therefore that of defining the nature and conditions of translation equivalence" (p. 21).

Compounding is used in a great variety of languages to create new words out of old. As observed by Grimm (1826), compounding allows us to express complex concepts more easily and elegantly than we could otherwise achieve. Christensen (2014), moreover, was focused on the translation of compound nouns in user manuals. It was investigated which translation strategies is used for the translation of said compound nouns and the way in which the translators' choice of strategy may end up affecting the comprehensibility of the user manuals in question. Sometimes it is better to translate compound nouns directly in order to preserve the meaning but sometimes paraphrasing can be used in order to make the compound noun easier to read and understand (Andreassen , 2010). In her Master thesis on the translation of compound nouns in technical language, Drijver (2007), attempts to create a model for analyzing and translating compound nouns. Additionally, Jakobsen (1992) investigates whether selected compounds can be translated by the help of dictionaries and concludes that only very few can and that even if they can, the translation provided by a dictionary may be somewhat imprecise. Besides, a study on Turkish, English, and Persian Compound Words as Lexemes was conducted by Ahranjani, Halili, Poor Ali, Khalilzadeh, and Alishi (2011) which aimed at complex phrases and compound words in English, Persian, and Turkish (Azerbaijani) languages to show their similarities and differences.

The categorization of the translation procedures given by Vinay and Darbelnet (1995/2004) is very comprehensive. There are two main translation strategies (i.e., direct and oblique translations), covering all together seven concrete procedures. Direct and oblique translations, to some extent, correspond to literal and free translation, respectively. One of the differences for their theory from other theories in prelinguistic period is that Vinay and Darbelnet (1995/2004) use detailed categories to substitute for macrolevel's literal and free (Newmark, 1981).

As noted by Munday (2012), Vinay and Darbelnet's (1995/2004) proposed two strategies of translating: direct or literal translation and oblique translation. The two strategies comprise seven procedures, of which direct translation covers three:

1. **Borrowing**: The SL word is transferred directly to the TL (e.g., *computer:* کامپیوتر). Persian letters are completely different from English letters, though direct transfer of the SL word is impractical; the SL will normally be changed into fixed Persian letters with similar

pronunciations. The application of this strategy is also a common way to bring new culture factors into native combination. The Persian language creates a new word by means of pronunciation.

2. **Calque**: This is a special kind of borrowing where the SL expression or structure is transferred in a literal translation (e.g., *science-fiction*: علمی‌تخیلی). Calque is a special kind of borrowing and, like the borrowing strategy mentioned above, it has the same influence on the enhancement of cultural integration.

3. **Literal translation**: This is word-for-word translation which Vinay and Darbelnet (1995/2004) describe as being most common between languages of the same family and culture (e.g., *sweet voice*: صدای خوب).

Oblique translation covers four procedures:

1. **Transposition**: This is a change of one part of speech for another without changing the sense (e.g., *flower garden*: باغ گلها). There are four types of transposition: First, the change from singular to plural or in the position of the adjective. Second, the change when the SL grammatical structure does not exist in the TL, for example, the gerund or the active or passive participle construction which are normally translated by a clause in TL. Third, the change where the literal translation is grammatically possible but may not accord with natural usage in the TL. Fourth, the replacement of a virtual lexical gap by a grammatical structure. In summary, the above are popular procedures used in the translation of terminology from English into Persian.

2. **Modulation**: This changes the semantics and point of view of the SL (e.g., *end of the nose*: نوک بینی).

3. **Equivalence**: It is used to refer to cases where languages describe the same situation by different stylistic or structural means (e.g., *to carry coal to New Castle:* زیره به کرمان بردن).

4. **Adaptation**: This involves changing the cultural reference when a situation in the source culture does not exist in the target culture (Munday, 2012). This is a technique for translating sociocultural realities that are not shared between the two cultures and to find an approximate equivalent, so that you adapt one cultural universe to fit another one (e.g., *offering*: صدقه).

The present study was an attempt to investigate which procedures the Persian lexicographers have applied in the translation of OCNs based on the procedures proposed by Vinay and Darbelnet' (1995/2004) in order to find which procedure is more productive, and to know whether or not the procedures utilized by the two lexicographers in the *English-to-Persian Comprehensive Dictionary of Psychology and Psychiatry* and in the Glossary part belonging to the translation of the book of *Introduction to Psychology* share the same frequency.

3. Methodology

3.1. Materials

The appropriate method to collect the OCNs which was the purpose of this study would be to gather as many instances as possible in an appropriate dictionary of psychology and the Glossary part belonging to the translation of a book of psychology. One dictionary named *English-to-Persian Comprehensive Dictionary of Psychology and Psychiatry* compiled by Dr. Nosratollah Pourafkari published in 1994 in two volumes as well as the Glossary part of the translation of the book of *Introduction to Psychology* written by Rita L. Atkinson, Richard C. Atkinson, and Ernest R. Hilgard (1983) and compiled

by Dr. Mohammad Naghi Barahani, Dr. Saeed Shamlou, Neisan Gahan, and Dr. Kianoush Hashemian, as well as the *Dictionary of Psychology* compiled by M. Basavanna in 2000 were selected for gathering data.

3.2 Procedure

This research study intended to gather some examples of OCNs which undergo translation procedures proposed by Vinay and Darbelnet' (1995/2004) from the two mentioned works. In order to manage the process of data collection, words in each part of alphabet (i.e., from A to Z) in the mentioned dictionary and the Glossary part were analyzed, and some examples were selected randomly which seems to be representative of the whole terms. To do this and for the first step, the book *English-to-Persian Comprehensive Dictionary of Psychology and Psychiatry* (1994) and the Glossary part belonging to the translation of the book *Introduction to Psychology* (1983) were studied, and a sample of 80 English psychological OCNs were identified, and the meaning of each term in English was found in the book *Dictionary of Psychology* (2000). Afterwards, a list for the gathered data was made. Therefore, all the instances of the OCNs and their Persian equivalents were written on. In the next step, the Persian equivalents were investigated precisely in order to identify the equivalents that the Persian lexicographer and translators proposed for the OCNs. Then, the compound words were compared and contrasted to their Persian equivalents in order to identify the procedures adapted for finding equivalents based on Vinay and Darbelnet's (1995/2004) procedures. At the end, the examples of the OCNs with their Persian equivalents were presented in separate tables for both works, and they were compared with Vinay and Darbelnet' (1995/2004) procedures in translation studies.

3.3 Data Analysis

After collecting the required data, the Statistical Package for Social Sciences (SPSS, version 22) was used, and the researcher presented a frequency table for each works. Then, in order to investigate any similarities and differences between the frequencies of the different translation procedures utilized in translating the English psychological OCNs, the chi-square test was conducted.

4. Results

In order to provide an overall evaluation of the total frequency of the different translation procedures utilized to translate the selected OCNs, the frequencies and percentages are revealed in Table 1:

Table 1. *Total Frequency and Percentage of Use of the Five Translation Procedures*

Translation procedures	Total frequency	Percentage
Borrowing	7	8.75
Calque	12	15
Literal Translation	33	41.25
Transposition	14	17.5
Equivalence	14	17.5
Total	80	100.00

As shown in Table 1, the translation procedures utilized by the different lexicographers to translate the English OCNs in the psychology register include borrowing, calque, literal translation, transposition, and equivalence. Among all the employed procedures, literal translation was the most frequent procedure (41.25%). Transposition and equivalence had equal frequencies and stood at second place (17.5%), followed by calque procedure (15.00%). Borrowing was utilized the least (8.75%) for rendering the psychological OCNs.

Also, the frequency of each procedure was calculated and subjected to evaluate the percentage of each translation procedure proposed by each lexicographer in translating the OCNs through the results of cross tabulation (see Table 2).

Table 2. *Cross Tabulation Results for Different Translation Procedures Utilized by the Two Lexicographers*

		Translation strategies					Total
		Borrowing	Calque	Literal Translation	Transposition	Equivalence	
1st book	Count	5	10	19	9	7	50
	%	10.0%	20.0%	38.0%	18.0%	14.0%	100.0%
2nd book	Count	2	2	14	5	7	30
	%	6.7%	6.7%	46.7%	16.7%	23.3%	100.0%
Total	Count	7	12	33	14	14	80
	%	8.8%	15.0%	41.3%	17.5%	17.5%	100.0%

Note. 1st book = *English-to-Persian Comprehensive Dictionary of Psychology and Psychiatry*; 2nd book = The Glossary part belonging to the translation of the book *Introduction to Psychology*

Therefore, Table 2 illustrates the frequency and percentage of different translation procedures utilized by each lexicographer to make the equivalents for psychological the OCNs in the form of a Cross Tab.

As seen in Table 2, the most frequent procedure utilized by the two lexicographers in both works was literal translation (38% in the first book and 46.7% in the second book). This procedure was followed by calque (20%), transposition (18%), and equivalence (14%) in the first book and by equivalence (23.3%) and transposition (16.7%) in the second book. The least numerous procedure applied to translate the OCNs was borrowing in the first book (10%); however, in the second book, borrowing and calque were the least frequent procedures (6.7%). The aforementioned results are illustrated graphically in Figure 1:

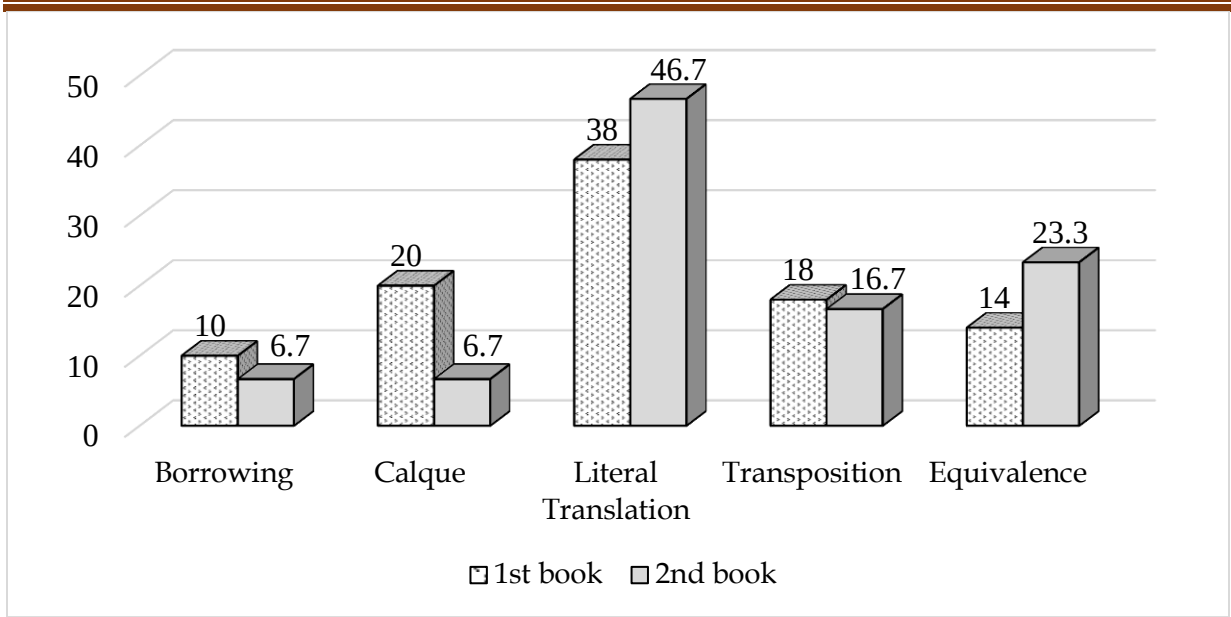

Figure 1. *The Percentage of Applied Procedures in the Two Books*

According to the results in Figure 1, with respect to the translation procedures, based on the frequency of use in the process of rendering the English psychological OCNs into Persian, literal translation emerged as the most conspicuous procedure in translating the OCNs in both works, that is, 44% in the mentioned dictionary of psychology and 43.33% in the Glossary part of the translation of the mentioned book of psychology. Then, transposition had the second highest percentage (i.e. 16% in the 1st book and 23.35% in the 2nd book). At the third place, equivalence with the percentage of 12 in the 1st book and 20 in the 2nd book is placed. Calque stood at the fourth place. Finally, borrowing with 10%, in the 1st book and 6.6% in the 2nd book had the least percentage among others. Besides, modulation and adaptation had no place in translating the OCNs from English into Persian. To investigate any significant difference between the frequencies of the different translation strategies applied by the two lexicographers to render the OCNs, a chi-square test was applied at .05 level of significance. Table 3 shows the results of running this test:

Table 3. *Results of Chi-Square Test for Different Translation Procedures Used by Different Lexicographers*

	Value	*df*	*Sig.* (2-sided)
Pearson Chi-Square	3.754	4	.440
Likelihood Ratio	4.016	4	.404
Linear-by-Linear Association	1.933	1	.164
N of Valid Cases	80		

According to Table 3, there was no statistically significant association between the two lexicographers and the frequency of different types of translation procedures utilized to translate OCNs (χ^2 (4, N = 80) = 3.754, p >.05). Thus, the conclusion would be that in both books, the lexicographers applied different translation procedures in a significantly similar order.

Table 4 shows the results of Phi and Cramer's V tests. The significance or nonsignificance of Phi and Cramer's results depend on the significance or nonsignificance of the chi-square results:

Table 4. *Results of Phi and Cramer's V for Different Translation Procedures Used by the Two Lexicographers*

		Value	*Sig.*
Nominal by Nominal	Phi	.217	.440
	Cramer's V	.217	.440
N of Valid Cases		80	

As displayed in Table 4, the Phi and Cramer's results were not significant at .05 level of significance, indicating that the association between the variables was weak.

5. Discussion

According to the findings, five procedures in this study including borrowing, calque, literal translation, equivalence, and transposition have been employed by the two Persian lexicographers to render the psychological OCNs. The other translation procedures (i.e., modulation, and adaptation) had no place in the translation of psychological terms by the two lexicographers due to the fact that these procedures are usable at levels beyond lexicon. Tables 5-9 illustrate examples of the use of these five procedures by the different lexicographers; the first lexicographer refers to the lexicographer of the *English-to-Persian Comprehensive Dictionary of Psychology and Psychiatry*, and the second lexicographer refers to the lexicographers of the Glossary part belonging to the translation of the book *Introduction to Psychology*.

Table 5. *The Procedure of Borrowing Utilized by the Two Lexicographers*

Lexicographer	Source Text	Target Text
First Lexicographer	Koraskoff psychosis syndrome	پسیکوز سندرم کوراسکوف
Second Lexicographers	Paranoid schizophrenia	اسکیزوفرنی پارانویایی

Koraskoff psychosis syndrome is defined as "a disorder generally caused by alcohol, metallic poisons, infections or the encephalopatimes which is characterize by polyneuritis as the outstanding physical condition and loss of memory for current events as the outstanding mental condition," and *paranoid schizophrenia* is defined as "one type of schizophrenia characterized by delusions of persecution" (Basavanna, 2000, pp. 222 & 296). As it is clear from Table 5, both lexicographers have used borrowing. These are the examples of borrowing.

Table 6. *The Procedure of Calque Utilized by the Two Lexicographers*

Lexicographer	Source Text	Target Text

First Lexicographer	Ego ideal	خود آرمانی
Second Lexicographers	Family therapy	خانواده درمانی

The *Dictionary of Psychology* (2000) defines *ego ideal* as "one of the two subsystems of superego, it is formed when a child engages in activities that parents approve and reward him or her for doing so. The other is conscience. Whatever the parents say is improper and punish the child for doing tends to become incorporated into its conscience. In simple terms, doing the right term is mediated by ego ideal and not doing a wrong thing by conscience" (p. 122), and also defines *family therapy* as "psychotherapy with the family members as a group rather than treatment of the patient alone. The emphasis on relationships between the family" (p. 146). As can be seen in Table 6, the procedure of calque has been applied by both lexicographers. In fact, the Persian translators have borrowed the concept and have coined a term literally. So, these are the samples of calque.

Table 7. *The Procedure of Literal Translation Utilized by the Two Lexicographers*

Lexicographer	Source Text	Target Text
First Lexicographer	Fictional finalism	غایت نگری خیالی
Second Lexicographers	Hostile aggression	پرخاشگری خصمانه

In the *Dictionary of Psychology* (2000), *fictional finalism* is explained as "the idea that people are motivated by many purely fictional goals or expectations of the future. These goals do not exist in the future as a part of some teleological design, instead they exist subjectively or mentally here and now as strivings or ideals that affect present behavior. If a person believes, for example, that there is a heaven for virtuous people and hell for sinners, this belief will influence his behavior" (p. 149), and *hostile aggression* is defined as "the type of aggression that is primarily intended to harm another person" (p. 186). In fact, both lexicographers have employed literal translation. The first lexicographer has employed the definition of the concept of *fictional finalism* and then has coined *غایت نگری خیالی*. Also, the second lexicographer has employed the definition of the concept of *hostile aggression* and then has coined *پرخاشگری خصمانه*. So, these are the instances of the third procedure in direct translation namely literal translation which can be seen in Table 7.

Table 8. *The Procedure of Transposition Utilized by the Two Lexicographers*

Lexicographer	Source Text	Target Text
First Lexicographer	Electrosleep therapy	درمان با خواب الکتریکی
Second Lexicographers	Serial memory search	پیگردی زنجیره ای در حافظه

According to the *Dictionary of Psychology* (2000), *electrosleep therapy* refers to "a kind of therapy with electrical stimulation of the brain via electrodes placed on the head at a level that does not cause convulsions, and an intensity that does not cause discomfort" (p. 124), and *serial memory search* is

explained "a retrieval process in which each item in short-term memory is examined in the order in which it was encoded" (p. 385). Table 8 illustrates that both lexicographers have used transposition: The first lexicographer has used the fourth type of transposition, that is, the replacement of a virtual lexical gap by a grammatical structure; the second lexicographer has utilized the third type of transposition, that is, the change where the literal translation is grammatically possible but may not accord with natural usage in the TL. These are the examples of transposition.

Table 9. *The Procedure of Equivalence Utilized by the Two Lexicographers*

Lexicographer	Source Text	Target Text
First Lexicographer	Wish fulfillment	کامروایی
Second Lexicographers	Working through	حل و فصل

Wish fulfillment as defined in the *Dictionary of Psychology* (2000) refers to "the gratification of a desire. According to Freud the psyche for freedom from tension" (p. 461). Also, the concept of *working through* refers to "the process by which the patient in psychoanalytic therapy becomes convinced about formerly unconscious material, learns to avoid repressing it, and gradually refines the new knowledge into appropriate and effective behavior. In short, it is the process of establishing the validity of an interpretation and extending its applicability to new events that later come under consideration" (p. 462) in the mentioned dictionary. As shown in Table 9, *حل و فصل* and *کامروایی* are the examples of equivalence because they are Persian terms that are referring exactly to those SL concepts.

The findings illustrate that among the five translation procedures (i.e., borrowing, calque, literal translation, transposition, and equivalence), literal translation had the highest frequency (i.e., 41.25%). As Vinay and Darbelnet (1995/2004) state, literal translation is the most common translation procedure between languages. So, the advantage of the literal translation procedure can be having predominance among other procedures. The disadvantage of using this procedure is associated with difficulty to understand some terms translated based on this procedure, the result being that literal translation can only provide a clue about the overall meaning which is not sufficient and it might as well be misleading. Besides, after that the literal translation of the concept is done, the lexicographer should adopt terms in the TL based on adding some words not found in the original English terms and which often results in too long expressions rather than terms perceived as single words. Therefore, it is necessary to take account of the definition of one term except for its superficial meaning and, only in this way, can we get a proper translation and a comprehensive understanding of psychological OCNs.

6. Conclusion

The translation process becomes more challenging as there are more words in the compound noun, especially when each is a term in its own right. As a matter of fact, compounding, as a productive word formation process, bears a variety of issues around it (e.g., headedness, orthography, stress, and accent, meaning, and inflectional properties). Moreover, Persian and English compounds share some common features in regard to headedness, meaning, and affixation. However, there are also differences between them. In fact, Persian compounds are more diverse and flexible. Whereas English only allows the rightmost element as the semantic head, Persian allows either the leftmost or the rightmost constituent as the semantic and syntactic head in the discussion of compounds. Besides, the TT retains the multitude of terms found in the ST because the register of psychology obviously has specific terms for its operations, as does any other profession. Therefore, the TL text must approach with the ambition of remaining as close to the original as possible while translating the terminology accurately.

In this study, the most conspicuous procedure in translating the OCNs utilized by the two lexicographers was literal translation. Moreover, transposition and equivalence would be usable for translating psychological OCNs after literal translation. Modulation and adaptation had no place in this study. Finally, the least numerous procedure applied to translate the OCNs was borrowing. In fact, in languages with differing scripts, borrowing entails an additional need for transcription as in the borrowings of mathematical, scientific, and other terms from Arabic into Latin and other languages (e.g., الجبر/ to *algebra*).

Besides, in this study, the nonsignificant relationship between the frequency of utilizing different translation procedures and different lexicographers suggests that the different lexicographers have applied different translation procedures in a significantly similar order to translate the psychological OCNs from English into Persian. In fact, studying these procedures reveals that although the different lexicographers might have used different translation procedures to translate a special OCN, they could have applied a significantly similar order of these procedures in terms of frequency of applying each to translate psychological compound words.

All in all, it can be concluded that this study can aid compilation of English-to-Persian dictionaries of psychology, glossary parts belonging to the psychological books, and Iranian translation students and translators who translate psychological texts to select the most appropriate TL equivalents in order to have a better and more precise translation.

It is also worth mentioning that anyone can benefit from the achievements of modern science (i.e., psychology in this study) by bringing new concepts in TL (i.e., Persian) through using the results of this study.

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MJLTM

Modern Journal of Language Teaching Methods (MJLTM)
ISSN: 2251-6204

THE ANALYSIS OF LITERATURE REVIEW SECTION OF ACADEMIC RESEARCH ARTICLES BY IRANIAN WRITERS: CITATION ANALYSIS

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Abstract
This article analyzed the types of citation and reporting verbs employed by Iranian academic writers in literature review section of research academic articles on history and TEFL , to determine whether there were any significant differences between the ways TEFL and history academic writers cite and report in literature review section of academic research articles. In so doing, 60 research academic articles -30 in the field of history and 30 in TEFL- published in Iranian academic and research journals between 2013 and 2015 were selected. In order to classify citation types and reporting verbs, Hyland (1999) and Hyland (2002) models were applied respectively as instruments. The method of research was descriptive and data was analyzed through Mann-Whitney –U test. The result revealed significant differences in citing behavior and choice of reporting verbs between history and TEFL academic writers.

Key words: academic research article, citation, citation analysis, reporting verbs

Introduction

Academic writing is not "an objective, faceless, and impersonal form of discourse" (Hyland , 2005, p. 173), but rather "academic writing functions to shape information for the needs of an audience, accomplish a writer's own rhetorical purposes, and establishes the author within a discipline and wider context" (Hyland & Salager-Meyer, 2009, p.326). According to Swales (1987) the research article is a textual product with a regularized microstructure and with rhetoric that follows identifiable role and varies across field of studies in terms of its conventionality and standardization. Moreover, academics are required to acknowledge the previous studies while presenting their own work in order to gain acceptance of readers (Nicolaison, 2007). According to Hyland (1999), making reference to prior literature or citation has a rhetorical function in construction of factual knowledge that helps academics not only to establish a narrative context for their researches but also to integrate new claims into pervious arguments. Citation analysis is espoused as a distinctive discipline by Swales (1986). He argues that procedures for theory of citing should be based on sociology, social psychology and information science (Swales,1986). Swales (1990) draws a formal distinction between *integral* and *non- integral* citation forms. Based on his category, the integral citation is syntactically part of the sentence and plays an explicit

grammatical role within a sentence while non- integral citation is parenthetical expression with no grammatical role in sentences (as cited in Thompson & Tribble, 2001; White, 2004). Later, classification of citation types expanded by Hawes and Thomas (1997), Hyland (1999), and Thompson and Tribble (2001). Hyland (1999) notes that citation is contextual-embedded and is related to community norms of effective arguments. He also emphasizes the importance of strategic manipulation of different rhetorical and interactive features in success of academic writers.

In addition to the development of citation analysis theories and classification, discourse analysts have also evaluated citing behavior of writers based on evaluation of verbs which are frequently used in the cited sentences (e.g., Swales ,1986; Thompson & Ye,1991; Hyland, 1999, 2002). Despite the importance of citation in academic research articles, most non-native academic writers do not know how to cite and how to choose appropriate reporting verbs in order to make their research persuasive and credible. In addition, most of the analysts have focused on either comparison of citing behaviors of the native writers to those of the non- native writers or variation of citing practices across the different disciplines (e.g., Hyland, 1999; Thompson & Tribble,2001; Thomas & Hawes,1994; Thomas & Hawes,1997; Hyland & Salager-Meyer, 2009). Moreover, the great deal of research on evaluation of reporting verbs have been concerned with investigation of similarities and differences in use of reporting verbs in academic papers by native and non-native writers (e.g., Mannan & Noor ,2013; Bayyurt & Salahettin, 2015; Bloch,2010; Dancisinova, 2011). This study seeks to explore possible similarities and differences in citation types and reporting verbs employed in academic texts written in Persian and English in order to determine the extent to which the academic writers are obligated to cite appropriately while citing in first and second language.

Literature Review

Writing is not a soliloquizing monologue that emancipates writers from interaction with readers, but rather it is a social act in which writer seeks to establish an appropriate relationship with readers in order to enable them to internalize his or her message (Rosen, 1973). Approaches to academic writing fall into two categories. The first approach or cognitive approach describes academic writing as set of practices that must be required, but the second one is a social view and claims that these practices are socially constructed and are open to change (Ivanic,1998). Social view of writing is outlined by Faigley (1986) emphasizes society rather than individuals. "The focus of a social view of writing, therefore, is not on how the social situation influences the individual, but on how the individual is a constituent of a culture (p.535). Ivanic (1998) emphasizes the concept of academic discourse community as central to social view of academic writing and states the following:

> Academic discourse communities are constituted by a range of values, assumptions and practices .Individuals have to negotiate an identity within the range of possibilities for self-hood which are supported or at least tolerated by a community and inscribed in that community's communicative practices. Discourse community members, of varying affiliations in relation to the values, assumptions and practices, are also locked in complex interpersonal relationships, characterized by differences in status and power (p.82).

Hyland and Salager-Meyer(2009) opine that discourse community helps not only understand how meanings are shaped in interaction but also it is used to identify to what extend rhetorical choices of writers depends on purposes, context and readers. It needs to be pointed that social factors and experiential factors probably affect the language we use to communicate with members of community, therefore, discourse is socially situated and stresses that production and interpretation of a text are more likely dependent on assumption about each other (Hyland & Salager-Meyer, 2009).

The concept of writer- reader interaction in academic writing has gained scholarly attention over recent decades. Hyland (2001) states that writer's awareness of concept of interaction is the key to success, and adds that in order to negotiate with reader writers are expected to make a balance between their readers' conventions and the truth of their work.

Another issue that must be addressed is academic persuasion. Persuasion involves the use of language to relate independent beliefs to shared experience. Writers galvanize support, express collegiality, resolve

difficulties, and negotiate disagreement through patterns of rhetorical choices which connect their texts with their disciplinary cultures (Hyland, 2008). Persuasion is also central to the research article. The research article is viewed as textual product with a regularized microstructure and with rhetoric that follows identifiable role and varies across field of studies in terms of its conventionality and standardization (Swales, 1987). Hyland and Salager-Meyer (2009) use the term "scientific writing" and view it as a channel allowing scientists to convey the truth and factual knowledge. In Hyland and Salager-Meyer's (2009) point of view, the importance of research article lies in the fact that it enables academics to produce knowledge, construct social relationship, acknowledge to pervious literature, and finally get feedback on their work. Appropriate reference to prior knowledge is seen as a tool for evaluation of research papers."Citation therefore integrates new claims into a frame of already accredited facts. References are often sparse and bound to a particular topic, which helps to closely define a specific context and contribute to a sense of linear progression" (Hyland & Salager-Meyer, 2009, p.312).

Although the root of approaches and theories of citation analysis can be traced to sociology of science, social psychology, and information science.Swales (1986) espouses citation analysis as distinctive discipline. He claims that "citation analysis would prove a useful tool for historians of particular scholarly topics or controversies in their attempts to establish the origin and distribution of particular ideas and discoveries, and to trace major networks of influence, collaboration, and dependence"(Swales , 1986 p.39). In Swales' (1986) point of view, the primary purpose of citation analysis is to find a method for ranking, assessment, and evaluating the quality of research papers produced by individuals or institutions.

Swales (1986, 1990) also draws a formal distinction between *integral* and *non- integral* citation forms. Based on his category in the integral citation the name of cited author is syntactically part of the sentence and plays an explicit grammatical role within a sentence while the non- integral citation is a parenthetical expression with no grammatical role in sentences (Hyland, 1999; Thompson 2001; White, 2004). This classification is easy to follow because, the criterion is explicitly syntactical and analysts only require grammatical expertise to do coding (White, 2004, p.102); nevertheless, this category lacks insights to help writers choose citation types appropriate to each context (Thompson & Tribble,2001).

Later, classification of citation types expanded by Hawes and Thomas (1997), Hyland (1999), and Thompson and Tribble (2001). Hyland (1999) investigated citation variability in eight different disciplines and found that academic communities typically negotiate the knowledge differently. He notes that citation is contextual- embedded and is related to community norms of effective arguments. Hyland (1999) stresses that "reference to pervious work is virtually mandatory in academic articles as a means of meeting priority obligations and a strategy for supporting current claims"(p. 362). He also emphasizes the importance of strategic manipulation of different rhetorical and interactive features in success of academic writers. Hyland (1999) subdivides integral citation into *subject, non-subject* (passive) and *part of noun-phrase* (adjunct agent structure) (p. 347).

Researchers (e.g., Garfild , 1996; Thompson & Tribble, 2001) have also focused on issues related to teaching citation practice to students. Garfild (1996) mentions that implicit practice of acknowledgment or following certain norms of citations is not sufficient for students. Further, they need formal instruction on how to raise their citation consciousness. Thompson and Tribble (2001) argue that little attention has been paid by scholars on teaching citation practices to students. Instead, great deal of care and attention is put on teaching summery, paraphrase and quotation.

Reporting verbs - verbs used in reporting statements- are considered as a criterion for both evaluation of academic papers and development of teaching materials for non-native speakers who tempt to write academic research papers (Thompson &Ye, 1991). Thompson and Ye (1991) as pioneers in evaluation of reporting verbs also propose a model to identify kinds of verbs used in citations. Under this model, reporting verbs can be analyzed under two heading - *Denotation* and *Evaluative potential*- Denotation are subdivided into *Author acts* and *Writer acts*. Author refers to a person who is reported and writer refers to a person who is reporting. Author acts include:

- *Textual* : verbs referring to processes in which verbal expression is an obligatory component; for example, state, write, term, challenge, underline, point out;

- *Mental* : verbs referring primarily to mental processes (which are, of course, expressed in the author's text); for example, believe, think, focus on, consider, prefer; and

- *Research*: verbs referring primarily to the mental or physical processes that are part of research work (and to the author's descriptions of those processes); for example, measure, calculate, quantify, obtain, find ;

Writer acts are subdivided into :

- *Comparing,* verbs which indicate the writer's placing of the author's work in a certain perspective, usually by means of comparison or contrast; for example, correspond to, accord with, anticipate, contrast with; and

- *Theorizing* verbs which indicate the use made by the writer of the author's work in her own developing argument; for example, account for, explain, support

In analyzing evaluative potential of reporting verbs also three factors are taken into account*: Author's Stance, Writer's Stance,* and *Writer's Interpretation.*

- *Author's stance:* is the most straightforward of the three factors. This is the attitude which the author is reported (in Author act verbs) as having towards the validity of the reported information or opinion. There are three more or less distinct options: (a)*Positive,* the author is reported as presenting the information/opinion as true/ correct; for example, accept, emphasize, hypothesize, invoke, note, point out, posit, reason, subscribe to; (b) *Negative,* the author is reported as presenting the information/opinion as false/incorrect: for example, attack, challenge, dismiss, dispute, diverge from, object to, oppose, question, reject; and (c) *Neutral,* the author is reported as presenting the information/opinion as neither true nor false at that point in his work; for example, assess, examine, evaluate, focus on, pose, quote, tackle, undertake.

- *Writer's stance,* three options can again be identified, although in practice one of the options is rarely chosen.(a) *Factive,* the writer portrays the author as presenting true information or a correct opinion; for example, acknowledge, bring out, demonstrate, identify, improve, notice, prove, recognize, substantiate, throw light on; (b) *Counter-Factive,* the writer portrays the author as presenting false information or an incorrect opinion; for example, betray [ignorance), confuse, disregard, ignore, misuse; and (c) *Non-Factive* the writer gives no clear signal as to her attitude towards the author's information or opinion; for example, advance, believe, claim, examine, generalize, propose, retain, urge, utilize.

- *Writer's Interpretation* : is concerned with various aspects of the status of the proposition. We have identified four main options open to the writer: (a) *Author's discourse interpretation*, the writer presents an interpretation of how the reported information/opinion fits into the author's text; for example, add, comment, continue, detail, mention, note, recast, repeat, remark, sketch; (b) *Author's behavior interpretation:* the writer presents an interpretation of the author's attitude or purpose in giving the reported information/opinion; for example, admit, advocate, assert, criticize, hint, emphasize, favor, hypothesize, insist, reiterate, remind, warn; and (c) *Status interpretation,* the writer indicates the functional status within her own framework of the reported information/opinion; for example, account for, bring out, confirm, conform to, overcome, establish, popularize, prove, solve (Thompson & Ye, 1991, pp. 369- 373).

Following Thompson and Ye 's (1991) model for evaluation of reporting verbs, Hyland (2002) proposes a simplified version of Thomas and Ye 's (1991) as well as Thomas and Hawes' (1994) model. Hyland (2002) divides reporting verbs based on their *process function* and *evaluative function.* In first category reporting verbs are categorized in three distinguishable processes: (a) *Research (real-world) Acts*, refers to experimental activities in the world, and occurs either in statement of findings (observe, discover, notice) or procedures (analyze, calculate ,assay, explore); (b) *Cognition Acts* includes verbs

writers use to depict mental process of the author (believe, suspect, view); and (c) *Discourse Acts*, involve verbal expression of cognitive or research activity (discuss, ascribe, hypothesize, report, state). Second classification is based on both author's academic activity and writer's evaluative judgment. Therefore, Hyland (2002) includes a subset of evaluative option in process category. In finding category of research acts writers can show their acceptance of author's result using *factive* verbs (demonstrate, establish, show, solve) or can use *counter -factive* verbs (fail, ignore, overlook) to show their rebuttal of author's claims and finally writer can use *non-factive* verbs (find, identify, observe) and acknowledge to research findings without using clear signal.

Cognition acts verbs include four options. Writer can use verbs (know, hold, agree) to show that the author has *positive* attitude toward cited information .The writer can also represent the author's attitude as *tentative* through verbs (believe, doubt, speculate) or characterized the author as *critical* with verbs (disagree, not think) and finally the writer can use verbs (anticipate, reflect) to represent writer's opinion as *neutral*.

Discourse acts are employed to show evaluation of research findings and divided into three subgroups, including *doubt, assurance* and *counters*. Verbs which show doubt are divided into *tentative* (indicate, suggest, postulate) and *critical* (exaggerate, not account, not point out). Insurance verbs are either *factive* (state, describe, report) or *non-factive* (explain, note, claim) and finally, counters are verbs which show author's own attitude toward reported materials (deny, challenge, attack ,warn). Alongside Thompson and Ye's (1991), and Hyland's (2002) work, evaluation of reporting verbs has represented an area of interest for some researchers (Thomas & Hawes,1994; Bloch,2010; Dancisinova, 2011). Thomas and Hawes (1994) classify reporting verbs used in reporting statements of medical journal articles as :*Discourse Verbs*, *Real-World Verbs*, and *Cognition Verbs*.

Bloch (2010) classifies reporting verbs in terms of syntactic forms and rhetorical purposes. This data base of sentences can be used in teaching reporting verbs in an academic writing course. Dancisinova (2011) studied the evaluative function of reporting verbs and stresses that choice of reporting verbs by writer is deliberate and can be interpreted as an evidence to show interactive character of academic discourse.

The researches on citation practice have shown that citation behaviors vary across different disciplines and sub disciplines (Hyland, 1999; Thompson & Tribble, 2001; Thomas & Hawes, 1994; Thomas & Hawes, 1997). Thomas and Hawes (1997) found that choice of reporting verbs is correlated by both syntactic features of citation and discourse function of citation in context. In addition, scholars have identified that non- native writers face more difficulties in making references than those who write in L1 contexts (Hyland & Salager-Meyer, 2009; Rababa'h & Marshadi, 2013). On the other hand, several studies have focused their attention on investigation of similarities and differences in use of reporting verbs in academic papers by native and non-native writers (e.g., Zhong, 2013; Mannan & Noor, 2013; Bayyurt & Salahettin, 2015; Bloch, 2010; Dancisinova, 2011). Bloch (2010) determined the frequency of reporting verbs used in science articles and focused on strategies that can be used by students to choose appropriate reporting verbs. In Iran some researchers have examined academic papers in terms of citation practices (e.g., Shoshtari & Jalilifar,2010; Jalilifar & Dabbi, 2012). Jalilifar and Dabbi (2012) analyzed the distribution of citation practices in introduction section of MA theses written by Iranian students and found out that students tended to report pervious researches through using of integral citation and also they did not evaluate reported information, instead they simply preferred to summarize and integrate the prior knowledge to their own studies.

Evaluation of reporting verbs has also received scholarly attention (e.g., Tafaroji-Yeganeh & Boghayeri, 2014; Jafarigohar & Mohammadkhani, 2015). Yeganeh and Boghayeri's (2014) studies on frequency and function of reporting verbs showed not only statistically significant differences in the use of reporting verbs by Persian and English academic writers but also revealed clear evidence that non- native students have insufficient knowledge of rhetorical structures and discourse strategies as well as genres of writings. Jafarigohar and Mohammadkhani (2015) calculated the frequency of reporting verbs used by native and non-native writers in quotation sentences of 63 applied linguistics articles and found out that there were

not only significant differences in the use of reporting verbs by native and non native writers, but also native writers tempted to use more direct quotations than non-native ones.

Despite the great attention to disciplinary variation in citation behavior and variation across writer's native language in terms of citation practices and reporting verbs, there has been few attempts to establish pedagogical principles of teaching rhetorical conventions of academic research to non- native writers. The result of this study might lead to recognizing the source of difficulties experienced by non-native writers in making references to prior literature and might help provide learners with an effective academic writing course instruction.

Method

For the purpose of this study, the literature review section of 60 academic research articles -30 in the field of history and 30 in TEFL- written by Iranian academics which are published in Iranian academic and research Journals between 2013 to 2015 were selected according to the availability of established journals of history and TEFL in Iran. At first, materials were classified into integral and non-integral according to Swales(1999), and then integral citations were classified based on Hyland's (1999) model. In order to classify reporting verbs Hyland's (2002) framework of category of reporting verbs was employed as an instrument. As mentioned previously, Hyland's (1999) model is just concerned with the classification of the integral citation into three different subgroups: (a) subject; (b) non-subject or passive; and (c) part of noun-phrase, adjunct agent structure (according to). To categorize reporting verbs, Hyland's (2002) framework which is a simplified version of Thompson and Ye's (1991) taxonomy of reporting verbs as well as Thomas and Hawes's (1994) category was employed. At first, reporting verbs are classified according to process function or the activity they refer to, and then each group is divided into subgroups based on their evaluative function as follows:

- Research act refers to experimental activities in the world. It can be represented either as a finding statement (notice, show, observe)or procedures (plot, recover, analyze). Finding involves three types of evaluative options: (a) factive verbs indicates that the writer accepts author's claims or findings, such as confirm, establish, show and solve; (b) counter-factive verbs used to show that writer rebut author's findings, such as misunderstand, fail; and (c) non-factive verbs give no clear signal on writers' attitudes toward author's result, such as obtain, find, identify;

- Cognition acts verbs refer to description of cited information in terms of mental process of authors. It involves four options: (a) positive verbs used by writer to show authors have a positive attitude toword cited information, for example concur, agree, understand, hold; (b) tentative shows authors have tentative attitude toward reported information, such as suppose, suspect, believe; (c) critical, used to show authors hold critical view on subject, for example dispute, not think, disagree; and (d) neutral, describe authors as having neutral opinion on reporting information, such as anticipate, conceive, picture;

- Discourse acts verbs are concerned with evaluation of cited information. They are divided into three subgroups including doubt, assurance and counters. Doubt are subdivided into tentative(indicate, suggest ,postulate) and critical (exaggerate, not account, not point out). Insurance verbs are either factive (state, describe, report) or non-factive (explain, note, claim), and finally counters are verbs which show author's own attitude toward reported materials, for example deny, challenge, attack ,and warn (Hyland, 2002, pp. 119-121).

After the storage of data, the type and frequency of total citations used in literature review section of history articles and TEFL articles were separately determined based on Swales (1990) model, and then type of frequency of integral citations were determined according to Hyland's (1999) model. Following Hyland's (1999) framework, this research recorded only text citations which attributed to specific authors regardless whether or not it includes the year of publication. Furthermore, general references to schools or beliefs and also self- citation were not taken into account. After classification of citation types, verbs in cited statements were identified and classified in terms of process and evaluative functions according to

Hyland (2002) model. Since the result of test normality indicated that data was not normally distributed , Mann-Whiteny –U test was applied in order to determine whether or not existing differences between frequency of the use of citation types and reporting verbs in history and TEFL articles were statistically significant.

Result

the result of testing first hypothesis is presented in Table 4.1.

Table.4.1

Result of test statistics on hypothesis 1

	Subject. I	Non-sub.I	Noun-ph.I	Non-I
Mann-WhitneyU	24	234	415	45
WilcoxoW	705	699	88	-5
Z	-3	-3	0	51
Asymp.Sig(2tailed)	.002	0	0	0

Based on the research findings, there are significant differences between the types of citation used in history and TEFL articles. According to the result, history academic writers who write in first language tended to use more non-integral citation than integral citation while those who wrote in English language preferred to use integral citation rather non-integral citations. These findings supported Jalilifar and Dabbi's (2012) claim that Iranian MA students in applied linguistics displayed clear preference for the use of integral citations. As Jalilifar and Dabbi (2015) point out, the extensive use of integral citation by Iranian non-native indicates that Iranian non-native writers emphasize author rather than the cited information. In addition, Shoshtari and Jalilifar (2010) found that local ESP writers used more integral citation than international ESP writers. in contrast to local ESP writers, International ESP writers place greater emphasis on the functional criteria and employed a wide range of citation types. According to Shoshtari and Jalilifar (2010), the underlying reason for these differences partly related to the variation of citation patterns and conventions across disciplines.

Moreover, the findings of research supported the result of Hyland's (1999) study which presented a tendency toward the use of non-integral citation in the most disciplinary communities except philosophy. These results also confirmed those of Thompson and Tribble (2001) which showed that native academic writers' preference for the use of non-integral citation. In addition, the use of *ibid* in history articles was greater than that in TEFL articles. The frequent occurrence of non- integral citation in history articles written by Iranian writers showed that they tended to evaluate cited claims rather than report it.

Within integral citation, the findings indicated significant differences in the use of types of integral citation between the two groups. While there was a tendency for use of syntactic position in both groups, the frequency of the use of subject position in history articles was greater than that in TEFL articles

This difference might lie in the fact that the length of literature review section of history articles is greater than that of TEFL articles. These findings supported those of Hyland's (1999) result that showed the most of disciplines, particularly soft disciplines such as applied linguistics, sociology and marketing are likely to favor the choice of syntactic position.

The result of testing second hypothesis is shown in table 4.2.

Result of test statistics on hypothesis 2

	Mann-WhitneyU	WilcoxoW	Z	Asymp.Sig(2tailed)
Factive. f. r	28	893	0	0
Count. f. f. r	124	589	-5	0
Non. fact. f. r	420	885	-1	0
Procedure	55	523	-6.023	0
Positive. cog	324	789	-1	.048
Tentative. cog	358	823	-.024	0
Critical. cog	449	914	-1	0

Neutral. cog	420	885	-4.068	0
Tentetive. d. dis	236	701	-.071	0
Critical. d. dis	444	914	-.o24	0
Factive. a. dis	230	695	-3	.001
Non. fact .a. dis	36	626	-1	0
Counter. dis	447	912	-.071	0

Based on the quantitative findings, the overall numbers of reporting verbs and the frequency of occurrence of these verbs in TEFL articles were greater than those of history articles. These findings contrasted with the result of Jafarigohar and Mohammadkhani's (2015) research, in which native and non-native writers equally employed reporting verbs in their research articles.

As mentioned previously, data was classified in terms of process and evaluative functions based on Hyland's (2002) model. In terms of process function of reporting verbs, the most common verbs in TEFL were the procedural verbs *investigate* (46), following by the cognitive acts *believe* (29) and the discourse acts *state* (26), while in history articles discourse acts verbs *state* (48), *write* (40), *point out* (23) followed by cognition acts *believe* (16) were the most frequent verbs.

Within process function of reporting verbs, the most common verbs in TEFL were the procedural verbs *investigate* (46), following by the cognitive acts *believe* (29), and the discourse acts *state* (26), while in history articles discourse acts verbs *state* (48),*write* (40), *point out* (23) followed by cognition acts *believe* (16) were the most frequent verbs.

The results showed that TEFL academic writers are likely to place strong emphasis on experimental aspects of pervious research works. Concerning frequency of verbs in TEFL articles, the result rejected the Hyland's (2002) research in which applied linguists frequently used discourse acts, but instead, research acts verbs were given the most preference in engineering and science disciplines. In terms of frequency of verbs in history articles, this study supported Hyland's (2002) findings in which humanities and social science frequently employed discourse acts. In addition, the normal use of cognition acts in TEFL and history articles rejected the result of Hyland's (2002) in which 85% of cognitive acts occurred in humanities and social science.

Considering evaluative function of reporting verbs, the non -factive assurance verbs *state* (26), the factive- assurance verbs *argue* (22), *claim* (16) and the counter-factive-findings verbs *find* (16) had the most frequency in TEFL articles. The most frequent verbs in history articles were the non-factive assurance verbs *state* (48), followed by the factive- assurance verbs *point out* (23). The frequent use of the non-factive verbs by writers in both majors lies in the fact that these verbs allow writers to present information without interpretation, and also the low occurrence of the counter discourse acts in both research articles reflected the slight preference for representing the author's own objections to correctness of reported matter (Hyland, 2002). The absence of tentative –cognition acts, counter discourse acts and non-factive findings research acts in TEFL articles come from the fact that writers prefer to acknowledge the prior research without interpretation or judgment (Hyland, 2002). The result of analysis of TEFL articles also supported the conclusion reached by Tafaroji -Yeganhe and Boghayeri (2015) that Iranian writers who write in English use ARGUE verbs less than native writers.

On the other hand, results showed that history writers used restricted range of reporting verbs, such as the non-factive-findings research acts, the critical -cognitive acts, the factive and non-factive-assurance discourse acts. According to Hyland (2002a), the limited choice of reporting verbs might be related to conventions of reporting in disciplines. It is worth noting that writers in history had a greater preference to interpret and judge cited arguments than those in TEFL articles. The main reason for this is that non-native writers are not "part of the group who hold this opinion" (Thompson &Ye, 1991, p.368).

Conclusion

Although rhetorical conventions of different academic disciplines represent the diversity in citing and reporting practices in academic research articles, the result of this study clearly showed that Iranian

writers fail to effectively acknowledge prior literature and interact with readers. Drawing on this result, it seems necessary to explicitly teach academics to appropriately use citation types and reporting verbs in order to make their own work credible and persuasive. The findings of the study are useful for academic writers, novice writers, teachers of university writing courses, postgraduate students of humanities and applied linguistics, teaching material developers, and finally for those who are interested in contrastive analysis.

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MJLTM

Modern Journal of Language Teaching Methods (MJLTM)
ISSN: 2251-6204

EMPHASIS AND APPENDAGES PROPOSITIONS IN QURAN

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Abstract
Language is the most important means of communication and link among human beings to express their concepts; and each language is a method in which by choosing words affects the heart and soul of listener or reader. Accordingly, experts in the realm of rhetoric have provided criteria to measure the value of speech, and in this regard, they have considered Quran as the best and greatest model of this issue and considered all methods used as a perfect sample of rhetoric that every man according to his abilities and understanding can benefit from this infinite area of meanings. One of the considered methods of the Quran is emphasis methods that are expressed with various forms such as appendages propositions, at the peak of eloquence and beauty and this article is trying to explain the aspects of emphasis and investigating emphasis in appendages propositions in the Holy Quran citing Quranic verses.

Keywords: emphasis, Quran, appendages propositions.

Introduction
In the Arab word, the principle is that word to be stated devoid of "emphasis". Arab rhetoric and writing method is that when the audience does not have the mentality of the denial or doubt states his word without particles of emphasis. Scholars of rhetoric divide "news" into three types: primary words, words - seeking, denial words. Primary words are addressed to someone who is empty-headed and not in doubt. Words-seeking is said to a contact who is hesitant and seeking verdict, it means that the two sides of issue of verdict is clear for him, but does not know the relationship between them and not knows about "occurrence and non-occurrence". It is necessary to bring emphasis in these speeches, to doubt to be removed and the verdict to be clear by it. But in the denial words, the audience is denied verdict, and emphasis must be brought based on the severity of denial. Islamic scholars believe that there is emphasis, in Qur'an and tradition as the common Arab word, but others believe that there is no emphasis in the Quran and news; because its return is to "repeat" and repeat is canceled. Zarkeshi said, man cannot state his word and intention fully and completely, so restores and repeats the word, and this is why some scholars have denied the existence of repeat in the Qur'an. But others believe that the Qur'an was revealed in the language of his people and not out of its style and method, but emphasis near the scholars of rhetoric and eloquence is considered the most important indicators of rhetoric because much benefits are hidden in it, and on the other hand, emphasis is not allowed, but it is a kind of fact. Since many of the verses of Holy Quran to contrast with polytheists

and infidels and deny their false beliefs and proving true religion and the prophecies of Prophet (PBUH) are sent down, it must have required emphasis and strengthen for this purpose, including means to strengthen and emphasize the meaning and the content of the Holy Quran verses has been used is appendages propositions. Among the propositions, eight letters have been used as appendages include: "to, Ba, on, about, in, Kaf, Lam, from'. Among these eight letters, in the appendages of these "To, on, about, in" is controversial among scholars and in the appendages "Ba, Kaf, Lam, from", there is consensus among scholars of syntax. In the Holy Qur'an, four appendages preposition are used as follows: "Ba, Kaf, Lam, from."

Emphasis word in vocabulary and term

Emphasis is the infinitive of activation from Akad and Vakad. In Al-Monjad, we read: tighten the treaty, fastened the saddle, it was tightened. (Maalouf, 1986, p. 15).

According to what was said about the literal meaning of the word emphasis, we can understand that the word "emphasis" is one of the words "Tokid" but "Tokid" is more eloquent and in the Holy Quran has been used. As Nahl Surah, verse 91 and "when you covenanted God, fulfill it and not break oath after tightening it."(Abu-Al-Fotuh, 1995, p 14). But in terms, Tokid means consolidation and compliance of a sense in the mind of the reader and strengthen and deepen it, to remove any doubt and ambiguity to that meaning and concept considered by using means and words and specific methods of expression. (Fazeli, 2003, p. 553). Abu Al-fotuh in the book of Al-Tokid in Holy Quran in the definition of Tokid stated: The emphasis is to establish and enhance a sense in the mind of the audience, and its benefit is to remove doubt and doubts that acquired on the word."(Abu-Al-Fotuh, 1995, p 13). Therefore, it appears that the methods of emphasis in the words of Arabic and Quranic verses is to stabilize and strengthen a sense among the audiences mind, to thereby not remains any doubt. The most beautiful forms of this method can be found in the Qur'an.

Emphasis incentives

People with rhetoric to "emphasis" have enumerated various incentives. The most important of them is exposition and study of the previous words, as theologian feels that the audience not has full attention to the content of his words, so repeats it.

Second incentive is that sometimes the speaker wants to remove the illusion of listener, for example, says "king came" and the listener thinks his letter came, so speaker with the word "king came himself " proves this content that the king himself came not his letter.

Third incentive is that sometimes the listener thinks the subject or the object is not generalized, here the emphasis is to indicate submergence (inclusive) and generality; for example, in the verse 'prostrate angels" may some think that some of the angels not prostrated, but God say in continue: "all together" (Al-Hashimi, 2000, p. 158; Sivati, Bita, vol. 1, p. 258)

Emphasis particles

Useful words of emphasis are called the "emphasis particles" they say. Emphasis particles are twofold:

1. Emphasis particles that are imported on the verb.
2. Emphasis particles that are imported on noun.

The most important emphasis particles that are imported on the verb include:

1. May, such as the verse: " Those who may want maintain from God, they are guided to the right path" (Al-Imran / 101)
2. Sin (Will); Zamakhshary in the following verse 'God will suffice you" has said: the meaning of "Sin" is that it should be realized in the future. Because in the word "S" means the emphasis is hidden and "S" is versus "Lan". Sibuye has said: "I will not do" negation of "I will do". (Neishaburi, 1416, vol. 2, p. 470).

Alusi also in the verse: "And those who were jealous, we hang as necklace around their necks" (Al-Imran

/ 180) has said: "will" is to emphasize. (Alusi, 1415, vol. 4, p. 139)
3. Lan, like "let's look at you, you will never see me" (Eraf / 143)

4. Emphasis Nun of heavy and light, like: "return you toward a direction to be satisfied" (Al-Baqarah / 144), and "if not stands, I catch his forelock" (Alaq / 15). Nun of emphasis, whether light or heavy is particularly the verb and the noun does not come. Nun emphasized verb present verb and joins to noun. For present verb, Nun of emphasis to be brought if indicates request. (Ibn Aqeel, 2011, vol. 1, p. 26)

Emphasis particles that are imported on noun are:
1. That like " I do not acquitted itself that heart is so commander unless is merciful" (Yosef / 53) and "those who are good from us to be away from hill " (Anbiya / 101)
2. That; like: "death and destruction has taken all aspects" (Yunes / 10)
3. Was, like: "God gives provision for whom He wants of His servants" (Ghasas/ 82)
4. But, like: "but He is the Almighty God" (Tobe/ 38)
5. Lam of the beginning, like "my God is the listener of prayer" (Ebrahim / 39)
6. Pronouns, like "These are successful" (Bagharah / 5)
7. As for, like: "as for God says is based on right" (Al-Baqarah / 26). Ibn Hesham and Zamakhshary and other grammarians have said "as for" in addition, is the letter of condition and detailed that indicates emphasis. (Zamakhashry, 1987, vol. 1, p. 90)
8. Ala Esteftahiye, like: "so corrupters not understand" (Baqarah / 12) and " God's saints not have fear nor shall be sorrow" (Yunes / 62)
9. Ma Nafiye; like: "Zaid is constantly vertical."
10. Appendages propositions; propositions that are redundant and not imply meaning, make emphasis of sentence. Among the propositions, eight letters have been used as appendages include: "to, Ba, on, about, in, Kaf, Lam, from '. Among these eight letters, in the appendages of these "To, on, about, in" is controversial among scholars and in the appendages "Ba, Kaf, Lam, from", there is consensus among scholars of syntax. In the Holy Qur'an, four appendages preposition are used as follows: "Ba, Kaf, Lam, from."
Appendages preposition are as repeating sentences and emphasize, so the "no one will be as him" is like saying twice, "no one will be as him" (Ibn Hisham al-Ansari, 2007, vol. 1, p. 198). In the Holy Qur'an, four appendages prepositions are used as follows: "Ba, Kaf, Lam from."

The letter of appendage "Ba"
The letter "Ba" is useful appendage of emphasis and in this case, "Ba '" appendage as other propositions not needs to belong. Positions and the use of "Ba" appendage is on six things:
1. Subject 2. Object 3. Beginning 4. Predicate 5. Present 6. The word "soul" and "object"
1. The subject: one of the positions of using "Ba" appendage, entry on the subject, such as: " it is enough the testimony of God" (Rad, 43). In the holy verse "Ba" in the subject "enough " means "Allah" is placed appendages.
2. Object: second position that "Ba" is located appendages is the object, such as the promise of God: "not destruct yourself with your own hands" (Baqara, 195).

For the "induction" is transitive and for transitive not needs to "Ba".

3. Beginning: the third position that "Ba" is entered to it is beginning. Like the promise of Prophet (PBUH) in blaming one of his wives who said, "How you will be while one of Hoab dogs barks you? (Hakem Neishaburi, 1411 AH, vol. 3, p. 120). The control in occurring "Ba" appendage is on the beginning "while" and "how" is the predicate.
4. Predicate: the fourth surplus position of "Ba '" is the predicate. Like the words of Allah: "You're not the people's lawyer" (Anam, 66). The witness of "Ba" appendage on negative predicate is due to negative particles "not".

5. Now that its factor is negative: The fifth surplus position "Ba", its occurrence is on state that its factor is negative. That, on its factor, negative particles is entered. Like poet: "not returns in disappointment state a passenger that Hakim Ibn Masib is his goal." (al-Baghdadi, 1989, vol. 2, p. 391). The witness of occurring "Ba" appendage on "disappointment" that state is the "passenger" whereas the factor state ie "return" by the "not" is negative.
6-emphasis by "soul" and "object": The sixth and last item with "Ba '" appendage is when the word "soul" and "object" and its plurality in emphasis position is proceeding. Such as:
"Divorced women shall wait themselves for three times of see and clean" (Baqara, 228). The witness in "Ba" appendage is on word "themselves" which the emphasis of pronoun is in "waiting". (Ibn Hisham al-Ansari, 2007, vol. 1, p. 122).
It should be noted that the word "Ba" appendage in the Quran 147 times has been used and then also in the table and chart of propositions in Quran is mentioned to it.

The letter of appendage "Kaf"
The letter "Kaf" appendage is useful emphasis. Like "nothing is like him" (Shuri, 11). In the argument aspect in this verse to prove appendage of the "Kaf", a group of Nahviyun have said: the verse: "nothing like him" that "object" is noun and "like" is predicate and "Kaf" appendage is entered on it. For if the "Kaf" is not assumed appendage the meaning of verse will be such as: "Nothing as like God", and the sense is wrong, because it is involved an impossible concept and it is the proof of like for God; and this sense is not certainly the meaning of the verse. But "Kaf" is appendage and is to emphasize the denial of like to the Lord. (Ibn Hisham al-Ansari, 2008, vol. 1, p. 198).

It should be noted that the word "Kaf" appendage is used 1 time in the Quran and in the following, in the table and chart of appendage propositions is referred in the Quran.

The letter "Lam" appendage

The letter "Lam" appendage is useful emphasis; and "Lam" has a variety types. As:

A) "L" parenthetical between transitive verb and its object. Like poet:

"and you have found monarchy over the land that is between Iraq and Yasreb. A monarchy that is sheltered Muslims and Dhimmis" (Siyuti, 2012, vol. 2, p. 580).

Witness in this poem, the occurrence of "Lam" parenthetical appendage is between the verb "Ajar" and its object.

B) "Lam" is intercalation, which is located between contrasts. Such as: "Ya Bus Lelharab." Because in principle has been "Ya bus Al-Herbe" and the "Lam" is located between the addition and added to, appendages.

C) "Lam" reinforce that is to strengthen the weak factor. It should be noted that the weakness of the factor is for two reasons: 1. because lateness of factor. As: "if you interpret dream" (Yusof, 43), which the factor means "pass over" come late and by "Lam" in "Lelroya" which "Lam" is strengthened and appendages is strengthened.

2- Due to adjunct in practice. As the holy verse "God is verifier of what is with them" (Baghare, 91) that because "verified" is pseudo-verb and has adjunct in action, by "Lam" in "what" that "Lam" is strengthened and appendage is reinforced. (Ibn Hisham al-Ansari, 2007, vol. 1, p. 225).

It should be noted that the letter "Lam" appendage is used 31 times in the Quran and in the following, in the table and chart of appendage propositions is referred in the Quran.

The letter "from" appendage

The letter "from" appendage is also useful emphasis; "from" appendage has three conditions:
1 priority of denying or questioning or prohibited by "Hal".

2. Tractile indefinite.

3. Tractile should be the subject or object or beginning. Like the holy verse: "So, not force, not assistant" (Taregh, 10).

In the holy verse, "from" has all three conditions. It means that it is located after "Ma" and its tractile is indefinite and also its tractile is posterior begining. So "from" in the holy verse is appendage.
It should be noted that the letter "from" appendage in the Quran 246 times is used, and in the following, in the table and chart of appendage propositions is referred in the Quran.
In the Holy Quran, four appendages prepositions are used that are "Ba", "Kaf", "Lam", and "from". Among the letters "from" appendage has the most use and "Kaf" appendage has the lowest use that has been used only once. Then we analyze the chart of appendage propositions in the Holy Quran Suras.

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Chart of the number of appendage propositions in the Holy Quran Suras

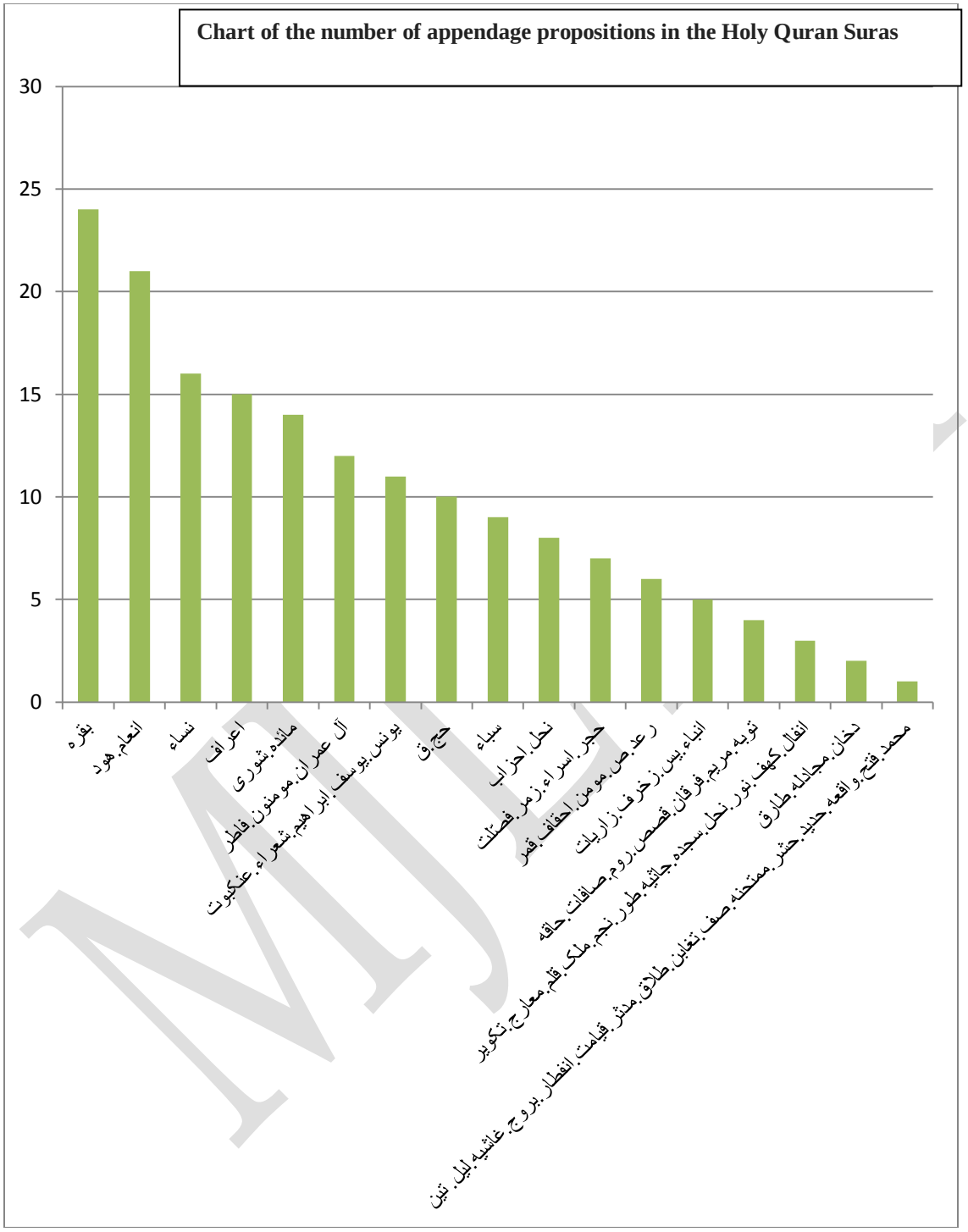
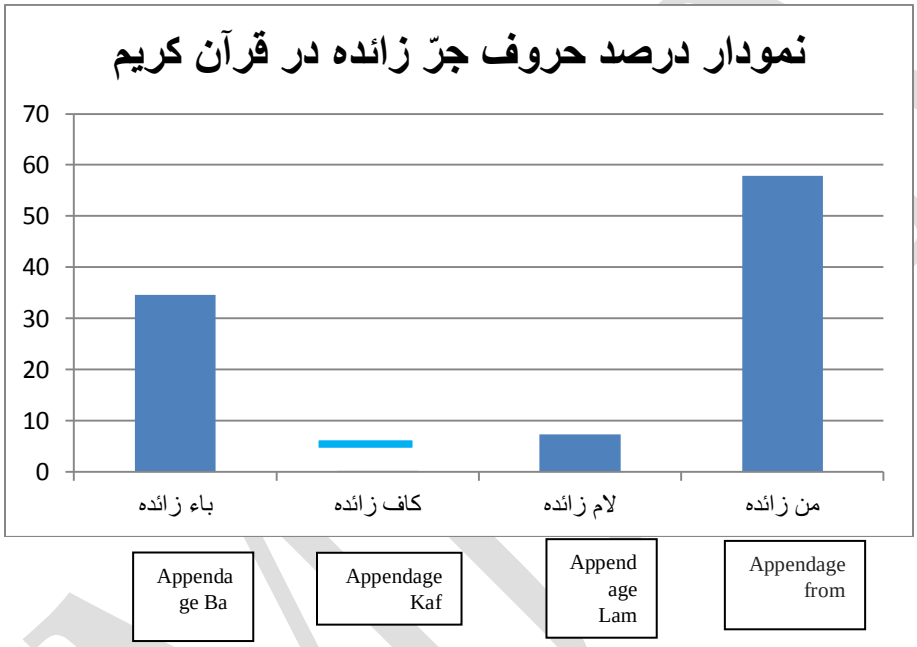


Chart analysis of the number of appendage propositions in the Holy Quran Suras

This chart represents the issue that the most appendages prepositions in Sura Al-Baqara with number 24 cases is used and then Surah Anam and Hud with 21 cases and Nesa Sura with 16 cases and Sura Eraf with 15 cases and Surah Ma'idah and Shuri with 14 cases and Surah Al 'Imran, Momenun and Fater with

12 cases and Surah Yunes, Yusef, Ibrahim, Shoara and Ankabut with 11 cases and Sura Hajj and Gh with 10 cases and Surah Saba with 9 cases and Surah Nahl and Ehzab with eight cases and Surah Hajar, Isra, Zomar and Fassalat with 7 vases and Surah Rad, S, Momen, Ahghaf and Ghamar with 6 cases and Surah Anbiya , Yas, Zoghraf and Zarbat with 5 cases and Surah Tobe, Ferghan, Ghases, Rom, Safat and Haghe with 4 cases and Sura Anfal, Kahf, Noor, Naml, Sejde, Jasiye, Tur, Najm, Molk, Ghamar, Marej and Takvir with 3 cases and Sura Dokhan, Mojadele and Taregh with 2 cases and in the end, Sura Mohammad, Fath, Vaghee, Hadid, Hashar, Momtahene, Saf, Toghaben, Talagh, Madsar, Ghiyamat, Enfetar, Boruj, Ghashiye, Lail and Tin with 1 case, the lowest appendages preposition is used in them. Also according to this chart, it becomes clear that the emphasis on Meccan sura in more than the civil sura. Because in the Meccan suras, most discussion is about Unity and the Resurrection and the audience of these verses are often pagans and infidels. As a result, emphasis in these Suras is more than civil Sura. The size and number of verses is also effective in this chart.

Chart of the percent of appendages propositions in the Holy Quran



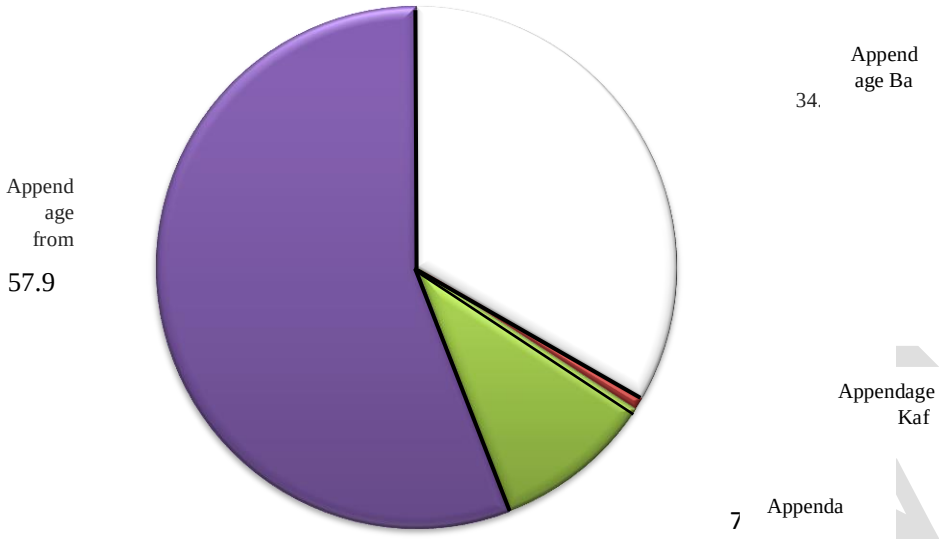


Chart analysis of the percent of appendages propositions in the Holy Quran: This chart is representing that the letter "from" appendage with 57.9 percent have the highest use in the Holy Quran and then "Ba" appendage with 34.6 percent is placed in the second rank, and then "Lam" appendage with 7.3 percent, and in the end, "Kaf" appendage with 0.2 percent has had the lowest use in the Quran.

Conclusion

Depending on what passed in this article, it can be said that emphasis due to purposes and benefits that applied it is one of the most important and effective styles to express meanings and interpretations and consolidate it in mind of audiences. Therefore, in many Qur'anic verses according to necessity of position, this method is found in different ways and with a pleasant way that is devoted exclusively to the revelation. After the investigations conducted about appendages propositions in this study, it was determined that in the Quran, four appendages propositions are used include: "Ba, Kaf, Lam, from'. The letter "Ba" appendage in the Quran is used 147 times and the letter "Kaf" appendage once and the letter "Lam" appendage 31 times and the letter "from" used 246 times. It was also found that the emphasis in the Meccan Suras is more than civil Suras. Because in the Meccan suras, most of the discussions is about Unity and the Resurrection and the audience of these verses are often pagans and infidels. As a result, the emphasis in these Suras is over the civil Suras. It should also be noted that the appendages propositions that is used in the Quran is used to strengthen and emphasize the meaning and content of the Quran. Therefore, the use of the letters in the Quran is not canceled and vain. At the end, it is hoped that this research to be used by students and Quran scholars and Almighty Lord in the world and the Hereafter mustered us with Quran.

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Modern Journal of Language Teaching Methods (MJLTM)
ISSN: 2251-6204

SCIENTIFIC AND METHODOLOGICAL SUPPORT TO TEACHERS IN GENERAL EDUCATION ORGANIZATIONS WHEN IMPLEMENTING TEACHERS' PROFESSIONAL STANDARD

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Abstract
The importance of the problem of scientific and methodological support for teachers' further professional training in modern conditions of school development is determined by the requirements of the Professional Standard of teachers. The Standard reflects requirements to a teacher of a new type, to a professional with innovative pedagogical thinking, to a pedagogue with his own path of professional and personal development and self-development.
The purpose of the paper is to identify the resources and conditions of the scientific and methodological support to teachers in a general education organization.
The principal methods of this research were a retrospective analysis of the school, methodological and educational environments; pedagogical modeling and projection in terms of organizational and methodological conditions of scientific and methodological support; testing, questionnaires, interviews with teachers; humanitarian expertise; targeted systematic observation; analysis, generalization and systematization of pedagogical experience in the sphere of scientific and methodological support to teachers in the conditions of a general education organization; methods of mathematical statistics.
The article expands the theoretical foundation of scientific and methodological support to teachers in the conditions of a general education organization and describes experimental experience of scientific and methodological support to teachers. It provides evidence for the effectiveness of the organizational and methodological conditions for teachers' professional and personal development and self-development.
The material of this paper can be useful for the employees of municipal methodological services, coordinators of teachers' professional training, administrators of educational organizations, leaders of teachers' professional associations. It will help in developing programs and projects in the field of general and supplementary education, and in implementing professional standards of teachers.

Keywords: essence, structure, content, levels of scientific and methodological support, methodological approaches, organizational and methodological conditions, teachers' professional and personal development, Professional Standard of teachers.

Introduction

1.1. The problem importance

The urgent character of the considered topic in modern conditions of school development stems from the requirements of the Professional Standard of teachers (http://www.consultant.ru/law/hotdocs/30085.html), which is a set of state demands for the teaching community. This document is regarded as a framework for outpacing development of teachers and

determines their level of professional competence. Its successful implementation requires creating a set of conditions:

- The availability of methods that allow revealing professional difficulties of teachers;
- Orientation of further professional training system to the development of professional competencies in accordance with regulatory requirements and individual educational needs;
- Ensuring effective scientific and methodological support for teachers' activities in the context of modernization of modern education (Yamburg, 2014).

Understanding the importance and necessity of such conditions helps to provide scientific and methodological support to teachers working in the institutions of general educational. Scientific and methodological support has satisfied the need of educational organizations in an effective factor of teachers' professional and personal development in their workplaces. Therefore, it is time to create a radically new approach to the structure and content of the scientific and methodological support.

New priorities in the state policy, educational science and teaching practice encourage reconsidering the essence, discovering methodological approaches, searching for conditions, effective means, methods and techniques of scientific and methodological support for teachers' professional and personal development in the context of general education organizations.

1.2. The essence of the category "scientific and methodological support"

Pedagogy started comprehending the notion of support at the end of the last century. This subject was reflected for the first time in the works by of E.I. Kazakova (Kazakova, 1997) and other researchers. In the last decade of the XXI century, it evolved into an independent sphere of educational activity, as a consequence of humanization of education. "Support" is understood as assistance to the subject in making decisions in the situations of life choice in the process of interaction of the supporter and the supported person; as a method of creating conditions for a developing person in terms of making optimal solutions in different situations of life choice; as organization of methodological service, the main purpose of which is the development of the subject, his(her) professional activities and psycho-pedagogical communication. The term "support" is used with respect to a person who needs help and encouragement in overcoming emerging (emerged) difficulties (problems) in the process of self-realization or achievement of vitally important goals (Mardakhaev, 2010). Support implies indispensable interaction of various subjects and conventionally includes three components - the pilgrim, the supporter and the path (route) that they pass together. N.O. Zubova interprets methodological support as interaction of the supported and the supporter, aimed at resolving the teacher's urgent issues related to his professional activity; this interaction takes place during updating and diagnosing the problem essence, searching information about possible solutions to the problem, consulting at the stage of choosing a way out, making up an action plan and initial implementation of the plan (Zubova, 2014). Scientific and methodological support to teachers' professional growth can be understood as a scientifically based means of interaction of the supporter (mentor, experienced specialist, talented employee) and the supported (teacher). It is aimed at continuous self-development of teachers in the profession and conditioned by quantitative and qualitative, meaningful and structural changes in the teacher's personality, which leads to the improvement of natural talents, to the progressive ascent in the profession (Milovanova, 2013). Many researchers (Grebenkina, 2006; Potashnik, 2011, 2014; and others) think that scientific and methodological support is an activity, interaction, assistance to the subject in solving the problems of life; this is advice, which is provided by a specialist who gives a vector of professional and personal development or plays the role of a "navigator" in the implementation of the innovative activity by one teacher and entire teaching staff; this is a management technology to establish cooperation of the support subjects. Thus, scientific and methodological support is, on the one hand, the leading function of methodological services and, on the other hand, a method of interaction of methodological services with teachers, groups of teachers working in a general education organization – the case where the supporter does not solve a problem instead of the teacher but explains how to discover, invent, repeat the experience of the most reasonable solutions that are relevant to each person in his or her specific life situation.

Such a variety of viewpoints prompted us to formulate and justify, within the framework of this study, the author's operative definition of the category "scientific and methodological support" as *a scientifically valid, specially organized process of interaction of the support subjects, aimed at overcoming the professional difficulties and personal problems of the teacher. Support includes a system of interrelated activities, arrangements, educational events and situations focused on comprehension of the teachers' professional experience, self-actualization, professional success, personal transformation. The subjects of the support are teachers, mentors, methodologists, deputy directors for scientific and methodological work, teachers of high qualification, experienced specialists, talented employees* (Davlyatshina, 2015).

The introduction of Professional Standard of teachers makes it possible to describe scientific and methodological support to teachers in a broader sense: social, professional and pedagogical. *The social aspect* of scientific and methodological support is aimed at accomplishing the order of the state and society on "creating" a teacher of the new formation, who possesses broad vision and understanding of social problems, great intellectual capacity, flexible independent thinking. *The professional aspect* of scientific and methodological support contributes to the formation of a teacher-strategist who can model and plan his professional activity in accordance with the requirements of professional standards, current requirements to the quality of education during the implementation of the federal state standards for general education (FSS GE) (http: // base. consultant.ru/cons/cgi/online.cgi?req=doc;base=LAW;n=142304#1). *The pedagogical aspect* is focused on developing a high level of morality in professional educators, on training spiritually rich personalities capable of self-realization in different educational situations.

A comparative analysis of the traditional methodological and the modern scientific-methodological support to teachers in the conditions of a general education organization have given a possibility to determine their differences and distinguish the resources of scientific-methodological support at the current stage of the education system modernization (Table 1).

Table 1. Comparison of the methodological and scientific-methodological support to teachers in the conditions of a general education organization

Compared parameters	**Methodological (traditional) support to teachers**	**Scientific-methodological (modern) support to teachers**
Basic concept	A part of the system of constant development of teachers	A set of conditions facilitating the self-development of each teacher. A process of purposeful science-based interaction of the support subjects.
Basic motivation	The need to enhance teachers' professional knowledge and skills in order to form their pedagogical proficiency.	The teachers' needs in professional and personal self-development in connection with the education system modernization. The need to support the teachers' professional and personal development in the implementation of the FSS GE. Finding solutions to professional and personal problems of every teacher and teaching staff in general

Primary goal	Contribution to improving the quality of education in general education organizations by enhancing teachers' professional knowledge and skills: development of the most efficient methods and techniques in training and education of students	Creation of conditions for teachers' effective professional and personal development in the context of the general education organization - as a factor of self-development, innovation spirit, creative self-realization, improvement of the education quality, solution of educational innovative problems.
Main activities	Synthesis and introduction of best pedagogical practices. Practical help to teachers. Increase of teachers' qualification. Working with a professional closed community: school subject-wise methodological associations. Execution of instructions, prepared solutions of professional problems. Encouraging the best teachers. Improvement of program-based and methodological support for the implementation of the school educational program.	Scientific and methodological assistance to innovative development of the educational process at school. Increase of teachers' professional competence necessary to ensure the quality of education. Support for professional and personal development of teachers. Teachers' engagement in innovation, research and experimental, scientific and research activities. Implementation of the educational organization development program. Assessment of teachers' professional and personal development by means of humanitarian expertise. Educational Consulting: advice on the resolution of professional and personal problems. Formation of an open poly-professional community, creation of school profession-oriented educational environment to motivate teachers for professional and personal development.
Predominant forms of teachers' further training	Reproduction-oriented passive instructional forms of teachers' further professional education (lectures, seminars); prevalence of in front-of-the class forms.	A variety of active and interactive forms. Optimal combination of individual, group, collective, in front-of-the class forms. A high level of using available techniques (involvement of school teachers in the school methodological innovative educational environment: temporary creative teams, author workshops, problem groups, Schools of best pedagogical practice, informal professional associations, etc.)

Methods used	Prevalence of the methods of control, coercion; diagnostics, development, correction.	Prevalence of methods of self-control, incentives, persuasion, self-diagnosis, self-development, self-correction, reflection
Nature of activity	Activities are sporadic. Work is done in the "zone of intermediate development."	Activities are systemic, based on the latest achievements of pedagogy, psychology, acmeology, sociology. Work for the future, in the "zone of actual development."
Interaction of participants	The subject-object interaction: execution of prepared instructions.	The subject-subject interaction: teachers are included in co-participation, co-creation, collaboration.
Functional components	The components are basic: planning, organization, control, regulation, correction	In addition to the basic components, there are additional functions: pedagogical analysis, human expertise, goal setting, forecasting, projection, programming, incentive, motivation, reflection
Level of cooperation with universities and training methodology centers	Cooperation is not consistent: trainer and lecturers are invited to give lectures and seminars	There is a need in active, systematic, long-term cooperation with a scientific adviser due to on-going innovations in the general education organization.
Effectiveness	Pedagogical skills	The levels of professional activity, psychological and pedagogical communication and personal qualities of the teacher as a base for his (her) "horizontal" and "vertical" professional and personal development in the context of a general education organization.

Expected results	To improve the quality education in general education organizations. To improve teachers' professional knowledge and skills.	To create conditions and a methodological system for teachers' professional and personal development. To expand the "space of possible actions" for teachers' professional and personal development in the implementation of the FSS GE. The teacher should define and implement his individual trajectory of professional and personal self-development. To transfer innovative pedagogical experience in the educational process design, focusing on the new content and results of education. To participate in network exchange of experience when implementing FSS GE.

Thus, "scientific and methodological support", at the present stage of education system modernization, expands its boundaries of meanings and resources, it contributes to implementing modern requirements for professional and personal qualities of the teacher.

- *The structure of scientific and methodological support*

The structure of scientific and methodological support to teachers in the conditions of a general education organization involves complex implementation of support methods; the choice of the priority method depends on the characteristics and requirements of the subject, on the specific situation and the pedagogical event.

Within the framework of this research, *support* involves facilitating effective problem solving within the objectives given by the state federal education standard for general education – transfer of teachers' activities to the innovative mode of mutual search of working reference points, professional experience renovation, transformation of professionally and personally meaningful concepts, creating conditions for a successful professional and personal development of teachers.

Assistance is regarded as a system of actions to overcome the crisis of pedagogical consciousness and teaching practice, ideals and values, educational objectives and methods of activities against the background of educational modernization; as an activity to design an individual route of teachers' professional and personal development and achievement of mastery in general education organizations.

Tutelage is a specially organized supervision of teachers' professional and personal development, purposeful realization of humanitarian expertise in their professional and personal development, creation of a favorable psychological climate in the development and successful implementation of the "self-concept", "self-promotion" of teachers in a general education organization.

Dialogue is seen as a mutually enriching exchange of information, joint search for truth, the organization of "communicative strategies of learning" and environment for the support participants' interpersonal meetings and collaboration.

Consulting is treated as an intellectual activity on the identification and analysis of professional and personal problems, on the choice of means and methods aimed at resolving the identified problems, on working out a program of professional and personal development; on designing the teacher's individual educational route; on organizing and conducting teachers' reflection; on enhancing psychological readiness for activity in new situations.

Mentoring is regarded as conscious interaction of a mentor and a teacher of any work experience and qualification - to transfer professional, personal and social experience. At various stages of pedagogical professional and personal development, mentoring creates the teacher's individual acme by seeking a

"painless" solution to the revealed personal problem, a way out of the "crisis of professional competences".

Cooperation is defined as communication, equality in all aspects, mutual understanding, acceptance of common objectives and ways, methods, means to achieve them, as well as productive interaction during professional and personal progress in the school methodological educational environment.

Co-creation is treated as a system of interconnected pedagogical events and situations aimed at unleashing the creative potential, developing internal creative abilities, launching the mechanisms of self-education, self-affirmation and self-realization of each support member, forming harmonious human relations, joint creating, understanding, evaluating the innovative experience of professional activity, expanding the subjectival space of the individual.

Co-management is the process of teachers' inclusion in the projection of new educational practice types and scientific management of these processes; creation of prerequisites for building the subject-subject relations, transition to the self-management of professional and personal development and formation of professional and life credo.

Facilitation (stimulation, inspiration) is considered as influence on the motivation of teachers' professional and personal development, as axiological attitude to teaching activity, as learning of meanings as elements of personal experience, as stimulation of self-improvement and self-development requirements.

Thus, the proposed structure of scientific and methodological support in an organization of general education allows making the support process both manageable and managing.

- *The content of scientific and methodological support in the conditions of a general education organization.*

The modern teachers remain in a situation of constant self-education and apprenticeship right at the workplace: they have to adopt the system of modern education values, become aware of the modernization and projection needs in educational process with a focus on new results, to revise their experience in the context of the FSS GE introduction. In this regard, the content of scientific and methodological support to teachers in general education organization is determined by the requirements of the Professional Standards. It is carried out at three levels.

The first, **beyond-the-subject**, level: scientific and methodological support realizes the methodology and theory of the federal state standard of general education (FSS GE), as well as the formation and development of the pedagogical Information and Communication Technology (ICT) in general – pedagogical competence.

The second, **subject**, level provides scientific and methodological support in the specific domain of the teacher's competence. The spectrum of scientific and methodological support is determined by the teacher himself.

The third, **personal**, level: scientific and methodological support ensures the teachers' intellectual, moral, emotional, psychological health.

Thus, the above examination clarified the essence, determined the structure, content and levels of scientific and methodological support to teachers in the conditions of a general education organization.

Materials and Methods

2.1. The research purpose is experimental verification of the organizational and methodological conditions effectiveness in scientific and methodological support to teachers in the context of a general education organization when implementing the Professional Standard.

2.2. The research objectives.

- To diagnose the levels of teachers' professional and personal development on the basis of the criteria and indicators developed in accordance with the Professional Standard.
- To create and test the organizational and methodological conditions of scientific and methodological support to teachers in a general education organization.
- To evaluate the effectiveness of the organizational and methodological conditions of scientific and methodological support to teachers in a general education organization when implementing the

Professional Standard on the basis of the developed criteria and indicators of teachers' professional and personal development.

• *Methodological approaches to the scientific and methodological support to teachers in the conditions of a general education organization.*

In order to achieve the research purpose and meet the objectives, the research team chose such methodological approaches that could give an opportunity to shape scientific and methodological support to teachers in a general education organization adequately, in accordance with the modern needs of the society or the developing school, taking into account the individual needs and professional requests of teachers and the teaching team in general. Such approaches can therefore be rightfully considered as innovative.

The person-oriented approach (Zagvyazinsky 2008; Zimnyaya, 2005; Slastenin 2008; Slobodchikov, 2009; Yakimanskaya, 2000) provided an opportunity to explore individuality development, self-knowledge and self-realization of the teacher's personality through the professional image of the world and through self-concept.

The subject-activity approach (Brushlinsky, 2000; Rubinstein, 2000) made it possible to consider a teacher as an active reformer of his own life, the person who is able to determine the trajectory of his personal development in professional activities.

The acmeological approach (Derkach, 2013; Zazykin, 2012) allowed us to overcome the contradictions of micro-environment and personality, to develop an algorithm for productive problem solving in terms of teachers' development, to activate personal resources to succeed in pedagogical professional work.

Using *the integrative-differentiated approach in continuing education* (Theoretical and methodological bases, 2004; Galitskikh, 2001, 2004; Gvozdeva, 2008) became a base for the diagnostics and development of an electronic diagnostic methodical product "PPD-test (professional and personal development test)" – in order to resolve the contradiction between the unified requirements to professional competencies, personal qualities of the teacher and the individual style of his activities.

• *Theoretical and empirical research methods.*

- *Theoretical methods* - a retrospective analysis of studies in the sphere of scientific and methodological support to teachers; pedagogical modeling and projection; analysis, synthesis and systematization of the pedagogical results of scientific and methodological support to in a general education organization.

- *Empirical methods* - pedagogical experiment, simulation method, testing, questionnaires, *interviews* with teachers, projective techniques, humanitarian expertise, targeted systematic observation, methods of mathematical statistics.

• *The research base organization.*

The base organization for this reserch was the Kirov Regional State Budget Institution of General Education "Omutninsk secondary school with advanced learning of specific subjects", which is the experimental ground of Vyatka State University. The experiment also involved 312 teachers from the municipal independent general education institution "Secondary school 10» located in the city of Chaikovsky of the Perm Krai and six educational organizations of the Eastern educational district of the Kirov region.

• *The organizational and methodological conditions of scientific and methodological support to teachers.*

The principal idea of the study is to create a school methodological educational environment with a humanistic subjectival orientation. This is the environment of teachers' everyday life. The main task of the experiment is to create conditions for teachers' 'residence' in this environment – conditions for active professional activities, for self-development and cooperation.

In the course of the study, we found that the effectiveness of scientific and methodological support to teachers in general education depended on the quality, structure and content of organizational and methodological conditions. They should not contradict each other, forming a complex, and should stem from the goals and objectives of the educational organization, comply with its regulations (setup), take into account the features and needs of the teaching staff and the requirements of the teachers' Professional Standard. Our analysis of innovative experiences in the Omutninsk secondary school

showed that scientific and methodological support to teachers in a general education organization can be effective in the following organizational and methodological conditions:

a) The creation of a school methodological educational environment - to expand the "field of teachers' possible actions", to reside in this environment of meetings, events, situations, "pedagogical circumstances", in which teachers need to understand the meanings, purposes and results of their activity, communication means, as well as to pick out positive changes and accept them;

b) The arrangement of activity style and the formation of the educational organization setup, aimed at creating a favorable psychological climate and emotional comfort in the team;

c) The motivation-value acceptance of the Professional Standard requirements by all support subjects; the formation of teachers' readiness to innovative activity in the school methodological educational environment;

d) Experience in innovative pedagogic activities, which is accumulated by teachers and educational organizations in terms of the FSS GE implementation;

e) the use of active and interactive forms, methods, technologies of scientific and methodological support for professional and personal development of teachers – to form and improve relevant professional competencies, personal qualities, values, ways of interaction and communication culture, the teacher's comprehension of himself as a proactive creator of his own life;

f) the organization of joint search for operational reference points, interpersonal meetings and dialogues, co-creation, assistance, cooperation, collaboration, connection of all participants in scientific and methodological support (Davlyatshina, 2015).

• *Evaluation criteria.*

The effectiveness of the organizational and methodological conditions of scientific and methodological support to teachers was evaluated on the basis of humanitarian expertise by the support subjects. The evaluation was based on the criteria and indicators of teachers' professional and personal development (Table 2).

Table 2
The criteria, indicators and levels of professional and personal development of teachers in the context of a general education organization

Criteria	**Indicators**	**Levels**
Activity: *the level of the teacher's professional activity development*	1. The teacher's readiness to innovations 2. Professional competence 3. The methodological culture of the teacher	low middle high
Personality: *the level of the teacher's personal qualities development*	1. The teacher's ability to self-development and self-education. 2. The teacher's culture 3. The creative potential of the teacher's personality.	low middle high

Communication: *the level of the teacher's psycho-pedagogical communication development*	1. The teacher's ability to empathy 2. The effectiveness of the communicative interaction of the teacher and children 3. The teacher's leadership qualities	low middle high
Information: *the level of the teacher's professional ICT-competence development*	1. General ICT-competence 2. General pedagogical ICT-competence 3. Subject-related pedagogical ICT-competence	low middle high

Results

The main purpose of organizational and methodological conditions is to overcome the difficulties encountered in the educational innovative processes by means of scientific and methodological support for teachers' professional and personal development and to intensify the resources of their pedagogical activities. Evaluating the effectiveness of these organizational and methodological conditions was carried out through humanitarian expertise by the support subjects. The main questions for the teachers' response were: "Does this school give an opportunity for children and adults to coexist comfortably in the human dimension and to what extent? What promotes this (how can this be intensified and developed)? What hinders this (What are the remedies for that)?" The research sample consisted of 56 answers of the teachers working in the Omutninsk secondary school. The age of the respondents was between 22 and 64 years, their work experience was from 1 year to 43 years; all the respondents had graduated from a higher education institution or received a specialized pedagogical post-secondary education. The teachers' working experience was as follows: up to 7 years - 9 people (16.1%), from 7 to 25 years - 31 people (55.4%), more than 25 years - 16 people (28.6%).

In the course of the humanitarian expertize, teachers noted that *the feature of the school methodological educational environment* is the possibility to ensure that all support subjects have equal opportunities for effective professional and personal development. They indicated personal positive changes in the attitude to:

- The significance, values and goals of the profession (revision of their vocation to be a teacher - 57.6%);
- The organization, content and results of teaching (comprehension of the status of a professional - 75.6%);
- Their student as a subject of learning and development (acquisition of the position of a teacher-humanist - 91.8%);
- Their colleagues as members of the professional community (awareness of self as a cooperator, co-creator, ally, a subject of interactive interaction - 97.2%);
- Themselves as creative personalities (an aspiration to constant improvement and self-development - 95.4%).

The research findings led to the conclusion that the necessary condition for effective scientific and methodological support to teachers in a general education organization is filling the school methodical educational environment with value-based meaning, interactive communication, conscious choice, as well as actions, situations, events and meetings that are significant for the teacher. In the course of systematic targeted observation and upon obtaining the survey and diagnostics results, we noted the teachers' active processes of self-education and self-discovery, "self-building" and realization of personal

educational path, formation of a subject position in professional work, improvement of professional and personal development.

During the experimental work, we found that the team's favorable psychological climate and emotional comfort directly depend on the school life setup. An analysis of responses to the question "What kind of organization is our new school?" allowed us to identify the characteristics and components of the authors' idea about school life setup (Table 3) (Davlyatshina, 2015).

Table 3

The characteristics and components of school life setup

Characteristics of school life setup	**Components of school life setup**
Acceptance of the FSS ideology of general education	Strive for development
General objectives of the educational process	Joint goal-setting
Favorable psychological climate for all participants in the educational process	Emotional comfort within the space of activities
Joint creative activities aimed at personal development	Enthusiasm in creative development
Openness to innovations	Strive for new achievements
Interactive communications and activities	Cooperation and goodwill
System of values	Acceptance of moral values
Physical, mental, social health of participants in the educational process	Health protection attitude
Humanization of the educational process	Relationship based on humanism, tolerance, empathy
Focus on self-development, self-improvement	Pursuit of excellence

79.2% of respondents noted that the acquisition of innovative pedagogical experience unites teachers; a team of experimenters creates a "pedagogical resonance" in the educational organization, encourages other teachers to learn and implement innovations in the educational process, acts as role models for personal development and aspire other staff members to perfection and self-realization. The accumulation of innovative experience takes place in the school methodological educational environment and requires scientific and methodological support.

Teachers were asked to identify the areas of scientific and methodological support, which facilitate effective development of the Professional Standard. The respondents indicated the following areas:

- Identification of difficulties, professional preferences, educational needs and teachers' requests;
- Understanding and resolution of professional and personal problems;

- Revision of own professional and life experience, the experience of communication and interaction, personal qualities;
- Creation of conditions for the teachers' selection of individual professional routes and academic plans; assistance in their development and implementation;
- Establishment of an interactive dialogue with the subjects of support;
- Understanding of the importance of professional and personal self-development and self-education;
- Formation of professional self-development competences;
- Joint search, collaboration, co-creation, connection, and co-participation;
- Support for teachers' own engagement in creative activities to transform themselves;
- Analysis, reflection and understanding of the process of professional and personal development.

The effectiveness of scientific and methodological support was evaluated on the basis of the developed criteria and indicators for teachers' professional and personal development. This evaluation was reflected in the analysis of the results described by means of mathematical statistics (Tables 4,5,6,7).

Table 4

Activity criterion:

the level of the teacher's professional activity development

Indicators	**Levels**											
	low				middle				high			
	before		after		before		after		before		after	
	people	%	people	%	people	%	people	%	people	%	people	%
The teacher's readiness to innovations	**9**	16.1	**4**	7.2	**33**	58.9	**34**	60.7	**14**	25.0	**18**	32.1
Professional competence	**4**	7.2	**2**	3.6	**34**	60.7	**32**	57.2	**18**	32.1	**22**	39.2
The methodological culture of the teacher	**11**	19.6	**6**	10.7	**29**	51.8	**31**	55.4	**16**	28.6	**19**	33.9

Table 5

Personality criterion:

the level of the teacher's personal qualities development

Indicators	**Levels**											
	Low				middle				high			
	before		after		before		after		before		after	
	people	%	people	%	people	%	people	%	people	%	people	%
The teacher's ability to self-development and self-	**5**	8.9	**2**	3.6	**42**	75.0	**37**	66.0	**9**	16.1	**17**	30.4

education												
The teachers' culture	**4**	7.2	**2**	3.6	**41**	73.2	**40**	71.4	**11**	19.6	**14**	25.0
The creative potential of the teacher's personality	**6**	10.7	**2**	3.6	**34**	60.7	**33**	58.9	**16**	28.6	**21**	37.5

Table 6
Communication criterion:
the level of the teacher's psycho-pedagogical communication development

Indicators	**Levels**											
	low				middle				high			
	before		after		before		after		before		after	
	People	%	people	%	people	%	people	%	people	%	people	%
The teacher's ability to empathy	**3**	5.3	**2**	3.6	**29**	51.8	**30**	53.6	**24**	42.9	**24**	42.9
The effectiveness of the communicative interaction of the teacher and children	**7**	12.6	**3**	5.3	**22**	39.2	**22**	39.3	**27**	48.2	**31**	55.4
The teachers' leadership qualities	**11**	19.6	**8**	14.3	**26**	46.5	**27**	48.2	**19**	33.9	**21**	37.5

Table 7
Information criteria:
the level of the teacher's professional ICT-competence development

Indicators	**Levels**											
	Low				middle				high			
	before		after		before		after		before		after	
	People	%	people	%	people	%	people	%	people	%	people	%

General ICT-competence	**7**	12.6	**3**	5.3	**9**	16.1	**7**	12.6	**40**	71.3	**46**	82.1
General pedagogical ICT-competence	**11**	19.6	**6**	10.7	**23**	41.1	**24**	42.9	**22**	39.3	**26**	46.5
Subject-related pedagogical ICT-competence	**16**	28.6	**11**	19.6	**32**	57.3	**34**	60.7	**8**	14.3	**11**	19.6

An analysis of the diagnostics results showed a positive dynamic in all criteria in the majority of teachers. The study convinced us that the results of the diagnostics (self-diagnostics) and monitoring make the work of the supporter and the supported more specific, orient them to solve the practical problems of teachers' professional and personal development in accordance with the requirements to the labor action, knowledge and skills of the Professional Standard. This allows:

- Considering scientific and methodological support as a trigger to the teachers' adaptation to the Professional Standards;
- Evaluating and determining the strategy of scientific and methodological support in the context of a general education organization in qualitative terms;
- Managing the process of professional and personal development of teachers and pedagogical team;
- Helping each teacher to reflect upon their professional and personal development.

The main task of a methodological service in a general education organization is to create sufficient conditions for teachers' qualitative development in terms of new professional competences of the Professional Standards of teachers.

Discussion

The results of the study were discussed at scientific conferences, awarded with diplomas, published in the monographs by E. Galitskikh "Reading with enthusiasm: workshops of life creation" (Galitskikh, 2004, 2016) and the teaching aids by O. Davlyatshina "Professional and personal development of teachers in the conditions of a general education organization", "Modern approaches to teaching academic subjects in the general education organization when implementing FSS GE" (Davlyatshina 2015, 2016). The topic of further research may be projection and implementation of teachers' individual educational routes from the standpoint of the Professional Standard and the world tendencies of teachers' professionalism development, taking into account new information sources and educational process means (e-books, remote feedback, online societies, educational grants activities, experience of professional contests, ideas of alternative pedagogics).

Conclusions

This study has revealed the following barriers to the creation of organizational and methodological conditions of scientific and methodological support to teachers in a general education organization. We have found out that new active and interactive forms and techniques of teachers' self-development are not used to the full extent. The resource basis for effective scientific and methodological support is integration of the school methodological and psychological services, which identify the level of teachers' professional and personal development. Teacher are not fully aware of the functions and possibilities of continuing education in the profession. The problem field is teachers' readiness to work out an individual educational program (route) of professional development independently, as well as managing activities with the help of information and network technologies.

The identified barriers suggest that in the nearest future, the evolution of school methodological service (as a service of scientific and methodological support) will be an integral part of teachers' professional

and personal development within the framework of implementing the Professional Standard of teachers. Today, school methodical service is in the process of creative search for its improvement; it puts innovations into practice by implementing strategic management in education.

Recommendations

Scientific and methodological support is an open system to maintain the professional and personal formation of teachers. It responds to everything new, there is no limit to perfection. This feature ensures its dynamism and mobility, checks scientific and methodological support for readiness to respond to domestic requirements of the teachers' Professional Standard, as well as to international principles of teachers' training. The materials of this paper can be useful in methodological service modernization, theory and practice of teachers' further (or postgraduate) education.

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Modern Journal of Language Teaching Methods (MJLTM)
ISSN: 2251-6204

FORMATION OF ADOLESCENTS' COMMUNICATION CULTURE: SUBSTANTIVE AND METHODOLOGICAL ASPECTS

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Abstract
One of the aims stated in the Russian system of education is to develop the culture of communication as part of the general culture of the child. Without real communication between students and teachers, genuine communication among peers the effective implementation of the educational process and the formation of a harmoniously developed personality cannot be implemented. Therefore, the article is aimed at theoretical substantiation and experimental verification of the content, forms and methods of development of communication culture in adolescents. The leading method in the study of this problem was the diagnostic testing that helped to reveal the degrees of adolescents' communication culture in, as well as outline the prospects for its further correction. The article presents the authors' program to develop the culture of communication in adolescents, which represents the combination of the following components: value-meaningful component, aimed at the development of tolerance of others and communicative control increase in adolescents; cognitive component, contributing to the formation of knowledge and skills of culture in verbal and nonverbal communication; activity-based component, implying the formation of the foundations of oratory art and skills of making a good conversation. The given program has practical value to educators, psychologists and classroom teachers of secondary schools in the organization of the educational process.

Keywords: communication, communication culture, competence, adolescence.

Introduction

Relevance of the issue

The need for communication is one of the basic social needs of a person. Without communication the formation of personality, his education, intellectual development, adaptation to life is impossible. Communication is necessary for people to work together and maintain interpersonal relationships. The ability to communicate is both the natural quality of every human being and elaborate art implying continuous perfection.

One of the aims stated in the system of education and training is to improve the communication culture as part of the general culture of a child. The search for cooperation, participation, co-creation, fellowship, founded on humanistic relations form the basis for productive communication at school. Without real cultural communication between students and teachers, between pupils and their peers the effective implementation of the educational process and the formation of a harmoniously developed personality are impossible (Lisina, 1986).

The analysis of a large number of social and moral problems of modern Russian society has made it crucial to improve the sphere of human relations. Many humanities face this problem. The peculiarity of

psycho-pedagogical approach to its solution at the present moment lies in the views reconsideration and the shift to optimize communication, increase its effectiveness and psychological security. Thus, the problem of formation becomes particularly relevant for Pedagogy (Nikonova, 2001).

M.A. Chernysheva (2006) sees the communication culture in the broad sense of the word as a set of standards, methods, forms of interaction between people who are taken in a particular social group as a kind of communication standard, or model. The author mentions that the culture of communication is affected by people's national identity. It is determined by the uniqueness of people's historical development, their national traditions and the specific features of the life of society at every stage of its development. In the narrow sense, the culture of communication is the degree of a person's mastery of communication skills, created and adopted in a particular society (Chernysheva, 2006).

Having studied the psychological and pedagogical literature, we noticed that many scholars include in the culture of communication nearly all adopted in a particular cultural community ways to express their thoughts and feelings related to another person or to himself, the words organized into speech and its dynamic characteristics intonation; facial expression; posture; gestures, appearance and the like, which allow mutual understanding and interaction (Lomov, 1979). After analyzing the works of E.P. Savrutskaya (2006), it was observed that the scholar focuses not only on the behavioral aspects of the culture of communication, but also on the internal – the moral one. In her view, the communication culture characterizes the level of development of the moral and behavioral factors that make communication between people. The culture of communication implies having moral qualities corresponding to a certain historical period, and it is implemented in the social activities of individuals, their actions and behavior (Savrutskaya, 2006).

Having studied psychological and educational literature (Abulkhanova-Slavskaya, 1981; Belova, 2013; Dobrovich, 1978; Iliyaeva, 1989; Kagan, 1988; Sterin, 2001; Valeeva, 2015) we can conclude that the researchers note the normative character of communication culture. Social norms are the rules of conduct that are sanctioned by social groups and expected in actual behavior of these groups of people.

Conversely, we consider the culture of communication as a complex personal identity creation, characterized by the degree of assimilation, adoption, use and enrichment by the personality of the moral wealth of the society in the field of communication (values, norms, scientific knowledge). Here one can see the unity of the morality and behavioral components of human communication culture. The morality component of human communication culture includes person's attitude to the culture of social communication - social moral wealth of the society (morality, etiquette, knowledge). Behavioral component characterizes the actual behavior of the individual in communicating with people. Social norms acquirement is important, but not decisive in forming social behavior of the individual.

On the basis of the given material, we have identified three components that reflect the essence of the culture of communication: value-meaningful component characterizing the importance of norms and values of communication for the individual; then cognitive component, which is the knowledge and skills of the individual in the field of communication; and, finally, activity-based component that characterizes the implementation of values, norms and rules in everyday communication. Only the harmonious combination of these elements provides efficient functioning of the culture of communication. The authors of this paper have chosen their own definition of the culture of communication, by which they mean not just the ability, or a combination of knowledge and skills, or simply following the rules of etiquette. It describes the value for the individual of moral wealth accumulated by society in the field of communication, which is reflected in a personally-meaningful element of person's communication culture and is expressed in the desires, interests, ideals, value orientations, beliefs of a man.

Relevance of the adolescents' communication culture formation

In adolescence, communication with peers becomes increasingly important. In the relationships of initial age equality teenagers develop ways of relationships, pass through the school of social relations (Obukhova, 2006). In relationships with peers teenagers try to realize their identity, to determine their ability to communicate (Khuziakhmetov et al, 2015). To carry out these efforts, they need personal freedom and personal responsibility. So, they defend their individual freedom as the right to adulthood (Pikhanov, 2009). At the same time, in relation to parents teenagers usually take an attitude far from

positive one. Very often young people to enhance the "We" position with peers employ the autonomous group speech, autonomous non-verbal signs (Demakova et al., 2016). At this period adolescents start wearing the same style and type of clothing to highlight their belonging to one and the same group. In informal teenage associations the slang is created. In addition to the autonomous slang speech that unites teenagers into groups, we should also focus on gestures and postures - aggressive, to eliminate the distance, sometimes downright cynical. Teenage nonverbal communication can cause the protest of adults, but adolescents themselves easily and readily pass through the age initiation with impudent gestures and postures. However, they do not even realize the meaning of their non-verbal communication (Ribakova et al, 2015).

Of course, much in the verbal and nonverbal forms of communication is determined by the cultural environment where the teenager lives and his inner attitude towards slang and obscenities in general. There are some teenagers who are very respectful of their native language and seek to develop their own speech. The increase in aggressive manifestations in communication of modern adolescents is one of the most acute social and psychological problems of the modern school and society (Petrova, 2003). Analysis of this issue in the pedagogical literature and practice revealed the number of contradictions between the needs of the state and society in people with high culture, effective communication and insufficient development of the content, forms and methods of building communication culture in children of different ages (especially teenagers).

Methodological Framework

The aim of the present research was to study and diagnose value-meaningful, cognitive, activity-based components of communication culture in adolescents, as well as to develop and implement the authors' program aimed at promoting communication culture in adolescents.

In compliance with the aim, the following methods have been selected:

1) Theoretical (analysis of psycho-pedagogical and methodological literature, comparison, generalization);

2) Empirical (ascertaining, forming and control experiments).

The results were processed with Student's t-criterion.

The research involved 133 first-year students of Kazan College of Humanities and Social Sciences. To realize the aim of the research there were used the following methods.

The goals in the research study:

- To study the value-meaningful component of communication culture;
- To study the cognitive component of communication culture;
- To study the activity-based component of communication culture.

For data processing there were used mathematical processing methods (calculation of the arithmetic mean and of standard deviation; converting the raw data into the stens' ranking scale for the cognitive and the activity-based component of communication culture). Testing the hypothesis of reliable difference of the mean data was performed by the method of the average Student's t-test for dependent samples.

Results and Discussions

Studying of the value-meaningful component of communication culture

To study the value-meaningful component of communication culture it was decided to conduct a survey on the topic "The role of communication culture in the life of a modern person." The survey allowed us to see the role of communication culture in adolescents.

Adolescents under survey had their own understanding of the communication culture, but most of the responses had two different views. According to the first view, communication culture is a system of rules, complicating the life of the group (28%), whereas according to the second view, communication culture is the regulations limiting the behavior of strangers in the business environment (60%). Evaluating the role of the communication culture in modern society, respondents expressed the consensus: 60% of adolescents assess its role as stable low and 40% of respondents as decreasing. At the same time, all adolescents gave an affirmative answer to the question whether there should be the communication culture in our society and school. Asked about the possibility of teaching adults the rules

of etiquette, 64% of students expressed the lack of sense of such learning, and 36% of adolescents believed that this is only possible if there is the desire of the learner.

Solution of the given task

Summing up the results of the diagnosis carried out, it can be concluded that the adolescents' average level of knowledge in the field of communication predominates and it has a tendency for low level, they do not know the rules of behavior in society. Necessity to build the value-meaningful component of communication culture among teenagers caused us to developed and put into practice the program named "Let's talk". To increase the value-meaningful component there were conducted interviews to develop tolerance of others and to improve communicative control.

At the ascertaining stage of experiment were seen the differences. The sample participants realized the importance of the communication culture in modern society and understood that communication rules are observed everywhere: not paying attention to these rules, they did not take them exactly as the rules of communication (88%). Respondents recognized the need for communication rules training unanimously: 24% of teenagers believed that communication rules must be taught in the family, 24% of adolescents think that it should be taught at school, 36% of teenagers respond that communication rules must be taught both in the family and university and 16 % of adolescents believe that teaching should be done in all these areas. After the experiment, adolescents realized that learning etiquette is never too late - all it takes is willingness and support of the society.

Reserves and recommendations

The results of the conducted research determine the following actions: to add in an extracurricular activity different forms and methods which help adolescence to get more information about the communication culture in the modern society, to add the discussions and debates such as "How to behave in different situations", "How to communicate with adults and fellows".

Studying of the cognitive component of communication culture

To study the cognitive component of communication culture, there were chosen the tests "Communication" and "Do you know the rules of etiquette?" The test "Communication" was aimed at identifying the knowledge in the field of communication. Students were asked to answer 18 questions. The level of knowledge in the field of communication was determined by the number of correct answers. The test "Do you know the rules of etiquette?" was intended to clarify how well teens know the rules of behavior in modern society. The sample participants had to respond to 17 questions and to select the answers A, B or C – the one that they found the most appropriate. The level of good manners knowledge was determined by the number of correct answers.

After receiving the results of the "Communication" test, we noted that most of the sample participants had average level of knowledge, with the tendency to low level in the field of communication. Most of them couldn't give the definition for "communication", had insufficient understanding of non-verbal means of communication (gestures, facial expressions, pantomimic); didn't not have knowledge about the concepts of introversion and extroversion. The results of the "Do you know the rules of etiquette?" test showed that 24% of teenagers have a low level of knowledge of behavior rules in modern society; 36% of teenagers have below average level; 28% of teenagers have mean level and 12% of teenagers have high level. Analysis of the data suggests that most adolescents have difficulty in naming the rules of etiquette, do not know the rules of conduct in public places, do not know where greeting is necessary, do not know how to show respect for older people when greeting.

Solution of the given task

Due to the results the teenagers have the high level of impulsivity in communication and interaction with others; poor differentiation of behavior causes teenagers' looseness in cooperation with partners in the dialogue. To improve the cognitive component there were included in the program the forms aimed at personal enrichment in the field of communication, the formation of knowledge, skills of verbal and nonverbal communication, and the formation of knowledge and skills of communication culture.

For repeated diagnosis of the cognitive component of the communication culture, there were also used the "Communication" and "Do you know the rules of etiquette?" tests.

Table1. "Communication test" results at the control stage of the experiment

The number of correct answers	Level of knowledge	%
0-4	Low	16
5-8	Mean	44
9-12	Above mean	32
13-18	High	8

Analysis of the results presented in Table 1 shows that there were significant changes in performance and most adolescents at the control stage have mean and above the mean level of knowledge. Teenagers became proficient in giving approximate meaning of "communication culture" concept; they became familiar with the styles of interpersonal relationships and with the means of non-verbal communication. There were also significant changes on the "Do you know the rules of etiquette?" test. 48% of teenagers showed the increased mean level of behavior knowledge in society, high level of knowledge rose from 12 to 28%.

Comparison of the results of the communication culture cognitive component among adolescents before and after the formative experiment showed that the high level of cognitive component is observed in 52% of adolescents (4% before the experiment), the mean level in 44% of adolescents (before the experiment 40%) and low level of cognitive component of communication culture among adolescents was only in 4% (56% before the experiment). It may be concluded that after formative experiment teenagers acquire knowledge, skills in the field of communication.

The final step of our research was the analysis of the results based on Student's t-test, which aimed to check whether there was a significant difference in mean values at ascertaining and control stages of the study. As a result of Student's t-test, we obtained the following data: differences between the mean values of the communication culture cognitive component before and after the experiment are valid as temp>tcr (temp = 5.13) with p = 0.05.

Reserves and recommendations

Great help according to the results will be the use of such forms of education as collective creative work, trainings of Communication, collective discussion, ethical discussions.

Studying of the activity-based component of communication culture

To study the activity-based component of communication culture the first method chosen was the one of self-control assessment diagnostics in communication by Marion Schneider (Practical psychodiagnostics.., 1998). The methodology is designed to study the communicative control level: low, medium or high communicative control. The next method to study the activity-based component was the test "Can you conduct a conversation?" The proposed test allowed to find out how well teenagers conduct a conversation with their partners and how properly they organize their conversation. The test consisted of two blocks. The first block included a set of questions. Every single question corresponded to 4 possible answers. The sample participants had to choose only one of them, which was mostly relevant to their fashion of conducting a conversation with their partners. The last method used for the study of the activity-based component of communication culture was Communicative Tolerance Diagnostics by V.V. Boyko (Practical psychodiagnostics…, 1998). It was applied to find out how much young people are able or not able to accept the individuality of people they encounter. This method involved selecting one of three possible answers which expressed the degree of teenager's consent with the given statement. Using the Schneider's methodology of self-control assessment diagnostics in communication. We saw that 32% of adolescents have low level of communicative control that indicates a high level of impulsivity in communication and interaction with others, poor differentiation of behavior that causes teenagers' looseness in cooperation with partners in the dialogue. 60% of adolescents have an average level of communicative control. It characterizes them as reserved people, with low emotional communication, sincerity and ingenuousness when interacting with others. 8% of adolescents with a high level of communicative control constantly look after themselves, they are well aware of where and how to behave. However, they have great difficulty in spontaneity of self-expression, do not like unpredictable situations. The following "Are you able to conduct a conversation?" test showed that the majority of

adolescents (52%) scored from 0 to 22 point meaning they usually do not think about how to talk with their partners in conversation. 28% of sample participants scored from 67 to 87 points, which indicates that they want to turn the bilateral dialogue into a monologue in which the primary role is assigned to them only. 16% of adolescents scored from 23 to 44 points, they are classified as "taciturn" conversation partner, initiative to talk rarely comes from them, but to others they are great listeners, as guided by the principle: "Silence is gold". 4% of adolescents scored from 45 to 66 points; they are aware of the basic rules of conversation, so they know by what aspects they should attract the partner's attention and which aspects should be kept quiet. Examining the adolescents' communicative tolerance according to V.V. Boyko (1998) methodology, we concluded that none of the teenagers have a high level of communicative tolerance. 44% of the adolescents have an average level of communicative tolerance, and 56% of the studied adolescents have low level of communicative tolerance, which testifies to their intolerance of others. Most teenagers believe that it is necessary to respond to rudeness by rudeness, it is difficult for them to hide the dislike of the man. Teenagers cannot admit their mistakes, even if they are aware of them; they find it difficult to concede.

Solution of the given task

According to the test results low level of conscientiousness development among adolescents shows low level of respect for social norms and ethical standards. Besides, adolescents are not patient with others, which is shown by the low level of communicative tolerance. That's why we saw the necessity to include in the program different training sessions and exercises that promote the formation of oratory art and skills of making a good conversation.

Having conducted repeated diagnosis activity-based component it was noticed that there was an increase in the number of adolescents with the mean level of communicative control (56%), which describes adolescents as moderate with low emotional communication, sincerity and ingenuousness when interacting with others. 24% of adolescents (8% before the experiment) constantly monitor themselves, are well aware of where and how to behave. However, they have a great difficulty in spontaneity of expression, do not like unpredictable situations.

Table 2. The level of communicative control at the control stage of the experiment

Score	The level of communicative control	%
0-3	Low	20
4-6	Mean	56
7-10	High	24

Communicative tolerance diagnostics (V.V.Boyko) showed that 16% of teenagers have a high level of communicative tolerance (0% before the experiment). 60% of teenagers have mean level of communicative tolerance (44% before the experiment), and 24% of the studied adolescents have low level of communicative tolerance (56% before the experiment), which point out their intolerance of others. Teenagers no longer assume that they must respond to rudeness by rudeness, they try to concede when they are objected, they are rarely impatient.

The activity-based component of the communication culture among teenagers, after the formative experiment, showed the results of high level in 32% of the adolescents (0% before the experiment), the mean level of activity-based component of the communication culture in 60% of adolescents (28% before the experiment) and low level in only 8 % of adolescents (72% before the experiment). Therefore, teenagers have mastered the values, norms and rules in everyday communication.

As a result of Student's t-test, we obtained the following data:

–differences between the mean values of the communication culture activity-based component before and after the experiment are valid because temp>tcr (temp = 3.11) with p = 0.05;

Control experiment of the communication culture among adolescents showed that there is a strong tendency to develop value-meaningful, cognitive and activity-based components of adolescents' communication culture.

Reserves and recommendations

The results of the experiment determine the following actions: to introduce adolescence to the concept of 'tolerance', to give the information about the features of a tolerant person, show different video views were shown tolerant and intolerant heroes, to give adolescence the opportunity to take part in different role games an discussions.

Conclusion

On the basis of the results in the course of our experiment, we conclude that the work to promote communication culture among adolescents contributes to the formation of knowledge and skills of communication culture. We have developed the program "Let's talk" that includes the use of various forms and methods of work to promote communication culture in adolescents: the method of schooling, short stories and lectures, discussions and debates, video views, trainings, ethical discussions, simulations, role and business games. The experimental research allows to claim the effectiveness of the work done to promote communication culture in adolescents. We obtained reliable information that the program we developed contributes to the formation of value-meaningful, cognitive, activity-based components of communication culture in adolescents. These data were confirmed by mathematical processing methods, in particular, the Student's t-criterion.

Acknowledgments

The work is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University.

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MJLTM

Modern Journal of Language Teaching Methods (MJLTM)
ISSN: 2251-6204

THE DEVELOPMENT OF UNIVERSITY STUDENTS' COGNITIVE CAPACITIES

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Abstract
This article aims to identify the conditions for successful development of the cognitive potential of students, taking into account the content of professional education and interdisciplinary integration in high school; disclosure of the essential characteristics of cognitive function (level of cognitive processes of students, the flexibility of their thinking, reflective thinking, convergent (productive) and divergent (creative) abilities, the ability to operate with conceptual systems, etc.); development of the main sections of the cognitive potential of students (of values, cognitive, of the activity); the main stages of cognitive development (beginner, forming, final); activation of student cognitive potential mechanisms. In the article there was identified the criteria of allocation of levels of development of students' cognitive capacities; it disclosed the essence of the concept of "cognitive capacity" (the presence of significant cognitive information; intellectual ability, the willingness of the individual to the practical implementation of the knowledge, etc.); it proved the necessity of development of University students' cognitive capacities through an active process of construction of knowledge in terms of autonomy and goal-setting; it proved the need for support certain principles for the development of the cognitive capacities of students (interdisciplinary integrative knowledge; axiological goal setting, personal aspect of training; self-construction of the educational route, expanding the experience of cognitive activity).

Keywords: University students, cognitive development, theoretical knowledge, practical experience, information culture, professional competence, intellectual ability, construction of knowledge.

Introduction

Actualizing the problem

The main transformations taking place today in the modern Russian education are related to the integration of Russia into the world educational space that offers, on the one hand, new opportunities, and on the other, new demands on university graduates. So now we demand specialists with not only professional knowledge and competences, but also owning modern educational technologies (Kalimullin, 2017; Valeeva & Karimova, 2014; Masalimova & Shaidullina, 2017). In connection with this required modernization goals, methods and conditions for the development of cognitive capacities of students as the ability of reproduction of their knowledge and skills to solve problems are related to professional self-determination. Relevance of the research potential of students' cognitive development due to such a contradiction as the presence of objectively existing preconditions for purposeful development of University students' cognitive capacities and the lack of theoretical elaboration of organizational and pedagogical conditions aimed at his development (Valeeva et al., 2015). In particular, this is due to the formation of students' ability to accumulate, use and create knowledge in a certain area from the point of view of the expanded reproduction of knowledge, their accumulation and implementation of

professional activity. In this case, it refers to the use of the term "cognitive capacity" in such ways as the ability to find any significant cognitive information; abilities and skills, which are based on knowledge of how to do something and to implement; a special form of epistemological relationship of the individual to the activity (V.I. Ginetsinskii, 1992).

Explore importance of the problem of the development of University students' cognitive capacities in terms of their constituent components

The study of the problem of development of University students' cognitive capacities is related to the issue of verification of his intellectual property as a subject that is of interest in the framework of educational relations in connection with the presence of the following set of cognitive capacities structure: *motivational component* (intrapersonal structure and mechanism of readiness of the individual to the actualization of ability and socio-psychological installation on the deployment of his essential powers: the needs, values and motives (A.K. Markova, 1990), *cognitive-information component* (the student's possession of the system of professional knowledge, skills, attitudes and world outlook, complemented by capacity unit of special abilities purely professional oriented (S.V. Kuzmina, N.V. Vlasihina, 2013); *activity component* (the possession of a student activity and means of expression, aimed at the formation of his mind and active intellectual activities in order to achieve the goal of readiness for self-development and self-actualization, training to self-employment and the development of personal qualities (S.D. Smirnov, 2001); potential *genetic component*, i.e. individual abilities (they include qualitative and quantitative characteristics of individual mental processes that constitute a whole, unique and internally consistent property, aimed at the realization of the vital functions (I.V. Lamash, 2005).

Conditions of the development of University students' cognitive capacities

Students' cognitive capacities are the result of a cognitive process of the institution, which is formally expressed in the relationship of its educational and scientific process. In this regard, the cognitive process is actualized in the cognitive environment including a university educational system, innovative educational technologies, means of communication between the subjects of the educational environment. On this basis, the implementation of fostering the development of cognitive potential of students is carried out through the following conditions: 1) Improving students' cognitive processes (perceptual processes: sensation, perception, attention, which helps to get information from the external and internal environment; mnemonic processes: storage, preservation, reproduction information; intellectual processes: thinking, imagination, speech, whose main function - replenishment of the information, the exchange of information, a product information); 2) Taking into account peculiarities of the need-motivational sphere of students (the actualization of the higher level needs aimed at self-education, self-development, self-realization, growth, discovery and realization of cognitive capacities, including deliberate targeted motivational attitudes and beliefs); 3) Creating conditions for the cultivation of the self-concept of student's personality (formation of psychological installation of the student in relation to itself, its features, capabilities and opportunities); 4) Provision of conditions for the realization of creative abilities of students (which includes the level of cognitive creativity and individual abilities that make it up: flexibility, originality, developed of ideas); 5) The creation of infrastructure for the expansion of the culture of the university academic work (the rational organization of the educational process, the efficiency of the methods, techniques, learning technologies, scientific organization of intellectual labor, etc.); 6) Creating an atmosphere of cooperation and collaboration between all the subjects of the educational process at the university (aimed at the effective assimilation of educational material, the production capacity to perceive the different points of view, the ability to cooperate and resolve conflicts in the process of collaboration, etc.).

Status of a problem

To date, the pedagogical science has accumulated a certain fund of knowledge needed to solve the problem. A detailed analysis of scientific papers showed that intelligence is investigated at three main levels of its functioning: methodological, theoretical and practical. The definition of objective reasons, factors and essentially-categorical characteristics of intelligence was done by M.D. Dvoryashina (1973), E.M. Kedrova (2005) K.W. Fischer (1980); different approaches to the concept of intelligence were

examined by scientists G.Y. Eysenck (1995), N.V. Vidineev (1989), M.A. Kholodnaya (2002); identifying the structural, morphological, instrumental and methodological components of intelligence was done by D.V. Ushakov (2007), S. Lutz & W. Huitt (2004), W. Stanton (1993); the development of tools ensuring the technological development of intelligence was led by Y.A. Karpova (1998), P.V. Shatilo (1998), J.B. Carroll (1993); in the creation of intellectual and pedagogical concept there participated scientists J. Brooks & M. Brooks (2000); there were tested special development technologies of intelligent features in the works of S.D. Smirnov (2001), R. Sternberg (2001), B. Eylon & M. Linn (1988); intellectual processes of students were analyzed by J. Bruner (1990), J. Greeno (1989), D. Phillips (2000); aspects of intelligence development were examined in works of O.V. Bakhtina (2007), V.P. Ivanova (2013), W. Huitt (2002); psycho-educational provision for the integrative nature of the individual aspects in the psychological, social, biological, and the active development were studied by B.G. Ananiev (1968), A. Demetriou & S. Kazi (2001), M.A. Suizzo (2000); the idea of subject pedagogy was considered by Yu. Azarov (2002), N.P. Goncharuk (2004), J. Dewey (1998); theoretical principles of modeling in the training were offered by V.V. Afanasiev (1981), B.M. Velichkovskay & M.S. Kapitsa (2006), M. Driscoll (2001).

The considered problem suggests the study of resource innovative aspects of the organization of the development of students' cognitive capacities in order to create productive information-cognitive space for the formation of future competitive specialists.

Hypothesis

Analysis of theoretical studies and practical activities in the aspect of the problem developed showed that the development of University students' cognitive capacities can be successfully realized if the following conditions are met:

- Implemented conditions of intensification of the development of University students' cognitive capacities (level increase of student cognitive processes; accounting peculiarities need-motivational sphere of students; the creation of prerequisites for nurturing self-concept of the individual; the creation of infrastructure for expansion academic work culture of the university, etc.);
- Carried out reliance on principles of students' cognitive capacities (interdisciplinary integrity of knowledge; axiological goal setting; personal aspect of training; self-construction of the educational route; expanding the experience of cognitive activity);
- Developed and used the main sections of development of University students' cognitive capacities (evaluative, cognitive and active);
- Put into practice a structural model of students' cognitive capacities (ensuring the integration of the content of the humanities, specialized and professionally oriented subjects; the creation of educational space of the university based on the organization of educational and extra-curricular activities at all stages of professional formation of the future expert; the expansion and modernization of forms of social and cultural interaction of students with the intellectual university potential; the construction of the social and professional background of the future specialist in the process of humanitarian and special training).

Materials and Methods

The tasks of the research

In the study, the following tasks were set: 1) To analyze the essential characteristics of the student's cognitive sphere based on his level of cognitive processes and on this basis to disclose the essence of the concept of "cognitive capacity"; 2) To identify the conditions for a successful implementation of the revitalization of students' cognitive capacities; 3) To work out the main topics of the cognitive potential of University students (of values, cognitive, of the activity); 4) To define principles of students' cognitive capacities); 5) To develop a structural model of the development of students' cognitive capacities.

Theoretical and empirical methods

Research methods: theoretical analysis of philosophical, psycho-pedagogical and methodical literature; Generalization of pedagogical experience; The analysis of curricula, educational programs, teaching aids in specialized disciplines; Questioning, interviewing, pedagogical observation; Self-analysis and self-evaluation by students of the level of development of their cognitive capacities; Conversations, written

and oral interviews, testing of students; Pedagogical experiment; Analysis of the results of the search activity.

The trial infrastructure and stages of the research

The basis of the study was the Institute of Physics of the Kazan (Volga region) Federal University. The study was conducted within the framework of teaching students the specialties "Pedagogical Skills" and "Theory and Technology of Education". The study was conducted in two stages:

At the first stage (September 2015) students developed ideas about cognitive potential as a possible strategy for professional growth; Intellectual and cognitive qualities in and increase of motivation to self-actualization of cognitive capacities was developed; The state of the problem was studied in the scientific literature and educational practice; The empirical material was collected; The nature of students' relationships with the problems of mastering the culture of thinking was studied; The ability to analyze and generalize the study material was studied, etc.

In the second stage (May 2016), there were designed principles and guidelines for researching the development of University students' cognitive capacities; carried out an experimental verification of the implementation of the model of development of students' cognitive capacities, the possibilities of its direction for actualization and development of intellectual and cognitive qualities of students; carried out the registration of research results.

The model of development of University students' cognitive capacities student cognitive capacities

Based on the dynamics of the implementation of the model in the course of developing the cognitive capacities of students three stages of this process are distinguished in the form of links of a single trajectory of intellectual development: the stage of student adaptation, the stage of his intellectual self-development and the stage of his professional identification. Thus, the design of the model of the development of students' cognitive capacities is built on the following basis: Ensuring the integration of humanitarian, special and professionally oriented disciplines; Creation of the educational space of the university, taking into account the interrelation of educational and scientific activity at all stages of the professional formation of the future specialist; Expansion of forms of sociocultural interaction of students with the intellectual potential of the university; Design in the process of preparing the future specialist of his social and professional model.

The success of the realization of the model of the development of students' cognitive capacities lies in its dynamic character and focus on actualization and creative competence of students. It means the development of intellectual potential and cognitive activity of students; that is the development of creative potential, innovation and independent scientific activity of young people. And this suggests the following: the formation of students' ideas about intellectual potential as a possible strategy for professional growth; Providing skills and knowledge related to the overall development of intellectual and cognitive qualities in students as future professionals; Development of personal qualities and skills underlying cognitive thinking and creative behavior (creativity, initiative, risk, independence, self-confidence, leadership qualities, etc.); Development of specific research projects and grants. All this should be done under the appropriate conditions, such as: increasing the level of cognitive processes of the student; Taking into account the specific features of the students' motivation and needs; Creation of prerequisites for nurturing the student's self-concept; Provision of conditions for the realization of the creative abilities of the student; Creation the conditions for cooperation among all subjects of the educational process in the university. These conditions, based on the model of the development of students' cognitive capacities, suggest the following principles: Organization of interdisciplinary integration of knowledge; The existence of a value-setting goal; Accounting for the personal aspect of learning; Provision of conditions for the independent design of the educational route for students; Expansion of students' experience of cognitive activity.

Criteria for the development of University students' cognitive capacities

The main criteria for the success of the development of students' cognitive capacities are the following: The extent to which the student covers the sections of the curriculum in the discipline and the understanding of the interrelationships between them; The depth of the student's understanding of the substance of the issue under discussion, its relevance and scientific and practical significance; The

student's ability to build logically, correctly, consistently and reasonably conclusions on the problem under study; Demonstration of a high level of independent thinking with elements of a creative approach to the presentation of material; Range of the student's knowledge of the necessary educational literature on specialized disciplines. In the course of development of cognitive capacities students should adhere to a certain scheme of solving the tasks assigned to them in the relevant disciplines: The analysis of problem systems and the selection of a specific task; The analysis of the problem studied and development of a model for its solution; The analysis and wording of the conditions of the problem; The analysis and wording of the conditions for solving this problem; Search for ideas for solving this problem (based on the principle of action); Synthesis of different approaches to the solution of this problem. And for this, based on the criteria for the development of cognitive potential, students of the university must master the following skills and abilities: Mastering general scientific and private scientific methods of cognition; Mastering the culture of thinking; The ability to analyze and summarize information; The ability to set a goal and choose the best ways to achieve it; The ability to think creatively and unconventionally; Possession of a system of concepts in the field of own profession; Possession of skills and experience of research; The ability to correctly format the results of own activities; Mastering the skills of scientific research and the ability to organize and set up an experiment; Desire for self-development and improving the skills.

Results

Levels of students' cognitive development

Being the chief component of cognitive activity cognitive potential plays an important role in the professional development of students. Accordingly, the existing system of intellectual development of the student (system-forming components here are self-knowledge, intellectual self-determination, self-management, self-actualization) will be the determining factor of a young man's formation and self-development. Based on this, during the study the cognitive capacities of the student were determined to which we refer the corresponding blocks of the actual state of the given potential:

I block:

1) The existence of a strong assimilation of knowledge in special and related disciplines;
2) The degree of the curriculum sections coverage in the discipline with a clear understanding of the interrelationships between them;
3) Formation of ideas about cognitive potential as a possible strategy for professional growth;
4) Clear understanding of the relevance and importance of one's own research activities;

II block:

5) The presence of analytical and creative thinking;
6) The presence of the initial systematic skills of performing theoretical and experimental research works;
7) The availability of skills to apply theoretical knowledge in the course of solving specific practical problems;
8) The availability of skills for the development of research projects and grants;

III block:

9) The ability to combine the educational process with research activities;
10) The ability to synthesize different approaches to solving the problem;
11) The ability to draw conclusions on the problem studied consistently and reasonably;
12) The availability of skills for independent replenishment of one's own knowledge in the specialty;

IV block:

13) The presence of motivation for self-development and improving skills in the context of expanding cognitive capacities;
14) Development of intellectual and cognitive qualities of the future professional (development of personal qualities and skills: sense of initiative, creativity, independence, self-confidence, etc.);
15) The presence of the ability to creative self-realization according to the individual capabilities of a person;
16) The ability to set a goal and find ways to achieve it.

Thus, these indicators revealing the range of success of the development of intellectual abilities of students are distributed to the following levels of cognitive capacities:

The elementary level: a student's pour knowledge and understanding of the theoretical content of the course; the lack of formation of some practical skills in the application of knowledge in specific learning situations, hence the low quality of the performance of study assignments; low level of motivation to increase own cognitive capacities;

The standard level: full knowledge and understanding of the theoretical content of the course; insufficient formation of some practical skills in applying knowledge in specific situations; sufficiently high quality of performance of all the study assignments provided by the training program; average level of motivation to increase own cognitive capacities;

The reference level: full knowledge and understanding of the theoretical content of the course; the formation of the necessary practical skills in applying knowledge in research activities; high quality of all the training assignments provided by the training program; high level of motivation to increase own cognitive capacities.

Thus, the levels of development of students' cognitive capacities demonstrate the student's ability to actualize in the process of intellectual activity his knowledge, communication, relationship and the properties of the studied aspects of cognition. So the student achieves a qualitatively new result rising to a higher stage of cognition, which is typical for the developing cognitive capacities of the young person and the cognitive process as a whole.

The procedure and results of the experiment

By organizing the cognitive process of students in the course of the experimental work in the direction of its correspondence to the tasks of developing cognitive potential, taking into account its actualization in the future profession, we sought to implement the most effective transformations. As the study showed, it is possible to evaluate the effectiveness of the development of students' cognitive capacities only through diagnostic procedures. In this connection, we used operational diagnostics - polls, interviews, questioning of students. It should be noted that the diagnostic stage during the experiment was of particular importance, since it helped to identify the actual level of components of development of cognitive capacities among students. We proceeded from the assumption that a graduate of a university must also have, in addition to high intellectual development, a professional orientation formed on the basis of a stable attitude toward the future profession. At the same time, the development of cognitive capacities also implies the manifestation of social activity of young people, for example, in the pursuit of the realization of their developed personal abilities. So at the diagnostic stage there was the following: Students developed ideas about cognitive potential as a possible strategy for professional growth; Development of intellectual and cognitive qualities in them and increase of motivation to self-actualization of their cognitive capacities. In this regard, we were guided by the following most important criteria for the development of students' cognitive capacities: The student's mastery of ways of activity and self-expression aimed at developing his consciousness and active intellectual activity; Readiness for practical realization of his knowledge; The impulse to fill the knowledge deficit with knowledge; Finding ways to achieve a specific result, predetermined by the scientific task; The need for cognition, self-development, self-affirmation, self-determination, self-actualization and professional self-improvement. As a diagnostic technique we used the idea of the Personal Orientation Inventory (Shostrom, 1964), which allows us to identify the dynamics of the development of students' cognitive capacities in the pedagogical practice of the university. Testing of the degree of cognitive capacities among future specialists was carried out in 2015-2016 academic year: initially - in September 2015, again - in May 2016 in one experimental and one control group. The experimental group consisted of 24 students of the 3rd year of the Physics Institute of the KFU in the specialty "Pedagogical Skills", the control group included 26 students of the 2nd year of the Physics Institute of the KFU, specializing in "Theory and Technologies of Education". The results of the diagnosis are shown in Table 1.

Table 1: The development of students' cognitive capacities

Components of the development of students' cognitive capacities	The control group	The experimental group

Formation of ideas about cognitive capacities as a possible strategy for professional growth	+ 2,5 %	+ 35 %
Possession of thinking culture; Ability to analyze and generalize	- 1 %	+ 15 %
Ability to draw conclusions on the problem under study	- 1 %	+ 17 %
Ability to set a goal and choose the best ways to achieve it	- 2 %	+ 35 %
Development of intellectual and cognitive qualities	+ 11 %	+ 48 %
The level of motivation to self-development and improving the skills	- 3 %	+ 30 %
The desire to self-actualize one's own cognitive potential	- 4 %	+ 25 %

Compared with the results of the control group we observe a steady growth in all factors in the experimental group. Thus, according to the results of the diagnosis we observe that the dynamics of the development of University students' cognitive capacities who took part in the experiment is higher than the similar dynamics of the control group. This, in our opinion, quite convincingly testifies to the effectiveness of the transformations of the educational process carried out by us in the course of the experimental work in the conditions of the university. Dynamics of indicators of students' cognitive capacities included in the main components of cognition also indicates that most students have increased the dynamics of the intellectual section of this potential (knowledge, skills and beliefs, a high degree of development of thinking, the ability to quickly change the methods of action in accordance with new conditions, etc.). At the same time, there were decreased the number of students with a narrow range of theoretical knowledge and weak practical experience in a certain field of activity. All of the above allows us to state that the research carried out confirmed the main provisions of the hypothesis. However, this does not solve all the issues related to the study of psychological and pedagogical conditions for the effective development of student cognitive capacities. It seems to us that the special research is required the following: To develop the ability of students to self-actualize their cognitive capacities in the process of studying profile disciplines; To provide pedagogical support of students in the development of their cognitive capacities; To provide opportunities to out-of-class work (in the field of research, scientific activity) for students with the aim of developing their potential for any kind of mental activity.

Discussions

Modern methods of strategic development of students' cognitive capacities are aimed at identifying the system of determinants of the intellectual potential of young people. Among them are the following: *Macrosocial factors*: they are represented by all kinds of social connections and student relations; *Institutional factors*: as a rule, they include a specially organized environment of this institution; *Personal factors*: they reflect personal qualities that characterize the social orientation of the intellect to a certain profession, the corresponding behavioral vector and life position. At the same time, the development of students' cognitive capacities is a combination of such components as innate and acquired qualities (physical, psychological, mental, social, etc.) in their integrity, diversity and interdependence. As the study showed, among the most significant factors in the development of students' cognitive potential there are such internal factors that are a system of certain conscious motivations (for example, interests, needs, aspirations, views, etc.). The very problem of developing the intellectual potential and cognitive activity of students in the conditions of the university is usually determined by the regularity of vocational training. In this regard, the preparation for the profession based on the development of students' cognitive capacities suggests the following: The creation of favorable conditions for the wider application of modern educational technologies and foreign experience in the organization of the educational process in the educational process; Increased opportunities for obtaining interdisciplinary

education; Training based on continuity, variability and continuity; Training in a university with an individual vocational training; Simplification of organizational support for the transition to individual forms of training; Expansion of academic mobility and increased opportunities for attracting foreign specialists to the university; Increase of efficiency and validity of control of students' training and their intermediate certification. On this basis, it is necessary to expand the development of the following main sections of the cognitive potential of university students: The value section (higher needs in cognition, self-development, self-affirmation, self-determination, self-actualization, professional self-improvement, etc.); The intellectual section (the system of knowledge, skills and beliefs available to the student on the basis of which his activities are built and regulated; a developed sense of the new; an openness to everything new; a high degree of development of thinking; the ability to quickly change the methods of action in accordance with new conditions, etc.); The activity section (the motivation to fill the knowledge deficit with action; the choice of the algorithm of research behavior; the technical readiness for intellectual activity; the ways of achieving a concrete result predetermined by the scientific task; the independent search for rational methods of teaching, etc.).

Conclusion

Based on the present study, we came to the conclusion that the theoretical basis for the development of students' cognitive capacities should be considered as the general problem field of humanitarian, special and profiled disciplines; as expansion of the scope of interaction with the intellectual potential of the university and forms of extracurricular activities; as monitoring of individual and group achievements of students; as implementation of information, interactive, presentation, social and affective functions of the educational process. All this should be actualized through the cognitive environment which includes the university educational system; innovative educational technologies; means of communication for the subjects of the educational environment. In this regard, the technological mechanism for managing the development of University students' cognitive capacities should be an orderly system of organizational and managerial actions aimed at shaping the intellectual development environment of the university, the indicators of which are the following: Clearly expressed in all elements the educational and scientific-research process; Orientation to the intellectually developed person; The formulation by the relevant institutions of the university of promising tasks for the long-term development of the intellectual potential of teachers and students; Expansion of scientific traditions and scientific schools; Cultivation of students' personal need for self-actualization of their knowledge, skills, subjective feelings of freedom and self-expression; Optimization of the development of cognitive potential of students within the framework of innovative learning conditions; Improvement of program and methodical support of the educational and cognitive process; Formation of students' motivation to acquire skills of intellectual work; Ensuring the continuity of the learning process with research work; Raising the level of qualification of the teaching staff; Material stimulation of intellectual activity of students and teachers.

In this regard, the factual data revealed in the course of the study make it possible to give a number of recommendations for the development of University students' cognitive capacities in conditions of vocational training: 1) The relevance of the content of university education to current and predicted trends in the development of the sciences; 2) The orientation of higher education on the development of the personality of the future specialist; 3) The conformity of the content of education and training to the goals of training the future specialist; 4) The activity approach to determining the content of training; 5) Rational application of modern methods and means of training the future specialist at all stages of his preparation; 6) The optimal combination of general, group and individual forms of organization of the educational process in the university; Taking into account the regularities of professional formation and development of the individual in the field of education and training.

Acknowledgments

The work is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University

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MJLTM

Modern Journal of Language Teaching Methods (MJLTM)
ISSN: 2251-6204

ORGANIZATIONAL MODEL OF SCIENTIFIC AND METHODICAL MAINTENANCE OF COMPREHENSIVE SECURITY OF THE EDUCATIONAL ENVIRONMENT

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Abstract
The relevance of the paper is conditioned by the need to improve the comprehensive safety of education, which serves as a potential for the formation of the security of society as a whole. The paper is aimed at development of an organizational model to ensure the complex security of the educational environment, which contributes to improving the personal, social and physical security of participants in educational relations, including to countering the penetration of radical ideologies. The authors propose a model that includes: normative-target, conceptual, procedural and productive units, which in the long term determine the continuous improvement of the complex security of the educational organization on the basis of its state's monitoring. The paper is intended for educators, researchers and specialists in the field of vocational education, complex security of educational organizations and life activity safety.
Key words: education, comprehensive security, educational environment, educational organization, maintenance, organizational model.

Introduction
At the present stage, maintenance of citizens' security is one of the priorities of the Russian state, since, along with the already existing numerous threats of the modern world, new ones constantly appear; their nature and degree of danger is changing constantly too. The influence of educational organizations, their role and the level of responsibility of education to society for the younger generation, including for its security, cannot be overestimated (Tregubova, 2016; Morova, 2015; Masalimova & Shaidullina, 2017).
The importance of the educational system is also determined by the following imperatives:
- education in modern conditions is the most universal social institution, covering virtually all members of society (by its social nature performing integrative, unifying functions);
the impact on human formation within the framework of this institution is the most systematic, scientifically justified and organized;
- the activity of the educational system ensures the production of social intelligence and the developed labor force - the main element of the productive power;

- the role of education as an integral factor of research and technological progress, economic growth, socio-cultural potential is constantly growing and becomes decisive (the system-forming role of education in society) (Shibankova, 2016; Kalimullin, 2017).

So, due to the specific nature of their activities, educational organizations at all levels determine the employment of the younger generation for a fairly long period, realizing the processes of training, education and development of the individual (Prokofieva, 2015). The educational organization has the potential to educate the growing generation, form a system of personal values and learners' orientations, ensuring the prevention of negative social phenomena and preventing the penetration of radical ideologies into the educational environment.

Today, at the stage of formation is not only the security support of the modern educational environment, but also the formation of the social personality of the learner who must possess emotional stability, be ready and capable of constructive interaction with others in the conditions of cultural diversity of society, carried out both in social and Educational environment, thereby ensuring its own security and public safety (Maslennikova, 2016).

The issues of comprehensive security, that is, the consideration of all types of security within the framework of the activities of educational organizations, should cover all components of the educational environment - social, subjective, infrastructural (Prokofieva, 2016). Comprehensive security covers all components of the educational environment and includes all types of security, namely:

- ensuring the safety of the individual from the pedagogical and psychological positions;
- ensuring the antiterrorist protection of the educational organization and the formation in the students of a persistent rejection of radicalism ideology;
- information security of the educational organization;
- infrastructural ensuring of security of the educational organization: physical protection and engineering-technical protection, civil defense, fire safety;
- provision of labor protection for employees of the educational organization (Mukhametzyanova et al., 2016).

Ensuring the comprehensive security of the educational environment led to the need to develop scientific and methodical maintenance for the comprehensive security of the educational organization and its organizational model.

Methodological framework

Levels of scientific and methodical maintenance of comprehensive security of the educational environment

Today we can talk about strengthening the role of educational organizations as the most effective channel of influence on young people in a complex geopolitical situation, due to the interaction of representatives of different cultures and religions in the course of educational processes; the need to develop a culture of interethnic and inter-confessional communication; culture of personal security (Shibankova et all, 2016).

Scientific and methodical maintenance can be considered from two positions: as a system of scientific and methodical work, and as a research and methodical activity (Anisimov, 2001; Mukhametzyanova, 2005). For its design, we need to clarify its concept, to identify the conceptual requirements for its development as a systemic integrity, to form its integral structure, to establish links between the components and their functions in ensuring the comprehensive security of the educational environment.

We rely on the following definition of scientific and methodical maintenance: "creating the necessary conditions for the functioning, development, forming, formation of certain objects, structures, processes, etc., for example, normative, scientific, methodical, socio-psychological" (Gil'meeva et all, 2013) and understand under the scientific and methodical maintenance of the comprehensive security of the educational environment the creation of the necessary conditions for the functioning of the security system, the creation of organizational, pedagogical and methodical mechanisms for the practical application of research results in the activities of entities of education.

The process of scientific and methodical support of the comprehensive security of the educational environment is considered at three levels:

- *methodological*, presupposing the development of theoretical concepts for designing a system of comprehensive security of the educational environment;
- *methodical*, as a set of methods and techniques of teachers' objective activity of the educational organization on the formation of the system of culture-forming competences' values in the sphere of life safety, educational and curricular documentation, teaching aids, control tools; methodical recommendations, complexes, normative and educational-methodical documentation;
- *organizational and diagnostic*, providing for a number of organizational changes in educational activities and the implementation of monitoring the safety of the educational environment, which includes components and indicators of analysis, methods of collecting information.

Conceptual approaches and principles for ensuring the comprehensive security of the educational environment

The scientific and methodical maintenance of the comprehensive security of the educational environment, in our opinion conceptually is based on the comprehensive application *of system, process and personality-centered approaches*.

The *system approach* involves a set of interrelated and structured elements, which enable to study each component of the system, analyze, compare, combining everything into a single structure (Yudin, 1978). Within the framework of the system approach, the educational environment is viewed as the aggregate of all objects whose dynamics influence the system, as well as those objects whose properties change as a result of the system's operation (Yakushkina, 2013). This approach enables to provide a holistic view of the development of comprehensive security of the educational environment in modern conditions.

The *process approach* considers the management of comprehensive security as a continuous implementation of a set of certain interrelated activities and general managerial functions and focuses on the qualitative result, rational use of resources, continuity and constant improvement of the activity of the educational organization in the sphere of life safety. The process approach in the educational organization is designed to regulate the management of comprehensive security based on assessing its state according to specially defined quality criteria for all the components of the process itself, as well as the factors that influence the final result (Levina et al., 2015).

A *personality-centered approach* in its personal component assumes that the learner is the person who is situated in the center of training and who possesses its own motives, goals, psychological make-up. Personality is considered as an entity of activity, which itself, being formed in activity and in communication with others, determines the nature of this activity and communication. The teacher corrects the entire educational process in order to develop the personality of the learner, ensure his safety, based on the interests of the learner, the level of his knowledge and skills (Amonashvili, 1996).

Ensuring the security of the individual and protecting the territories of the entity is subjected to the action of regularities:
- geopolitics, social threats, the diversity of ideologies in the modern world represent a danger to the individual, while social threats are permanently changing along with the development of society;
- social progress does not eliminate the danger to the existence of the individual, society and the state;
- the directions of the security system must correspond to the real dangers of the individual, society and the state in the natural, technological, social, environmental and other spheres.

It should be emphasized that underestimation of security problems at all levels of social organization not only results in some or other losses, but, ultimately, inevitably leads to a decrease in its competitiveness and loss of the elements of the educational system (Zotova, 2010).

We believe that the development of an organizational model for ensuring the comprehensive security of an educational organization should be based on the following principles:

The principle of scientific validity is to implement all actions to ensure the comprehensive security of the educational environment on the basis of scientific methods and approaches and a thorough study of practical experience.

The principle of comprehensiveness presupposes the coverage of all elements of the security system of the educational environment as integrity. The security of the educational environment can be ensured only with the comprehensive account of all its parties.

The principle of continuity implies a continuous cycle of the processes' action of ensuring the safety of the educational organization, their monitoring and constant improvement within the quality management system (Mukhametzyanova & Levina, 2015).

The principle of preventive action ensures the prevention of the emergence of problematic situations in the educational environment.

The principle of forecasting involves identifying trends in the development of the situation as a whole or its elements, managerial situations and the search for optimal ways to achieve security objectives in the new conditions.

The principle of activity assumes active interaction of participants in the educational process.

Comprehensive application of system, process and personality-centered approaches, as well as a set of selected principles provides a methodological basis for improving the comprehensive security of the educational environment.

Results

Model for ensuring the comprehensive security of the educational environment

The authors of the paper developed an organizational model for ensuring the comprehensive security of the educational environment, which contributes to improving the personal, social and physical security of entities in educational relations, including countering the penetration of radical ideologies into the educational environment (Fig. 1).

The *normative-target unit* of the model is formed on the basis of the regulatory framework governing the active educational organization for ensuring comprehensive security, social order in security field and counteraction to radical ideologies. The *conceptual unit* of the organizational model for ensuring the comprehensive security of the educational environment consisted of approaches, regularities and principles of scientific and methodical maintenance of the comprehensive security of the educational environment.

The *procedural unit* reflects the main directions of the implementation of scientific and methodical maintenance for the comprehensive security of educational organizations (personnel support, pedagogical support, psychological support and technical support), monitoring of each direction and the necessary correction of the process.

The *productive unit* provides continuous monitoring of the educational environment in the personal, social and infrastructure aspects and fits into the quality management system of the educational organization.

The directions of the implementation of scientific and methodical maintenance for the comprehensive security of educational organizations

One of the areas of implementation of scientific and methodical maintenance of the comprehensive security of the educational organization is *staffing*. Solving the problems of ensuring the comprehensive security of the educational organization makes new demands on the training of teachers and specialists, scientific and methodological research and methodical developments.

The question of teachers' and specialists' readiness working with young students due to extremist manifestations in the youth environment became urgent (Mukhametzyanova, Shaikhutdinova, 2015).

Pedagogical workers should possess professional, cognitive and emotional competences that enable them to be ready for solving the problems of ensuring comprehensive security of the educational environment and promoting the implementation of its key functions, including security functions, namely:

- to serve as a mechanism to protect entities from destructive tendencies;
- to regulate the activity of the entities on the basis of the established general norms and rules for the organization of life activity;
- to lead to the harmonization of interests and values of its subjects.

Formation and / or improvement of these competences can be carried out: in the training of teaching staff in relevant specialized educational organizations; when training under the curricula of additional professional education (advanced training); when training under the curricula of additional vocational education (professional retraining) (Doronin, Shibankova, Gruzkova, 2015). It should also be emphasized that this training should cover all professionals working in the educational organization and ensuring the safety of the educational environment at different levels, namely: the structural departments that

organize the training process (managers and specialists of the faculty, dean's office, department); departments that provide infrastructural security (employees of security departments); teachers and specialists who carry out training and educational process (teachers of departments, educators, psychologists, etc.).

It is necessary to emphasize the special role of the head of the educational organization, the importance of his or her readiness to implement a comprehensive system of mechanisms and legal, organizational, technical, personnel and financial measures to ensure the comprehensive security of the educational organization.

Additional professional development curricula to ensure the comprehensive security of the educational environment should contribute to improving the personal, social and physical security of participants in educational relations, including countering the penetration of radical ideologies into the educational environment.

In the situation of counteraction to the ideology of extremism and radicalism, both the requirements for pedagogical cadres and the nature of their training are changing. It is possible to single out the following directions of the personnel policy and teachers' training for this activity.

1. *Improvement of the personnel policy in the selection of teachers.* Particular attention in training is given to the development of communicative and organizational abilities of teachers, which allow establishing relevant, trustworthy communications with students, and, consequently, suggestively influence their behavioral attitudes and activities. The significance in the activity of a modern teacher is gaining his or her possession of modern information and communication facilities (computer, NET-technologies, networks), which should also be taken into account in the training.

To develop the ability of teachers to translate work with students from passive "enlightening", "information" methods into interactive, action-related, oriented on mastering of appropriate competences, universal educational activities that allow students to internalize (internally realize and accept) the attitude of tolerant behavior as a factor in the prevention of extremist manifestations

2. It seems necessary *to strengthen the psychological training of teachers of educational organizations of all levels* for adequate mastering of the competences to identify the personal characteristics of students, which may indicate their propensity for radicalism and extremism, to have an idea of the psychological methods of diagnosis and to carry out preventive work to reduce the identified negative features.

3. *Mastery of competencies aimed at the design and implementation of the development of social and pedagogical curricula* for students in which in a socially acceptable (normative) framework there could be implemented the desire for risk, the search for thrills, increased behavioral activity, so characteristic of adolescents and young men. This direction is an attempt to develop specific activity in order to reduce the risk of manifestations of extremist aggression.

The increasing the professionalism of leaders and specialists of the educational organization, training and forming of pedagogical corps that meets the needs of modern society, coupled with effective additional professional curricula, is one of the most important segments of scientific and methodical maintenance (staffing) of the comprehensive security of the educational environment.

The next direction in the implementation of scientific and methodical maintenance for the comprehensive security of educational organizations *is pedagogical support.*

This segment of the implementation of the scientific and methodical maintenance of the comprehensive security of the educational organization assumes the following:

- Research work on the development and introduction of educational and methodical materials in the educational process that reveal the criminal essence of the ideology of extremism and terrorism (Shibankova, Gruskova, 2015);
- Development and implementation of additional educational curricula to prevent the ideology of extremism.

The planned and systematic activity is carried out by the pedagogical workers on the whole spectrum of the directions of ensuring the comprehensive safety of the educational environment:

- training (providing a cognitive basis for the security of the individual, which contributes to the accumulation of knowledge, skills, competencies in the field of security);

- upbringing (ensuring the formation, development and improvement of subjects who are ready for a safe and healthy life) (Mukhametzyanova, Levina, 2016);
- organizational activity (the organization of the pedagogical process, the management of the upbringing, training and development of students, the improvement of the learning process, the preparation and decision-making, which in general is fully used in the implementation of security activities);
- information and educational activities (organization and conduct of information and educational activities for the purposeful dissemination of knowledge, socially significant information aimed at building a safety culture of students);
- propagandistic and agitation activity (conducting interpersonal and intergroup communications with the purpose of spreading ideological values (affirmation and / or denial), formation of a certain way of attitude to reality for the younger generation) (Bresler, Kurmakaeva, 2015).

The scientific and methodical maintenance of the comprehensive security of the educational organization from the *psychological position* presupposes the presence in the educational organization of a psychologist, psychological service, a psychologist's office and the corresponding scientific and methodical maintenance for the activities of these structures, namely:
- curricula and methodics of psycho-prophylactic, diagnostic, developing, correctional, consulting and other types of work (Khusainova, Shepilova, , Kudyasheva, Murugova, Zulfugarzade, Sorokoumova, 2016);
- methodic for identifying groups of young people, inclined to the influence of the ideology of extremism;
- methodic of conducting of training;
- the formation of a methodical base for psychological support and adaptation of students.

We believe that the psychological security of the individual and the environment are inseparable, the educational environment is part of the social environment of the learner. Educational organizations are able to build their own security system through education, upbringing and development of the younger generation.

In modern conditions, in order to prevent the spread of ideologies of radicalism and extremism in the educational environment, a special place is given to psychological and pedagogical measures to prevent the students from being exposed to extremist ideology. We offer the following forms of general and special events:
- *informing*, as the most usual direction of psycho-preventive work, the essence of which is to try to influence the cognitive processes of the individual with the aim of increasing its ability to make constructive decisions (methodical maintenance: lectures, interview techniques, video and television films and methods of working with them).
- *active social trainings*: training of resistance to negative social influence; training of affective-value learning, where decision-making skills are formed, self-estimation is increased, processes of self-determination and the development of positive values are stimulated; training in the formation of life skills, the ability to communicate, maintain friendly relations and constructively resolve conflicts in interpersonal relations, the ability to take responsibility, set goals, defend one's position and interests (methodical maintenance: methods of conducting active social trainings (Khusainova, 2010).

Particular attention is paid to the *technical support* of security of the educational environment.

Educational organizations are the most vulnerable structures, since the consequences of emergencies in them differ in a number of features in terms of mass, danger, serious influence on the younger generation and often respond with strong political and social resonance in the country and beyond. Therefore, a wide range of advance and operational organizational and technical measures is needed to prevent and minimize the human and material damage (Silakova, 2014.)

Since the goal of comprehensive security of an educational organization is to ensure the safe functioning of an educational institution, as well as employees' and students' readiness for rational actions in hazardous and emergency situations, the methodical maintenance of the technical side of security should promote the effective use of information and the possibility of technical security systems (security instructions, instructions, evacuation plans, job descriptions of personnel that meet the objectives and scope of technical control, while the responsibility of officials and departments of the security structure of

the educational organization should be precisely regulated). It is necessary to realize all possible types of physical protection of entities of education: identification of trainees and employees; system of access to buildings and premises; warning and evacuation management system, fire safety and others. At the same time, their comprehensive use and mutual complementation of the functions of the systems under the supervision of the head of the educational organization is mandatory.

Discussion

Ensuring security in the field of education, which covers a huge number of participants in the educational process, is one of the priorities of the state.

However, today the ideas about the content of the safety of children and students in the educational environment have changed in connection with the emergence of new threats. Today, the issue of ensuring the comprehensive security of an educational organization, which encompasses all components of the educational environment - social, subjective, and infrastructural - is particularly relevant. It is necessary to take into account that only close interdepartmental interaction of state and public structures and consideration of regional living conditions can ensure the safety of the younger generation in educational organizations that are stable with respect to any crisis phenomena of progressive development in the new realities of life (Shafikova, 2015).

The legal basis for the security system of educational organizations is made up of a number of federal laws, the standard of security of educational and health institutions against the terrorist threat in carrying out mass events, the RF codes, presidential decrees, government decrees, orders, regulations, the Comprehensive Plan to Counter the Ideology of Terrorism in the Russian Federation for 2013 - 2018, Strategy of counteraction to extremism in the Russian Federation till 2025.

Conclusion and recommendations

Comprehensiveness in ensuring the safety of the educational environment also includes measures to counter radical ideologies, extremism and terrorism, measures to develop a safety culture for trainees, and teach safe behavior in various dangerous and emergency situations (Bykovskiy, 2012). The scientific and methodical maintenance of the comprehensive security of the educational environment, which is realized in such areas as personnel supply, pedagogical and psychological support, technical support, is one of the necessary conditions for improving the functioning of the security system.

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Modern Journal of Language Teaching Methods (MJLTM)
ISSN: 2251-6204

MANAGEMENT AND EVALUATION OF EDUCATIONAL PROGRAMMES IN HIGHER EDUCATION BASED ON THE REQUIREMENTS OF EMPLOYERS

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Abstract
The relevance of the study of the quality of educational programs' management and assessment in higher education based on the requirements of the employers is confirmed by the presence of dissatisfaction of employers all over the world by the quality of preparation of graduates for the future work. For the analysis of the problem methods of systematization and generalization, quantitative and qualitative study, allowing considering the problem comprehensively, taking into account many factors affecting the development of the higher education system were used. This article summarizes the results of the data analysis on the role of international rankings of universities and Russian experience of participation of employers in educational programs of universities. Moreover, recommendations to encourage universities and employers to intensify their cooperation on a mutually beneficial basis were made. The article will be useful for regional and Federal governments, higher education institutions, as well as for anyone who is interested in management issues and assessing the quality of educational programs in higher education based on the requirements of employers in the Russian Federation.
Key words: quality of education, educational programs, higher education, employers, competencies.

Introduction
All the research in the field of higher education development in the world in one way or another are aimed at assessing its compliance with the current requirements of the market and labour and the determination of prospects of its transformation. Most scientists agree that the education in the range of 10-15 years will undergo a significant transformation, and e-learning sector will become more widespread and diversified.
In order to strategically manage the modernization of the higher education system it is important to understand what constitutes quality education, how to evaluate and manage this process (Wright, 1985; Toffler, 1980).
In the short terminological dictionary in the area of quality management of higher and secondary professional education: "Academic Quality Assessment is all activities aimed at the confirmation that the requirements for quality education met (or not)". This activity includes the activities of the educational

institutions, stakeholders and third parties in self-assessment and evaluation of quality systems of educational institutions, licensing, certification and accreditation, as well as conducting internal and external audits.

In the University the evaluation of the education's quality can be extended to assess: educational programs; staff of the University; processes of the University; the system of high school quality; student performance; teaching materials; curricula, etc. (Azaryeva et al., 2006; Vinichenko, et al., 2016).

Literature Review

The essence of education and types of educational programs

Education is a unified process aimed at education and training, being socially significant boon and implemented in the interests of the individual, family, state and society, as well as a set of acquired knowledge, skills, abilities, values, experience, activities for intellectual, creative, moral, physical and (or) professional capacity of human development, meet human's educational needs and interests. Types of education: General education, professional education, additional education, occupational training (Federal'nyj zakon Rossijskoj Federacii № 273-FZ, 2012).

In the Russian law on education, the educational program refers to the main characteristics of the education (content, scope, planned results), organizational-pedagogical conditions, as well as statutory forms of assessment, which are presented in the form of a calendar academic timetable, curriculum, work programs of academic subjects, disciplines (modules), courses and other components, and also appraisal and teaching materials (Federal'nyj zakon Rossijskoj Federacii № 273-FZ, 2012). The same law defines the types of educational programs: basic and advanced. Major educational programs include basic education programs, basic professional educational programs of occupational training. In turn, additional educational programs include advanced education programs and additional professional programs.

Scientific-theoretical approaches to the definition of essence of concept "quality educational programs"

The study of scientific approaches to the determination of essence of concepts "quality of education" and "quality educational programs" showed that different scientists take different views of these concepts. In the legislation, different definitions are given to them.

So in the law "On education in Russian Federation", "quality of education" is defined as "the complex characteristics of educational activities and training of the student, expressing the degree of their compliance with Federal state educational standards, educational standards, Federal state requirements and (or) needs of physical or legal entity in whose interests educational activity is carried out, including the degree of achievement of the planned results of the educational program" (Federal'nyj zakon Rossijskoj Federacii № 273-FZ, 2012).

Assessment of the quality of education involves not only the evaluation of educational results of students, but also the evaluation of quality of educational process and educational programs.

Professional public assessment of the quality of professional education programs is the recognition of the quality and level of training of the future specialists, who have mastered the educational program of a specific organization that carries out educational activities that meet the requirements of professional standards, labor market requirements to specialists, employees and workers of the corresponding profile (Borisova, 2016).

Professional public quality assessment is the evaluation and the recognition or denial of recognition of quality educational programmes and training in industry, culture, economy and social sphere according to the standards of professional public accreditation, harmonized with the European standards for quality assurance of education ESG-ENQA. The basic principles of professional-public assessment of the quality of educational programs are occupational-social character of expertise, voluntariness, objectivity, frequency of procedures, collective decision-making, transparency and positive results (Gerasimov et al., 2014).

The study of various scientific works (Maassen & Stensaker, 2010; Olkhovaya et al., 2016; Osipov, 2013; Sorin, 2005) shows that it is possible to allocate three basic approaches to the understanding of the essence of the quality concept in relation to the quality of education:

- the traditional approach when the quality of education is considered as the standard of education (Federal, University's, professional, etc.);

- result-oriented approach, which evaluates the relevance between different parameters in the evaluation of the result of the formation of a specific person (knowledge, degree of formation of skills, etc.) (Ushakov, 2008)

Thus, we can conclude that these two approaches are focused on assessing different indicators: while the traditional approach estimates the educational process, and successful approach - the result of the implementation of the educational program.

However, in the European and Russian educational practice in recent years, it is increasingly believed that competence is a category that is understandable primarily to the employer and characterizing the professional activity of graduates after graduation directly into the workplace (Dudeney & Hockly, 2008; et al., Buley, 2016). To develop graduates skills required by employers, it is important to ensure not only the quality of the result of the educational program, but also the way in which it was received. ie, the quality of the educational process.

Results

Development of system of education quality assessment in Europe and Russia.

The study showed that Russia joined the Bologna process in 2003, having formed the system of "guarantee the quality of education" based on the use of state licensing, certification and accreditation. Gradually there was the weakening of state control and the transfer of the evaluation function and quality assurance of education to the specifically created accreditation agencies.

Countries that formerly were the part of the USSR, such as Estonia, Latvia, Lithuania, Bulgaria, Poland, Hungary began to create such agencies since the early 1990-ies. The countries of Western and Central Europe (Germany, Austria, Netherlands, Denmark, Finland, Spain, Italy) has introduced the technology accreditation under the influence of the Bologna process (2003-2008) (Gornitzka, 2010).

As the Russian system of assessment of education quality was formed before the Bologna process and Russia's entry into the single European space of higher education (2003), and before the development of a fundamental document, defining procedures of quality assessment(European standards and guidelines for quality assurance systems in higher education, adopted in 2005), therefore the only experience that could be studied and used in the Russian system of education, could serve the history of accreditation of educational institutions in the United States, with counts more than a hundred and fifty years (Telegina & Schwengel, 2012).

However, comparison of the Russian experience of introduction of quality assessment of education to the US experience has shown that unlike the practice in USA, where the accreditation system was formed "from below" on the initiative of the educational institutions and was (and remains) voluntary, state accreditation in Russia, was created "from above" by state structures.

An important step in the development of the European experience of education quality assessment is the establishment in 2000 of the European network (Association) quality assurance in higher education (ENQA), which one's role in the formation of a common European higher education area is difficult to overestimate (Serrano-Velarde & Stensaker, 2010). By 2005, the Association has developed Standards and guidelines for quality assurance in the European higher education area (ESG). This document in 2005, was adopted as the official and recommended by the conference of Ministers in Bergen (Elken et al., 2011).

Since 2005, in Russian higher education new management technologies and education quality assessment also began to develop. Internal quality management system, including Western based (ISO, EFQM, TQM), had wide dissemination and implementation (Motova, 2015).

Rating approach to the assessment of the education quality and universities.

One of the types of professional and public assessment of the quality of education, particularly educational programs are ratings.

It should be noted that most foreign media create rankings of universities, the level of the trust that doesn't reduce for many years. And the bottom line is that this evaluation activity is conducted by the specialized research divisions with a high degree of freedom from various shareholders and media management (Universities. International information group Interfax).

Therefore, for example, the magazine US News & World Report, provides rankings that are published since 1983. This is particularly authoritative ratings published in the United States. On the website of the journal (http://colleges.usnews.rankingsandreviews.com/best-colleges) the methodology for the rankings, useful materials, which allow to interpret the ratings according to the rules. The ratings are divided into groups. In the general access there is a number of indices, but when the user subscribes, he\she gets access to the extensive database on higher education institutions of the USA. Data for other well-known national rankings of reputable publications, are provided in table 1.

Table 1. *The most famous national rankings.*

Name	*Description*	*Contact information*
The Top American Research Universities (USA)	One of the main projects of the Center is the ranking of American research universities. The website provides annual reports that are published by the Centre, since 2000. In addition, the approaches to the ranking that are used by the researchers are described. I should say that the website contains an extensive database containing both datasets in the top American research universities, and other publications on the subject of rating and classification.	https://mup.asu.edu
CHE Hochschulranking (Germany)	On the website you can find the rankings compiled by the Center for higher education development of Germany. The organization for quite a long time is University rankings. The methodology of the Center is distinguished by a considerable number of indicators used, there is no single measure (rating values), the focus is on the assessment of individual majors and programs, but not on the educational organization as a whole, the careful development of different kinds of methodological procedures. Lately, CHE publishes on the portal the ratings of the publication of the Stern.	http://ranking.zeit.de/che2016/de/
University guide (Great Britain)	The Guardian newspaper is one of the oldest publications from the point of view of the publication of ratings. The researchers used the League tables as a form of providing outcomes. On the website there is a special search engine to find rating of a specific educational organization. In addition, on this website you can find a lot of useful information, revealing the methodology of rating and the limits of its use.	https://www.theguardian.com/education/universityguide
SwissUp's University Ranking (Switzerland)	Version of the Swiss ranking is quite interesting. On the website you can find the results of the rating definitions of the indicators used in compiling the report. Interestingly, Switzerland has a great number of educational organizations. It helped the drafters of the rating to explore individual areas of training, large number of indicators that did not cause resource costs. The site is available in German and French.	http://www.universityrankings.ch

The Russian experience of rating universities and evaluating the quality of education.

Already in 2001 the Ministry of education and science of the Russian Federation started the development of the methodology of rankings of universities by order No. 631 dated 26.02.2001 "On ranking of higher education institutions". The base of the methodology for the ranking of the University was not less than 45 indicators by criteria such as activity, intellectual potential of the University, faculty, students and graduate students, scientific training, publishing, research projects, etc (Conference materials "Problems of institutional interaction of universities and development of international scientific, technical and educational partnerships to ensure innovative development of Russia"). Based rankings of universities amounted to 19 local criteria. They are aggregated in integrated and global criteria and 41 are determined

by the value of the original data characterizing the main directions of activities of higher education: potential and activity.

In the study of the modern state of professional public assessment of the quality of educational programs it is revealed that an important role is played by the ratings of the educational programs and the organizations which reveal these programs. These ratings are formed based on the results of professional public assessment of the quality of professional educational programs conducted by professional societies, employers, community organizations, and public authorities.

The most prominent project in this niche should be called "DreVo". In addition, specialized Agency ReytOr, which during the last ten years has prepared and published several dozen of rankings of national universities, which interest the academic community, students, prospective students and employers should be noted. There are University rankings produced by the media (Universities national University rankings - international experience of ratings). They are often quite independent, but their focus on the widest, including undemanding audience, forcing the compilers of the ratings of the media to go for a more light-weight assessment procedure that, of course, in turn, enhances confidence in the ratings from consumers.

More fitted model of independent assessment of universities is represented in the following form: universities are evaluated by an independent non-profit organization, the outcome of the evaluation, including the rankings of the universities, are communicated to the interested public through the system of mass communications; partially,the results are used by Federal education authorities while making decisions.

Requirements for the quality of rankings of educational institutions grow reasonably, because the ratings were the main factor that affects the choice of the applicants. This fact was revealed while making a survey of 2.5 thousand first-year students of several leading Moscow universities, conducted in the spring of 2016 (Fig. 1) by the rating Agency RAEX (RA Expert).

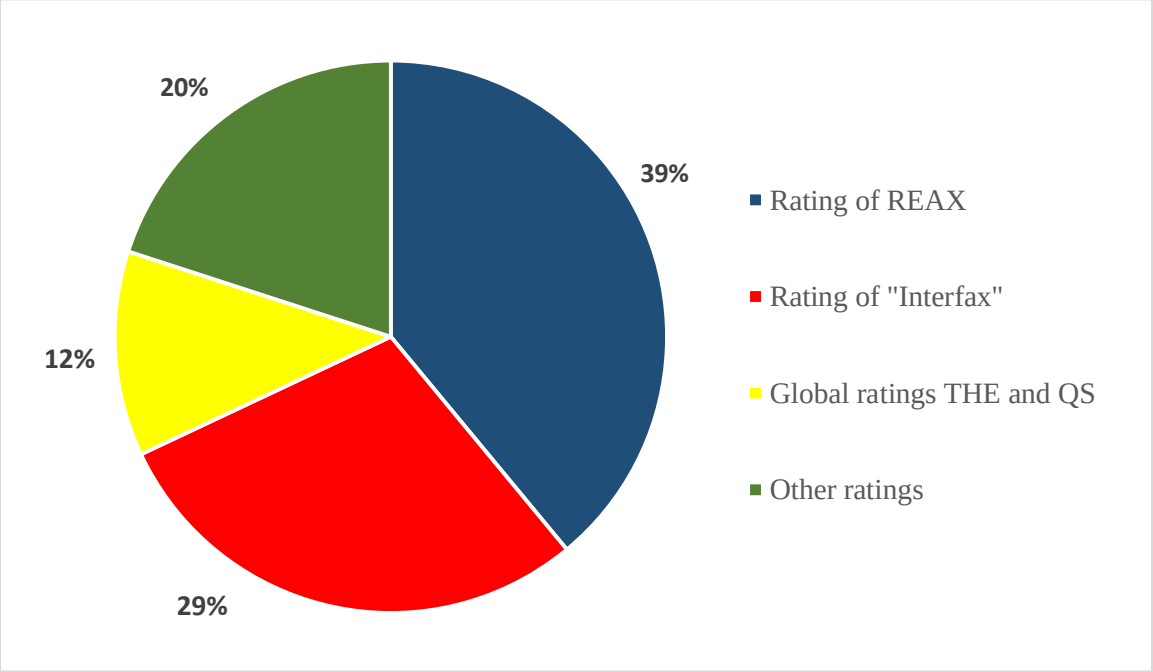

Figure 1. The distribution of respondents ' answers to the question "What sources of information influenced you in the choice of school for admission?" (sample of 2.5 thousand students, period of study — spring 2016) (RA Expert)

According to Fig. 1, 63% of the respondents indicated the answer "ratings". Less significant are the options "the University with a personal visit" (important to 55% of respondents), "information from friends" (55%) and "information from relatives" (54%). Largely authority for students have national

ratings, in the first place the ranking of universities RAEX (RA Expert), which is voted by 39% of respondents, and national University rankings news Agency "Interfax" (29%). Global ratings have a much smaller practical value for students: for example, THE QS and gathered 12% of votes.

Thus, it is clear that the educational organizations, society, and employers require the creation of objective ratings of Russian universities according to the results of the professional public assessment of the quality of education in universities and colleges. This is due to the fact that an educational organization needs an external quality evaluation system mainly in the dynamics of its development.

The development of professional public accreditation of professional educational programs in Russia.

One form of the process of conducting professional and public assessment of quality is a professionally — public accreditation (PPA) of professional educational programs. The concept of "accreditation" was first introduced in Russia in 1992, in the RF Law "On education", making it mandatory for all educational institutions. By 1995 the infrastructure of accreditation almost has already formed, including under the State Committee on higher education the Department for licensing, accreditation and nostrification and Scientific-information center of public accreditation in Yoshkar-Ola were created.

Nowadays, the law on education in the Russian Federation has several forms of accreditation of educational activities and educational programs. Employers may participate in both public and professional-public accreditation of professional educational programs.

Services in conducting professional public accreditation of professional educational programs in our country has a large number of organizations, including those listed in table 2.

Table 2. *Brief characteristics of the most reputed organizations, rendering services on conducting professional public accreditation of professional educational programs (The accreditation examination, the register of organizations engaged in the accreditation examination)*

Organization	*Description of the organization*	*Contact information*
Agency for quality control of education and career development	Independent international expert Agency in the field of expertise, monitoring, external assessment of education quality and accreditation of educational institutions of higher, secondary and additional professional education	E-mail: akkork@akkork.ru
National center of public accreditation (NCPA)	The national centre for public accreditation was founded in 2009 and is an Autonomous non-profit organization established by the Guild of experts in the field of professional education and other legal entities for the purpose of organizing and conducting accreditation in the field of education.	+7(8362)421879 E-mail: accred@ncpa.ru
Agency of professional public accreditation and independent assessment of qualifications	LLC "Agency of professional public accreditation and independent assessment of qualifications" is a base of expert-methodical organization of all-Russian public organization of small and medium entrepreneurship "SUPPORT OF RUSSIA" to formulate normative documents, regulating the procedures of professional-public accreditation and to conduct accreditation reviews of educational programmes "SUPPORT of RUSSIA".	E-mail: org@profaccred.com, metodist@profaccred.com

These organizations provide openness and accessibility on the procedure for PPA. They also establish the procedure for holding the PPA in the framework of the existing normative and methodological support of this process, the forms and methods of conducting professional public accreditation.

For the effective implementation of professional and public assessment of the quality of educational programs, it is necessary to create an effective organizational — economic providing of this process (fig. 2).

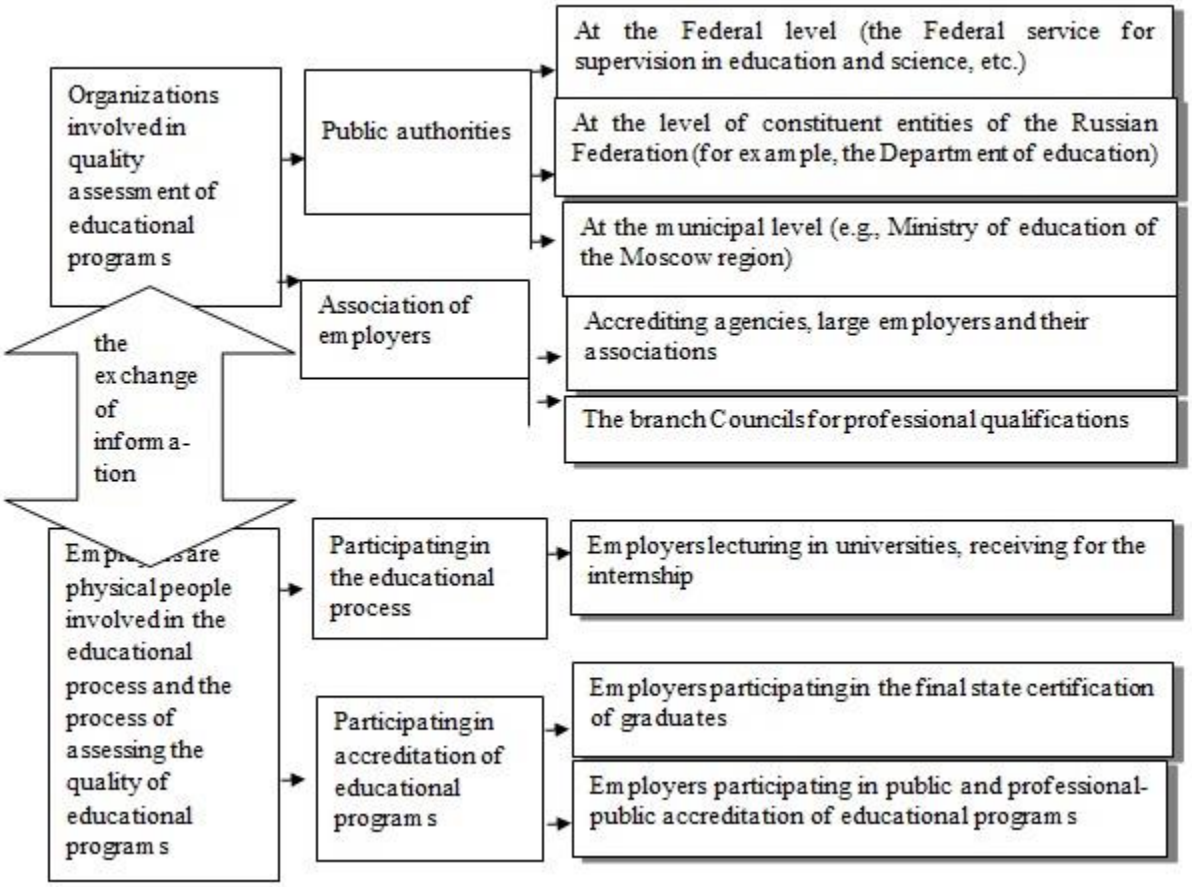

Figure 2. The principal actors in the process of assessing the quality of educational programs in higher education based on the requirements of employers

Discussions

Earlier the authors have already conducted the research about how to improve training, build forecasts of development of the higher education system, its features in Russia (Dmitrieva et al., 2015; Zaitseva & Larionova, 2015). However, this study, continuing the previously initiated research that focuses on the needs of employers in the process of assessing and managing the quality of educational programs in higher education.

Analyzing the evolution of approaches to the quality assessment of educational programs, the authors are unable to fully agree with the opinion of expert in the field of professional and international accreditation of educational programs G. Motova (2015), who on the basis of the analysis of the practice of accreditation in the higher education system of Russia, highlight three stages of development: stage of emergence (1995 to 2004); the stage of "Europeanization" (2004 – 2009); the stage of differentiation of assessment procedures (2009-present).

It is more correct to allocate the fourth phase, starting in 2014, when the national Council under the President of the Russian Federation on occupational qualifications was created, and then a set of documents for the participation of employers in improving the staff training system and the establishment of a national system of professional qualifications was adopted.

For the period from 2014 to 2016 in Russia an extensive legal framework was created. It stimulates the universities to actively engage employers, both to participate in the educational process and for the evaluation of educational programs that prepare graduates. Thus, Russia has a mechanism to increase the

interest of employers in improvement of staff training system for its own purposes (Vinogradova et al., 2016).

According to the authors of this article, the most important thing at this stage is the conduction of informing employers from the educational organizations about the happening changes: the development of professional standards, conditions and rules of their application, establishment of a system of independent assessment of qualifications, etc. The next step could be the creation of incentives for employers in this area. For example, for participation in the educational process and in the commissions on the presentation of diplomas, the granting of practice bases, to charge employers qualifying points to be considered in the portfolio, which in the future will be submitted to the Centers for assessment of qualifications. These scores allow employers to obtain certain benefits when you pass the qualification exams. All this is possible in the presence of coordinating bodies, created on the basis of the all-Russian associations of employers.

Conclusion

Thus, conducting a study of the current status of professional public assessment of the quality of educational programs, it can be concluded that the effect of improvement of the system of quality management of educational programs in higher education based on the requirements of employers for different groups of users will be different:

1. For employers:

- obtaining objective information about the quality of training in various educational institutions, which increases the validity of the choice of universities for strategic partnership;
- the implementation of real, not formal influence on the content and implementation of educational programs;

2. For educational institutions:

- increase of the trust level of stakeholders, including potential applicants, the quality of the educational programs of universities;
- improving of the image and competitiveness of universities, which received high grades from employers, the market of educational services;
- attracting new partners from among employers to implement educational programs.

3. For prospective students and their parents, as well as those who want to improve their skills or get training on the professional retraining programs:

- obtaining objective information about the relevance of programmes to the labour market, quality of educational programs;
- obtaining valuable information about the labor market requirements to the applicants on professional activities;
- reducing social tensions in the labour market, the achievement of a number of social effects (satisfaction with graduates ' workplace, professional growth in the chosen direction, etc.).

In conclusion, it should be noted that the effective development and growth of the economy is impossible without modernization of the system of training. Maximum employment is an indicator of the effective functioning of the labour market, which in turn is the main component of economic growth in any country. Thus, improving governance processes and assessing the quality of educational programs in higher education based on the requirements of employers will allow you to prepare staff that is in demand on the labour market, to increase further the demand and success.

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MJLTM

Modern Journal of Language Teaching Methods (MJLTM)
ISSN: 2251-6204

THE RUSSIAN EXPERIENCE OF SUBJECT-SUBJECT INTERACTION BETWEEN UNIVERSITY TEACHERS AND STUDENTS ON THE BASIS OF DRAMA IN EDUCATION

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Abstract

1) The urgency of the study is justified by the universities' positioning in the region of presence as educational research and cultural centers. This requires equal partnership among all entities of university education to achieve their goals. The paper is aimed at development of practical recommendations for the formation of subject-subject interaction between university teachers and students. The main results of the study are to identify the historical preconditions of Drama in Education in the contemporary university education (inclusion of the basics of drama activity in the curricula, the use of performing arts as a form of educational activities; socio-game method of training); creating a program of subject-subject interaction based on Drama in Education. The significance of the results obtained is that the identification of the historical preconditions ensures the unity of traditions and innovations in the practice of Drama in Education and enables to develop advanced mechanisms of application of drama in the process of university education. Development of the program of subject-subject interaction based on Drama in Education includes several directions: getting acquaintance of students with professional drama art; inclusion in the curriculum of elective courses on the basics of acting skills; organization of students' drama schools; the application of methods of drama in education at the lessons, organization of poetry competitions and themed parties. The study involves 30 teachers who have developed elective course "Actors' skills", and 300 students who took part in its approbation, activities of drama school, and organization of inter-regional festival of drama schools. Development of subject-subject interaction based on Drama in Education provides for the development of teachers and students' activity-related, adaptive-mobile, humanistic, communicative and creative skills.

Keywords: subject-subject interaction between teachers and students, anthropological-ecological approach, Drama in Education

2) Introduction

The urgency of the study is justified by the universities' positioning in the region of presence as educational research and cultural centers. Modern universities see their mission in the preservation and enhancement of fundamental knowledge and disseminating them to the public; promoting talent; the education of the new generations of intellectuals; participation in solutions of technical, technological,

social and humanitarian challenges, promoting for social progress and improvement of people's lives; strengthening of inter-ethnic peace and harmony, humanization of society, ensuring the priority of human rights (Pan'kova, 2008). Academician D.S. Likhachev (2006) writes that university always teaches multidimensionality of life and creativity, patience to the incomprehensible and attempts to grasp the infinity and variety. The moral foundations of contemporary human activity when making critical decisions are equivalent or even superior to the technological, economic and environmental justifications. That is why several components can be distinguished in university education: training, which is aimed at the formation of professional competences; educating, which is ensuring the success of socialization; development, which is focused on improving personal qualities of students (Akhmetov et al., 2016). A graduate of the contemporary university - is a highly qualified specialist, which was formed based on the study of the basic sciences and specialized disciplines, a professional, an intellectual, aimed at continuous self-education. The purpose of university education is, therefore, possesses a three-component nature: in the professional field - professional competence, in social life - a successful socialization, in personal sphere - awareness of their own spiritual maturity. Customer and direct consumer of education is a person. Society forms the main socially significant demands on the quality of education in the form of educational standards, acting as corporate customer and potential consumer which receive a competent, socialized and professionally oriented person (Davydov & Rakhimov, 2002). It requires equal partnership among all entities of university education to achieve their goals (Filipova, 2013). An effective mechanism of subject-subject interaction between teachers and students is theatrical activity that has centuries-old traditions (Knebel, 1984). The process of theatrical activity develops co-creativity of teachers and students and this interaction acquires the nature of cooperation. In Russia, the idea of using drama techniques in education appeared in the XVIII century (Zakhava, 1982). The Russian science for this purpose, uses the term "school drama pedagogy» (Drama in Education) (Ershov Ershov & Bukatov, 1998). The purpose of the paper is to develop practical recommendations for the development of subject-subject interaction between teachers and students in the university education using drama pedagogy.

3) Research Methodology

The leading approach to the study is anthropological-ecological approach, which is based on the recognition of individuality, identity, self-worth of each student and the construction of subject-subject relations based on co-creation, tolerance, and support to students in their self-assertion, self-realization and self-development (Krivykh & Makarenya, 2004). Implementing of ideas anthropological-ecological approach in the practice of the subject-subject interaction enabled to speak about drama- hermeneutics. This concept was used by Russian scientist V.M. Bukatov (2000). Drama-hermeneutics doesn't imply training of a uniform style, sample, but finding by each student's own, individual style (in case of a specially organized practical and theoretical unobtrusive assistance). Drama-hermeneutics appeared and exists in Russian science as a coupling of theatrical, hermeneutic and pedagogical spheres. Knowledge, abilities and skills of each sphere, retaining its specificity, are integrated with the knowledge, abilities and skills of the other two areas (Antonova, 2012).

Theatrical sphere enriched drama-hermeneutics by the following provisions. The first - a human life is a communication. Human culture exists, is transferred and developed due to communication. Drama gives three types of communication. First is illegal communication of spectators with each other in the audience during the performance. Second is fixed-ritual communication of actors on the stage. The third type of communication is improvised, in which the audience begin to live a single life with the characters, dissolving in the atmosphere of happening. All three of these types of communication can be watched in the educational process: at their desks - illegal fellowship of students. By the blackboard - the ritual, this is determined by educational standards. But when some students are improvisers, the cognitive interest of others becomes active too. Second, the actor's art is based on the conviction. During rehearsals the actors in search of the "grain" of the role perform a great variety of additional activities. The spectators at the performance, as well as students at the lessons, live much more passive due to committing limited additional activities. During the lessons the teacher is given the right to choose - "whether to put the students in the auditorium," or to arrange a rehearsal search by the present of their "grain" in the training material. Third, each situation which appears takes some mise en scene. By changing the staging, we

inevitably change the situations. Teacher's attention to the mise en scene assumes its change. Monotony of staging is unnatural for humans and often means involuntary fulfillment of some ritual (Bukatov, 1991).

Hermeneutics is the science about the art how to understand texts (literary, pictorial, musical, mathematical, reference and others). Hermeneutic sphere contributed to drama-hermeneutics the following. Firstly, is the individuality of understanding. Understanding is an extended in time process which is constantly accompanied by the seeming perfection. Impersonal or depersonalized understanding is indifference. Understanding is not a memorization and it cannot be checked by it. Any misunderstanding begins with the search of something familiar. But it is complicated by the frightening abundance of unknown, which may only seem. Understanding is blocked and the activity stops. Third - are oddities. In understood or understandable the entity can detect some oddities. This indicates that the entity is willing to give up (or have already refused) the previous understanding as the sketchy. Identification of oddities in the understandable - is the development of understanding, its new stage. The outlined by the entity oddities inevitably bear the stamp of his personality, life experience. Oddities disappear, giving way to a new understanding, a deeper, more detailed (Bukatov, 1996).

Pedagogical sphere contributed to drama-hermeneutics the following. Firstly, is humanness. In the center of events, activities are man and his needs. Second, is the good behavior. Every teacher wants students' exemplary behavior that is associated with knowledge of the rules of behavior and a lack of dependence on stereotypes. The third is a variability of pedagogical actions, improvisation of the teacher (Bukatov, 1999). Definitions of drama-hermeneutics are not stiff discrete. They have a stressed conditional nature naturally "flowing" into each other and being reflected in every part of integrity. During the research the following methods were used: theoretical (analysis, synthesis, generalization and systematization); sociological (observation, interviews, and questionnaires).

4) Results

The main results of this study are: 1) the historical background of the ideas' development of Drama in Education; 2) development program of subject-subject interaction between teachers and students based on the ideas of Drama in Education.

Historical background of ideas of drama in education.

In Russia traditions of drama in education were laid at the end of XVII - beginning of XVIII century. In the 20s of the XVIII century there was a school theater in St. Petersburg in the School of Theophanes Prokopovich. In the middle of the XVIII century in St. Petersburg land gentry housing the special hours for the "learning tragedies" were devoted already. Pupils of the corps - the future officers of the Russian army - played plays of domestic and foreign authors. Since the beginning of 1750, by order of Empress Elizabeth, the cadets begin to perform the plays at the imperial court. Empress Catherine the Great wrote in her memoirs that Elizabeth herself took this troupe, and even took care of the costumes of the actors. Teaching drama art was included in the curriculum. All XVIII century is characterized by a passion for theater. Dramatic art was taught at the Theological college and seminary. The pupils of the Imperial Academy of Arts in 1764 appealed to the authorities to allow them to play tragedies and comedies. In addition to dramatic art, singing and dancing, began to be taught at the Academy. Catherine the Great herself wanted to grow "a new breed of people, free from cruel mores of society." And the theater became an important part of the academic life of the Smolny Institute for Noble Maidens, Moscow University, Noble University guesthouse, Tsarskoye Selo Lyceum and other Russian elite schools (Antonova, 2012). In the last third part of the XVIII century a children's home theater in Russia was born, the creator of which was a well-known educator and gifted teacher A.T. Bolotov. He wrote the first plays in Russia for children - "The award virtue", "Unfortunate orphans." In the first half of the XIX century theater student groups are widely distributed in the gymnasium. From the Russian writer's biography N.V. Gogol is known that learning in gymnasium, he performed successfully on the amateur stage, directed theatrical productions, wrote the scenery for plays. In the second half of the XIX century a tendency to consider the performances not as an end in itself but as a means of education was clearly noted. On the small stage without any luxury and tinsel sheen, without imitating professional theater the sincere and serious, instructive plays were created (Kornetova, 2012).

At the beginning of the XX century in the St. Petersburg school was the theater, which attracted the attention of all people. It was a real theater, in spite of the fact that actors were students, and the director - teacher. Academician D.S. Likhachev (2006), a graduate of the school in 1923 remembers about this teacher-director: "... he had all the qualities of an ideal teacher. He was a versatile talented, clever, witty, resourceful, always even-tempered in communication, handsome in appearance, had the makings of an actor, was able to understand the youth and find the pedagogical solutions of difficult for teacher problems. His stories about productions and famous actors somehow organically moved into employment on a particular play, which he beautifully staged with school pupils. I remember how he brought up in his pupils the actors. It was precisely his reception – reception of teacher-director. ... He forced his actors wear the suit of their role in everyday life. At the lessons Dong Guan sat, made-up, dressed in Spanish, with a sword, and Donna Anna sat in a long dress. "(Likhachev, 2006).

After the revolution of 1917, under the Ministry of Education (it was called the People's Commissariat of Education) the Council of Children's Theatre and children's festivities was established, which included a theater workers, and teachers. It was the first public body to address the issues of children's and Youth Theater. Program of activities was drawn up for this Council, which included four directions: the propagation of stage teaching methods in schools and universities (dramatization); performance by pupils of art pieces available to them; productions for children and students, carried out by conventional theaters; creation of special theaters for children and students in large cities. In one of the minutes of the Board meeting, it was noted as the separateness of teaching art is inevitable, it is necessary to take steps to synthesize the identified elements of art and the best of these measures is the organization of the school theater. The task of School Theater should have educational rather than a professional nature. Theatre in the school should be the center of attraction for all children's aspirations in the field of art and creativity. Children and youth dramatic creativity was proposed as an active, effective tool in training and education. Drama clubs, propaganda teams, puppet theaters, live shadows' theaters firmly won a place in the student's environment. Some teachers offered students playing at the lessons staging on the theme "Plant's Life", "Multiplication Table", "Punctuation". In schools there were theatrical courts. On the pages of the magazine "New School" in 1918 even the controversy on "whether the literary courts in school are desirable?" was held. The Council initiated the establishment of the Museum of School Theater, announced a competition for children and youth plays, opera libretti, drawings and decorations, and opened training courses for managers of School Theater. The program of the course included: bases of aesthetic education, the basics of drama (technology of plays scriptures' writing), history of theater, expressive word, singing, plastic gymnastics, mime, dramatization as a method of teaching, the organization of festivals, and production of stage equipment. The "Bulletin of the theater» № 30 of 1919 reported that on May 20 the first graduation of students on the school theater management courses took place. Among the 278 enrolled people received certificates of graduation only 38 students. Wishing to consolidate cooperation, former students and teaching staff decided to organize a "circle of heads of school theatrical performances", the meetings of which were on the first Monday of each month (Antonova, 2012).

In the mid-1920s, an attempt was made to introduce in the training a special subject connected with the school theater pedagogy. The curriculum for it was based by a definite logic: for younger age- "free play", medium age - "the long game, scenario," a senior age - "expressive word, scenic stages design, complexity of attributes, costume, stage direction." Progressive educators do not only appreciate the possibilities of the theater as a tool for learning and consolidating of knowledge obtained, but also actively use a variety of means of theatrical art in the everyday practice of teaching and educational work. Widely known is theatrical and pedagogical experience of Anton Makarenko described by him (Makarenko, 1988).

In 1970 the laboratory of the Scientific Research Institute of the Art Education developed and justified the idea of universal availability of primary drama education that made it possible to talk about the school subject "lesson of drama" (Bukatov, 1997). Due to the efforts of the laboratory staff widespread in drama education was socio-playing method. This method appeared at the intersection of drama in education, pedagogy of cooperation and folk pedagogy. Gently taking advantage with democracy spirit, age cooperation, and syncretism of the learning process from the folk pedagogy and enriching it with base of

practical exercises from drama in education, social-playing method enabled to rethink the educational process. Socio-playing methods of training do not confine the theatrical activity to acting of conventional scenes. At the training session groups of students "embody" anything. For example, a numeric answer in complex algebraic example students on their own and can sing, and sculpted, and express with some motion, cotton and so on. All other participants are the audience, the judges-guesser. Such scenes are prepared and acted in small groups of students at once, at the lesson, without long rehearsals and special actor's training. One of the authors of the socio-playing method – V.M. Bukatov - writes that this is a style of all lessons, and not one of its elements. This is not some "false numbers", is not a warm-up, rest or useful leisure, it is style of training, the meaning of which is to allow students, having been interested, voluntarily and deeply get involved deeply in training activities (Bukatov, 1991). In 1980 in Russia became known the existence of the «Drama in Education» an international movement. This has led the interest of pedagogical universities to school theatrical pedagogy. At that time the leader in the use of techniques and methods of teaching theater arts in the future teacher's training becomes Lithuanian State Conservatory. Unfortunately, teachers in their endeavors suffered defeat after high school walls: theatrical specialization of graduates remains unclaimed. In Perm and Minsk for Pedagogical University students were held special classes on the art of acting. Since the beginning of the 1990s the annual scientific-practical conference "Problems of theater pedagogy in professional-pedagogical training of the future teacher" was held. The leading educational and research institutions presented interesting materials related to the theory and practice of using theatrical pedagogy in education. Active use of school theatrical pedagogy enabled teachers of the Russian State Pedagogical University named after A.I. Herzen to develop a model of culture-creative educational institution. School Theatre is considered as a tool to introduce the student into the world culture, the integration of natural sciences, socio-humanitarian, and artistic and aesthetic cycles (Antonova, 2012).

Summarizing the above mentioned, we can identify the following historical background of the development of the ideas of the school theater pedagogy in a modern university education: including of the basics of theatrical activity in the curriculum; using of performing arts as a form of educational activity; training of specialists on the school theater pedagogy; the use of elements of theater pedagogy in teaching disciplines (socio-plying method of training).

Development of the Program of subject-subject interaction between teachers and students on the basis of Drama in Education

The program includes several directions. The first is acquaintance of students with the professional theater (guided tours in the theaters, watching plays, and so on), in order to form the viewing and communicative culture, improving the abilities and skills of cultural behavior in public places, expanding horizons of students (Bogoyavlenskaya, 1981). Recommendations were developed to analyze the performance, viewed at the foreign language lessons: to present the plot of the play is viewed in a foreign language; identify the main social and ethical idea of the performance and to present it in a foreign language; analyze the relationship between actors and create their social and psychological characteristics in a foreign language; analyze and characterize the scenery (in foreign language) are the elements that have helped to reveal the inner world of the characters, the basic social and ethical idea of the performance; develop scenarios in a foreign language for further harping and discussion analysis; collect a few words and phrases in a foreign language (no more than 10 words), most closely and fully reflecting the content of the play.

The second direction of the curriculum is the inclusion in the curriculum of elective courses on the basics of elocution, acting, directing (Zakhava, 1973; Guseva, 2003). The study involved 30 teachers and 300 students of the Udmurt State University (Russia) from 2013 to 2016. Teachers and students have developed and tested an elective course "Acting". Objectives of the course are to familiarize and to master by the students expressiveness, richness, performing theatrical creativity ("action language"), awareness of their creative abilities in the process of theatrical activity. During the study course the students have formed the following skills and abilities:1) activity-related: the ability collectively perform tasks; theatrical creativity skills; culture of perception of the audience reaction; the ability to analyze own work and of partners' work in terms of the implementation of the plan; experience of transformation; 2)

adaptive-mobile: attention to the placement of the body in the scenic area; the ability to activate imagination; ability to manage attention; skill of behavior in a predetermined manner; the ability to see the possibility of different behavior in some circumstances; skill of decision of stage tasks; 3) humanistic: the desire to expand the cultural horizons; raising responsibilities; skill of cultural perception of comments and advice; further focus on the expressiveness of behavior; the ability to see in the actions of dumb expression of individuality; 4) communicative and creative: the ability to analyze the work; skill of composition, training, execution of studies; skill of active participation in the rehearsals; skills of homework on the role; 5) the ability of the individual to govern themselves in a creative activity: the responsible performance of the role; skill of responsibility to the partners, the viewer and the art; the ability to make adjustments in his role from performance to performance. The implementation of this course provides an environment for personal and professional growth of students, while maintaining their originality, spontaneity, allows through constant training to develop active attitude to activities, apply acquired knowledge and skills, both in his creativity and in the perception of creativity of others.

The third direction of the curriculum is the organization of the drama studio. The repertoire of the studio is arbitrary, determined by the taste of the organizer, the students' needs. This is an interesting form of additional education, extracurricular work (Gippius, 1967; Andreev, 1988). The university organized a studio theater for students who studies French, English, and German. The students put on plays in a foreign language and go with them in other cities: Perm, Yekaterinburg, St. Petersburg, Moscow (Russia), Pécs (Hungary). Participation of students in the drama school promotes collective communication, the development of language skills and the social and cultural communication, artistic taste, the expansion of contacts, strengthening of cooperation between students and teachers, improving the viewing culture. While working on the play by the directors of the studios a great attention is paid to the phonetic processing of the material, which has a positive impact on the correctness, clarity of pronunciation. The University has the experience of regional student festival of Francophone theaters. The concept of "Francophone" means the possession of the French language, the spread of the French language outside France. A festival of Francophone theater assumes the show of performances suggested in French by amateur theater groups. An organizer of the festival is Embassy of France. The best players and the best theatrical troupe will be awarded a trip to the theater festival in France.

Festival is managed by the organizing committee, which is composed of representatives of students' and creative organizations. The Organizing Committee approves the date and venue of the festival jury. The festival takes place in two stages. First round: Drama Company sends an application for participation in the festival, video of the play. After watching the video of the jury determines the participants for the second round. Students' participation in the festival contributes to the expansion of social and moral experience of students.

The fourth direction of the curriculum is the use of drama pedagogical methods at the lessons (Knebel, 1970; Spivakovskaya, 1981). Educational performances, poetry contests and theme parties (Christmas plays, Day of Cervantes) in foreign languages become traditional. Students often write scripts themselves. It supports the students' interest in language as a means of communication, promotes cross-cultural communication. Phonetic and poetry contests gain success. The interpretation of the poetic text is impossible without of pronunciation aloud, which serves as an additional factor of semantic forming, which enables to estimate the depth of the author's intention. On the other hand, the result of penetration into the meaning of poetic work is a form of sound in the form of recitation, adequate presentation of which is possible only in case of the original interpretation of the author's intention by the reader. While working on the poetic text works, great attention is paid to the correct pronunciation. This is facilitated by regular simulation and phonetic exercises, pronunciation training of sounds, words, phrases. Therefore, we recommend greater use of phonetic games and exercises for the development of speech technology (statement of breath, exercise the vocal apparatus, expressive speech training) at the practical lessons. These exercises will help teachers when dealing with literary or dramatic text by teaching the student to clear speech, phonetically correct intonation and unchained and free communication among themselves and with the audience.

Discussions

A number of studies are devoted to the problem of drama in education as an instrument of education. However, historically there have been two directions in these studies. Start was given by the article of N.I. Pirogov "To be and to seem" (Pirogov, 1985). Public performances of high school students were named in it "school of vanity and pretense." N.I. Pirogov put before teachers question: "Does moral pedagogy allow exposing children and young people before the public in a more or less distorted and, therefore, not in its present form? Is the goal in this case worth the means? "(Pirogov, 1985). Critical attitude of authoritative scholar and teacher to the school play found a certain support in the educational environment, including Konstantin Ushinsky (1946). K.D. Ushinsky (1946) said: "The works, if by them is understood the exercise of the gift of speech, should be the main occupation of ..., but they should really be exercises, that is, as far as possible independent efforts of students to express verbally or in writing their independent thought - instead of linking alien phrases." Individual teachers, based on the statements of N.I. Pirogov (1985) and K.D. Ushinsky (1946) sought to bring even certain "theoretical base" under the ban for students to participate in theatrical productions. They argued that the pronunciation of foreign words and the image of another person leads to antics and teach to lie. Obviously, the criticism of the outstanding figures of national pedagogy to the students' engagement in the theater was due to the fact that in practice there was purely for show, formalized attitude of teachers to the school theater.

However, the vast majority of teachers and theater professionals were unanimous in their assessment of the value of drama in education. Their work clearly showed the possibility of combining of educational requirements and aesthetic problems. Pedagogical practice, ahead of theoretical thought, showed that it is not only possible but also useful to allow children and teenagers to play on the public stage. Only their game should be truthful and sincere in helping the young person to "be" rather than "to seem." Familiarity with the pedagogical publications printing in late XIX - early XX century, the statements of teachers and children theater figures showed that the value of theatrical art as a means of educating children and young people appreciated by the educational community. Much attention was paid to the problems of school theaters by the first All-Russian Congress of stage actors, held in Moscow in 1897. The Congress noted that education prepared the little man to perceive the true artistic values. In the educational establishment "art slips like a contraband, glancing fearfully and even ashamed of itself ... What is tricky, if brought up so people ... coming to life, attack the Card game, gossip, drink or are fed by vulgar imitations of art, brushing off the serious theater? "(Kornetova 2012).

At the end of XIX - early XX century in Russian pedagogy a conscious attitude to the theater affirms as an important instrument of moral and artistic and aesthetic education. This greatly was contributed by the general philosophical works, attached the utmost importance to problems of formation of the creative person (Berdyaev, 1994). It was during these years in the Russian science the idea begins to be asserted that creativity in its various expressions means moral obligation, the purpose of man on earth. Important to restore the confidence of teachers and the public in the theater as an effective instrument of education was for research psychologists, who reported about the presence of so-called "dramatic instinct." The dramatic instinct which is found by numerous statistical studies, is the extraordinary love of children to the theater and cinema, and their passion for independent acting out all kinds of roles - Stanley Hall wrote, - it is for us teachers just opening a new force in human nature; is the benefit that can be expected from this force in the pedagogical practice, if we learn to use it properly, it may be comparable with those goods, accompanied by which in the lives of people newly discovered force of nature appear (Stanley, 1911). Sharing this view, N.N. Bakhtin recommended to develop purposefully in children "dramatic instinct." N.N. Bakhtin believed that the most suitable form of theater is the puppet theater, Shadow Theater. On the stage of the theater, according to N.N. Bakhtin, is possible staging of various plays fairy, historical, ethnographic and household contents (Bakhtin, 1913). Contemporaries called N.N. Bakhtin encyclopedic expert in matters of School Theater.

In the mid-twentieth century, the development of ideas of drama in education led to the introduction of the new concept "artistic of pedagogical work '(Bulatov, 2001). The objective of this concept was to clarify and to enrich pedagogical skills issues through "action art" developed in the theater. One of the first teachers-researchers who paid close attention to the "theory of action" was V.A. Kan-Kalik and N.D. Nikandrov (1990). Some ideas of the "art of action" formed the basis of the developed system of

improvement of pedagogical skills (Kan-Kalik & Nikandrov, 1990). Currently, the school theater pedagogy is considered as part of the drama in education, which, according to its existing laws, pursues other. If the purpose of drama in education is the training of actors and directors, the school theater pedagogy aims at training, personal development by the learning tools of theatrical art. This idea led to the development of subject-subject interaction between teachers and students through the school theater pedagogy.

Conclusion and Recommendations

5) Practical recommendations for the development of subject-subject interaction between teachers and students in the university education are the following. The first is an effective tool for the development of subject-subject interaction - Drama in Education. Identification of historical background ensures the unity of traditions and innovation in the practice of Drama in Education and allows the development of advanced tools of application of drama in the process of university education (integration of academic disciplines and setting academic performances, including the basics of theatrical activity in the curricula; the socio-playing method of training). Second - in the curriculum of development of subject-subject interaction based on Drama in Education it is advisable to allocate some directions: acquaintance of students with professional theater; inclusion in the curriculum of elective courses on the basics of acting; organization of drama schools for students; the use of theatrical pedagogic practices in the classroom, organizing of poetry competitions and themed parties. Development of subject-subject interaction on the basis of Drama in Education provides for the development of teachers and students' activity-related, adaptive-mobile, humanistic, communicative and creative skills.

The study results allow outlining prospects for further research of the problems associated with the development of pedagogical instruments of cooperation as a form of subject-subject interaction between teachers and students, identifying features of formation of common cultural competence on the basis of Drama in Education. Paper Submissions may be useful to managers and staff of institutions implementing the curriculum of university education; Staff training and retraining centers for the selection and structuring of the content for professional development of the teaching staff of universities.

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MJLTM

Modern Journal of Language Teaching Methods (MJLTM)
ISSN: 2251-6204

IMPROVEMENT OF TESTING PROCEDURES ON THE BASIS OF STUDENTS PECULIARITIES IDENTIFICATION TO SELF-MANAGEMENT

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Abstract
The relevance of the paper is conditioned by the need to take into account the personal peculiarities of students when implementing educational curricula within the framework of vocational education. The purpose of the paper is to improve the abilities and willingness of students to testing control of their knowledge on the basis of identifying the features of types' communication of self-management with peculiarities of attention in adolescence when they perform a study assignment. To identify the problem of the rate of solving test tasks, psychological and pedagogical techniques were used: the Toulouse-Pieron test to study the attention and the test of S. Khusainova. "Activities anxiety." The authors presented empirical material and defined the classification of trainees' characteristics (self-management, activities anxiety), contributing to the development of individual educational trajectories and improving the quality and speed of the performance of study assignments. The paper is intended for teachers, psychologists, teachers, post-graduate students engaged in research in the field of improving teaching technologies
Key words: self-management, students, activities anxiety, attention, educational technology, speed of solving tasks.

Introduction

The process of development of the information space and the complexity of the current situation connected with the reforms in the education system of Russia, exposed in the change of norms, rules, values, high uncertainty of the future gives rise to a person's feelings about constructing their own lives, its controllability. Self-management is of scientific interest in the period of vocational training and formation, the growing up of a young man, when willingness for educational activity develops, and then to professional activity, functioning in the adult world and the desire to make decisions independently and bear responsibility for them.

The study of the problem of self-management was held at the Kazan Psychological School by N.M. Peisakhov (1991). G.Sh. Gabdreeva(1991) disclosed the characteristics of mental states of the individual, which is capable of self-government. M.N. Shevtsov (2004) conducted the development of the methodology "Assessment of Ability to Self-Management" (Peisakhov, 1991). We believe that the

consideration of the manifestation of self-management is possible directly through such personality traits as "activities anxiety" - a characteristic of a person that manifests itself in the situation of the need to perform an unfamiliar activity or activity with elements of novelty. It can be manifested in resisting to perform any activity or to strengthen the motivation for action. Concerning it, we consider the specific organization of the trainee's personality and successful independence in choosing the forms and types of the subject's regulatory activity. By present time, a lot of work has been devoted to the study of anxiety. The statement of the problem and its solution in foreign and domestic psychology are analyzed in detail in the works of N.A. Aminov and V.N. Azarov (1981), N.D. Levites (2004), Yu.L. Khanin (1978), G.Sh. Gabdreeva (1991), K. Horney (1997), and others.

A number of researchers (Meili, 1975; Horney, 1997; Prokhorov, 1997; Khusainova, 2003) note the negative impact of anxiety as a personality trait on the components of any of the levels of activity, whether it is communication, behavior or activity, hence the same negative impact place in the educational process and needs additional study.

Self-management, we consider as a socio-psychological characteristic of the personality of students, in determining the changes necessary to strengthen (work) in the course of educational activities to achieve qualitatively new learning outcomes (Khusainova & Levina, 2016). The stages of self-management are in many respects similar to the cyclical stages of management: "analysis of contradictions, forecasting, goal-setting, planning, decision-making, evaluation criteria, control, correction"; a significant difference consists in the transition from self-management (as a need for improvement) to self-regulation (the habit of achieving the goal)." The task of the self-managerial development of the student studying at the university is to ensure the orientation of the teaching and upbringing process to the factors of self-development: value orientations, motivational attitudes that significantly affect the success of training and further professional activity.

Directly in the learning process a variety of types of control (current, thematic, boundary, final) in its various forms are implemented, allowing to assess the quality of training. The quality of education is considered acceptable if the student can perform his / her functions in full, according to the level of requirements set by the teacher at this level of training (Levina, 2015). One of the most frequent types of control used in the educational process at the university (as current, boundary or thematic) at present time is a test control (manual or automated) that allows to determine in an individual aspect the level of necessary knowledge or skills of students. Studying the peculiarities of self-management of students in the process of education is currently one of the tasks that allows to determine the readiness of students for test control of knowledge, their ability to answer test questions not only from positions of (knowledge) or skills, but from the position of individual psychological characteristics of a person, connected with the achievement of the best result of activities and aimed at the formation of a professional who has the ability to self-management in an unfamiliar activity or activity with elements of novelty.

The main indicator of the productivity of activities is the retention of attention on a specific task and its objective assessment which is necessary in the solution of many practical problems of educational, vocational and work activities. A number of professions raise increased demands on certain properties of attention. For example, a person with inactive attention is unlikely to be able to work successfully where there are always numerous contacts with a lot of different people or a multitude of operations, the result of each of which must be tracked. The marked instability of attention, especially in combination with its inertia nature, is contraindicated, for example, in the driving occupations; poorly developed ability to distribute attention and lack of observation complicate the mastery of the pedagogical occupation. When we talk about attention, we also mean concentration, depth in activities. The harder the task before the person, the tenser, and the more intensive, more profound will be his attention, and, conversely, the easier the task, the less profound is his attention. The problems of the study of attention were engaged Ukhtomsky A.A. (Ukhtomsky, 2002) and others. We are studying the problem of self-management, the student's own position and his original development in mastering new knowledge and controlling them within the educational process.

Research methodology

Methods of research

During the research the following methods were used: pedagogical observation; testing; Methods of practical psychology: the method of concrete situations of the activity (procedural) sphere; "Classic" version of the Toulouse-Pieron test; test "Activities' anxiety" of S. Khusainova (2010); D. Rotter's test questionnaire of subjective control (USC) which was adapted by E. Bazhin, S. Golykina, A. Etkind (1993); the method of "The ability to self-management" of N.M. Peisakhov (1991); statistical methods of quantitative and qualitative processing of the received material.

Experimental base of the study

The students of the Faculty of Management and the Faculty of Psychology of the Institute of Management (Naberezhnye Chelny, RF) participated in the experiment. The age of the participants is 18-20 years. Research sample: 70 students of the specialty "Organization's Management" and 50 students of the specialty "General Psychology" (the total number of participants is 120 people).

Stages of the study

We conducted an experimental study using the methods of the activities-related situation and the semantic differential in order to identify and substantiate the features of the manifestation of the types of self-management of university students in order to improve their willingness for testing within the framework of current, boundary or thematic control.

At the first stage the questionnaire "Activities' anxiety" by S. Khusainova (2010) was used. The purpose of the survey is to identify the characteristics of the personality that are manifested in students in the situation of the need to perform an unfamiliar activity or activity with elements of novelty. This characteristic is expressed in resistance to performing activities or in strengthening motivation for action. The questionnaire consists of 30 statements that allow you to determine the levels of (high, medium, low) activities' anxiety based on the assessment of conditions, for example: internal discomfort, tension, attitude to the task, sweating of hands and so on.

At the second stage, the "classical" version of A. Toulouse and A. Pieroni's test (30 lines) was used, which is applicable for a wide age range starting from 15 years. The essence of the task is to differentiate the stimuli, close in form and content, for a long, precisely defined time.

At the third stage, we conducted tests of D. Rotter (1966) and N. Peisakhov (1991). Further, based on the results of the general internship scale of students, as well as the initial values of the methods of S. Khusainova, Toulouse-Pieron and the general capacity for self-management, the results of the students were factorized and types of self-management were revealed.

Thus, the task is to determine the willingness of students to test control of knowledge based on identifying the relationship of types of self-management with peculiarities of attention, the general level of self-government, the indicator of internality - externality and the level of activities' anxiety in adolescence when they perform a learning test task.

Results

Diagnostics of the characteristics included in the typology of self-management of students (Activities' anxiety)

The following conditions were realized: the tested students had no tiredness, lack of sleep and fatigue, since testing was conducted in the morning; the study was conducted in group form; each student (participant in the experiment) was given a form with tests. Based on the results of the test "Activities' anxiety" by S. Khusainova (2013), we identified groups of students with a high, average and low level of activities' anxiety. Each of them can be revealed in temporary, emotional, behavioral, somatic and cognitive aspects.

Briefly, these levels can be characterized as follows:

High level – psychosomatic discomfort; partial disorganization of behavior. Somatic abnormalities make it difficult to focus on activities. The subject postpones the commencement of activities, cannot choose the optimal way to perform it, or begins to allow a large number of errors.

The average level is psychosomatic, mobilizing. The subject, experiencing worry and excitement, is able to focus on its implementation, resulting in increased efficiency.

The low level is the psychic level, the emotional reaction is positive, the subject refuses to perform the activity, or begins to perform it confidently, knowing that he has sufficient information and experience in a certain type of activity (see histogram 1)

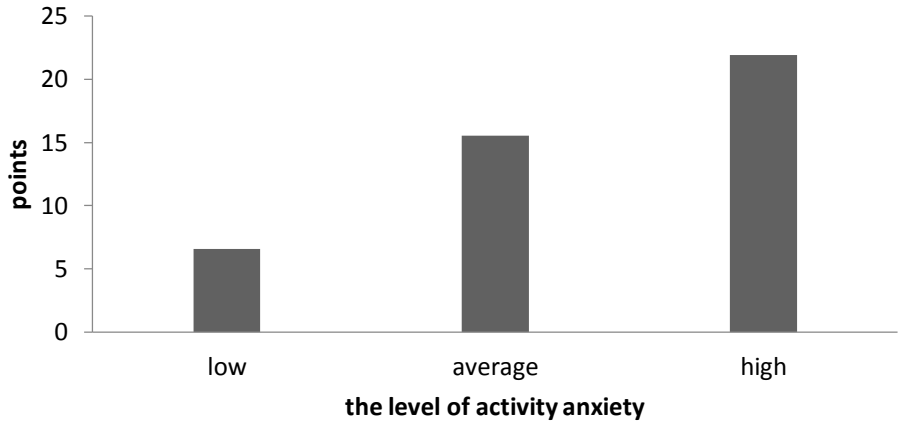

Figure 1. *Distribution of students' results according to the characteristics of activity anxiety*

Diagnosis to identify types of students' self-management in the course of the experimental task

At the next stage of the study, we implemented the method of "Self-Management" by N.M. Peisakhov. To determine the connection between the results of students with different levels of activities' anxiety and the level of self-management, the results were analyzed (see Table 1).

Table 1. *Investigation of the relationship between the level of activities' anxiety and the ability to self-management*.

Groups		The level of self-management				
		"Low"	"Below the average"	"Average"	"Above average"	"High"
Level of activity anxiety		Number of students (% of total number of respondents)				
The level of activity anxiety	High	32%	42%	26%	0%	0%
	average	3%	29%	46%	2%	2%
	Low	0%	0%	49%	34%	19%

When analyzing the results of testing, we found that the distribution of points on the scales of activities' anxiety and general self-management are in the right, left and middle parts of the scales. On the right side of the scale - in general, the self-management system for students with a low and average level of activities' anxiety is available, but in this case there is a danger that this person is too prudent and rational, that he lacks emotion. One should think about this, he should observe himself, analyze his actions and actions in terms of balancing the rational and emotional. The results of students on the scales of self-management and a high level of activities' anxiety covering the zone of low assessments of the ability to self-management indicate that they do not yet have a complete system of self-management, and only separate links have been formed. Most likely, such a person is strongly experiencing their failures, but this does not go further. His emotional assessment prevails over rational analysis, i.e. a full cycle of self-management in this case does not even begin, and therefore is not formed. This significantly affects the mastery by the student of learning curriculum and is expressed in the effectiveness of training.

Then, a statistical analysis of the relationship between the results of a high level of activities' anxiety and a low level of self-managerial ability, an average level of activities' anxiety and an average level of self-management ability, as well as a low level of activities' anxiety and a high level of self-management ability was conducted. Statistical analysis of the connection of the average Spearman points $r = 0.65$, with a significance level of $p \geq 0.05$.

Methodic of J.G. Rotter "Level of subjective control", the scale of general internality was chosen for a more accurate correlation of characteristics when identifying the type of self-management of the subject in the activities.

Table 2. *Analysis of students' results on the basis of the level of subjective control*

Groups		The level of subjective control		
		External	Mixed	Internal
The level of activity anxiety		Number of students (% of total number of respondents)		
The level of activity anxiety	High	32%	58%	10%
	Average	18%	67%	15%
	Low	9%	55%	36%

In the course of the study of the relationship between the level of subjective control and the level of activities' anxiety, values of the Pearson correlation's coefficient were revealed. Correlation values from 0.43 to 0.53 (with p <0.01) indicate a positive, statistically significant relationship between the indices.

Diagnostics of identification of types of students' self-management within the framework of the educational task (the Toulouse-Pieron test)

As soon as all the students had passed all the tests, they were given a test instruction for revealing the type of their attention by the Toulouse-Pieron test. The Toulouse-Pieron test is primarily aimed at studying the properties of attention (concentration, stability, switch ability) and psychomotor tempo, and secondarily assesses the accuracy and reliability of information processing, volitional regulation, personal performance characteristics and performance dynamics over time).

Between the results of the students divided by the method of activities' anxiety by S. Khusainova and the results of students by the Toulouse-Pieron method, a comparative analysis was carried out according to the F-criterion of Fisher, F = (1,9 - 12,12, at p≥ 0,01), which showed that there are differences between the sample means.

Table 3. *Comparative analysis of the rates of tasks' performance and activity anxiety*

Toulouse-Pieron	Activity anxiety	Sum of a square	df	The value of the square	Sheffe F	Relevance Sig.
Rate	Between groups	1267301,8	23	55100,08	1,936	0,01
	In a group	1878642,1	66	28464,27		
	Totally	3145944,0	89			
Mean of errors	Between groups	16069,042	23	698,654	5,130	0,01
	In a group	8989,058	66	136,198		
	Totally	25058,100	89			
Execution accuracy	Between groups	580,694	23	25,248	12,127	0,01
	In a group	137,406	66	2,082		
	Totally	718,100	89			

As it can be seen from the table, between the indicators of student groups with different levels of activities' anxiety and the speed of the tasks' performance, the average error value, the accuracy of the task's performance, there are significant differences (p = 0.01).

Discussions

Thus, the task understood by us, which is determined by studying the students' ability and willingness to perform testing control tasks, shows that activities' anxiety, as a property of a person, attention and regulatory characteristics - the level of subjective control and self-management ability reflect the subject's characteristics that allow to determine the degree of awareness of the Subject in self-management of transformational activity in accordance with the knowledge of their own capabilities to the requirements for the mastery of academic disciplines.

The types of self-management revealed by us on the basis of the results obtained are characterized by the consistency of the internal activity of the personality, which serves to unite types of attention, activities'

anxiety, levels of self-management and subjective control on the basis of the correlation of their essential properties, considered in aggregate, and possessing the most distinctive features aimed at building internal Pictures of activities. To determine the set of properties, the connections between psychological characteristics (described above) were revealed, and a structure of psychological qualities peculiar to each type was revealed.

Based on the results of dispersion factor analysis, the following types of students' self-management are identified:

- *a stable type of self-management* characterized by an internal control locus, a low level of activities' anxiety, a subnormal type of attention and high accuracy and speed when performing a task;
- *an expansive type of self-management* determined by the external level of subjective control, a high level of activities' anxiety, a reactive type of attention and weak accuracy and speed of the task's performance;
- *dynamic self-management type*, described by the internal level of the locus of control, high level of activities' anxiety, active type of attention and average speed and accuracy of the task's performance;
- *torpid type of self-management*, determined by the external level of subjective control, low level of activities' anxiety, rigid type of attention and good accuracy and increasing speed when performing the task.

This typology makes clear the description of the self-managerial system of the subject, which is manifested in the process of performing the learning tasks within the framework of the study of one discipline, where the result determines the difference between the formation, the consistency of internal characteristics and the model to which the training should lead.

The formation of the criteria of the students' self-management system largely determines their success in different spheres of activity, as it allows them to exercise independence as a subject of any activity (Khusainova, 2016). The more complex, creative is the activity, the greater the role is assigned to self-management in the process of social and psychological adaptation throughout the life course. Self-management promotes harmonization of the person, its adequate behavior in society, educational and professional realization.

Self-management of students in the process of training in the perspective of their life activity ensures the development of their independence in the adoption and implementation of the decision to achieve socially significant goals (Rozhkov, Baiborodova, 2000) and can contribute to solving the problem of the formation and development of social activity of the individual, the formation of a future professional. The college has a significant potential in the development of social activity, assuming the profile orientation of the training and its practical orientation, which necessitates high self-organization, responsibility and activity of students.

The research hypothesis have been confirmed: improving the students' ability and willingness for test control increases the level of students' self-management and will be effective if self-management: is built on the basis of modern psychological and pedagogical approaches to its organization, content and technologies; is defined as a necessary component of training and educational work of teachers and psychologists of the educational organization; includes a variety of forms, methods and technologies of teaching and upbringing, is provided by comprehensive psychological and pedagogical support of educational activities.

Conclusion and recommendations

Carrying out training activities to improve the students' ability and willingness to test control of knowledge, taking into account the types of self-management identified by us, will allow students to improve their willingness for training and success in carrying out their study assignments. The presented empirical material and the revealed types of self-management and activities' anxiety of trainees determine the psychological and pedagogical grounds for the development of individual educational trajectories and improve the quality and speed of the fulfillment of the study assignments. It is established that the development of student self-management will be successful if its development is purposefully organized by teachers within the framework of educational and extracurricular activities through a set of teaching tasks that have significant (for students) elements of novelty and a short time for their implementation.

Taking into account the organization of the student's activity in accordance with his type of self-management, arises an inner confidence and responsibility for learning, which will lead to a high level of willingness for test control and will increase the success of training as a whole. Further, we consider it necessary to continue the study on the development of pedagogical methods for the development of students' self-management within a variety of academic disciplines.

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Modern Journal of Language Teaching Methods (MJLTM)
ISSN: 2251-6204

THE IMPACT OF IMPLEMENTING PROBLEM-BASED LEARNING STRATEGIES ON IRANIAN EFL LEARNERS' SPEAKING SKILLS

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Abstract
The main objective of this study was to explore the effect of implementing the problem-based learning approach (PBL) on speaking of 63 Iranian upper intermediate female EFL learners from an English language institute in Isfahan. The participants were divided randomly into two groups, the control group and the experimental group. An oxford placement test was administered to the participants in both groups to ensure their homogeneity in terms of general English proficiency. In addition, a speaking pretest was applied to the member of both groups to check their level of speaking ability. Then, the experimental group participated in the speaking treatment using PBL techniques while the control group attended regular speaking classes typical of most language institutes in Iran. The data were collected through the speaking pretest and posttest. The results showed that although the participants in both group showed significance improvements in their speaking ability at the end of the study, the experimental group experienced much more progress than the control group in terms of speaking ability as a result of the employment of problem-based learning techniques when performing speaking tasks.

Keywords: problem-based learning (PBL), speaking ability, EFL learners

1. Introduction

Problem-based learning (PBL) originated in medical schools in the late 1960's based on the realization that traditional methods of instruction i.e. lecture and memorization had a limited effect on medical students' academic performance (Barrows, 1996). According to Rhem (1998), PBL is an instructional strategy by which students confront contextualized, ill-structured problems to find meaningful solutions. As the name suggests PBL is based on a "problem" that is presented to a group of students that requires them to connect personal experiences, previous content knowledge and critical thinking skills in order to arrive at a solution (Mossuto, 2009). Unlike traditional forms of instruction, PBL students learn the concepts and principals outlined through the process of solving the problem (Norman & Schmidt, 2000). This method mirrors how problems are solved in the real-world and requires a shift from teacher-centered pedagogy to student-centered learning. PBL also requires students to embrace higher levels of thinking by applying their knowledge in order to solve an authentic problem in a collaborative fashion (Ferreira & Trudel, 2012). According to Torp and Sage (2002), there are three main characteristics of PBL:

1. It engages students as stake holders in a problem situation.
2. It organizes curriculum around a given holistic problem, enabling student learning in relevant and connected ways.

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3. It creates a learning environment in which teachers coach student thinking and guide student inquiry, facilitating deeper levels of thinking.

An example of the problem-solving learning cycle is presented in Figure 1:

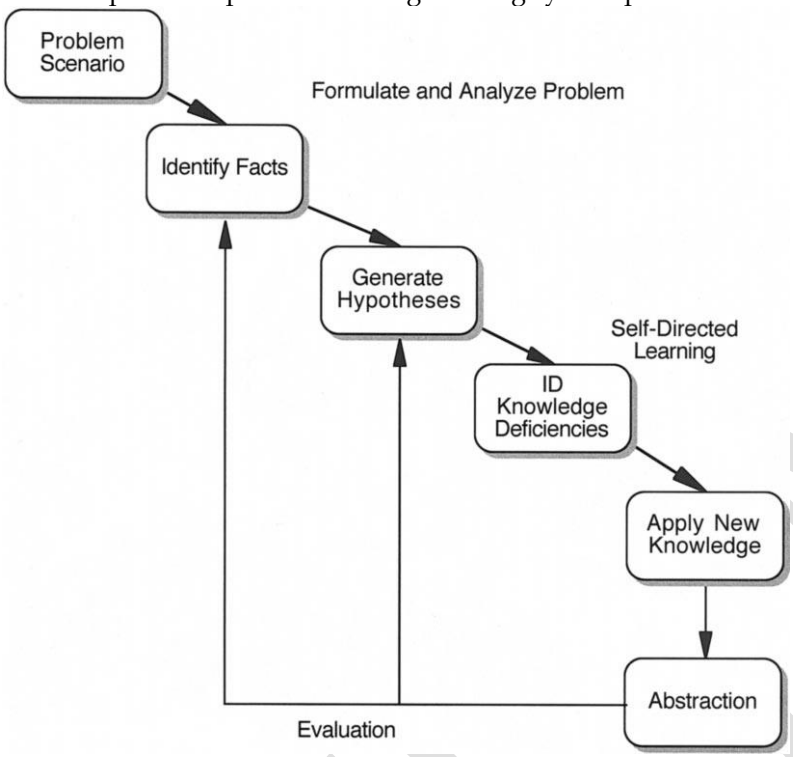

Figure 1. Problem-Solving Learning Cycle (Hmelo-Silver, 2004, p. 237)

The PBL learning cycle (shown in Figure 2.1) begins with the presentation of a problem or a problematic situation and ends with student reflection. In a PBL session, a group of students are presented with minimal information about a complex problem and students are required to question the facilitator to obtain further problem information. Students may also gather facts by doing experiments or other research (Torp& Sage, 2002). At several points during their problem solving phase, students usually pause to reflect on the data they have collected so far, generate further questions about the data, and make hypotheses about underlying causal mechanisms that might help explain the data. Students also identify concepts they need to learn more about in order to solve the problem and label these concepts as *learning issues*. After considering the problem with their naïve knowledge, students explore the learning issues they have chosen. Afterwards, they regroup to share what they have learned, reconsider their hypotheses, and/or generate new hypotheses in light of their new learning. When completing the task, learners deliberately reflect on the problem to abstract the lessons learned about the problem and collaborative problem-solving processes.

Research on the effectiveness of PBL for improving speaking skills is not abundant and few studies can be found in this regard. However, based on the analysis of finding and the discussion, it can be concluded that the result of problem-based learning on students' speaking ability gave some significant effect. First the implementation of problem-based learning in teaching speaking showed the good result of in terms of improving students speaking. The students speaking score progress can show the improvement. Second because of problem-based learning use small group activity, so the use of small grouped helped the teacher to conduct teaching and learning activity easier. The teacher could control the students' group work from one group to another group. They could help and share each other, so they could finish the task as soon as possible. The students got many opportunities to practice in small group, such as practicing the pronunciation and also the dialogue that will be performed. And also, it can be implied that the use of problem-based learning in teaching descriptive for speaking skill can create a good

atmosphere in the class. Many students were become active participants in the classroom. It was because of students work in collaborative groups to identify what they need to learn in order to solve a problem. And the last, they were become motivated to express their opinion and ideas like to ask a question that causes all group members were active (Mulya, Adnan & Havid Ardi, 2013).

Students can enjoy and fun performing role play because of its challenging nature, the classroom atmosphere because more alive and all students were actively involved in teaching and learning process so the role playing techniques improve the students' speaking ability (Setiawan, 2014).

A review of the previous studies shows the beneficial effects of implementing PBL principles on student engagement (Honebein, Duffy, & Fishman, 1993), student motivation (Yanguas, 2007; Coffin, 2013), achievement, strategy level, attitude, and achievement motivation (Gök & Silay, 2010). In addition, PBL helps students become motivated to express their opinion and ideas like to ask a question that causes all group members were active (Ridho, et al., 2013). However, only few studies have addressed the impact of PBL on learner speaking ability (Setiawan, 2014). Besides, to the best of our knowledge, little research investigated the impact of implementing PBL on EFL learners' performance and motivation. Therefore, the present study is going to explore to explore how the implementation of the problem-based learning approach contributes to improving speaking ability of Iranian EFL learners.

2. Statement of the Problem

Problem-based learning has arguably been one of the most scrutinized innovations in professional education (Maudsley, 1999). Solving problems helps students to be intellectually present in the class and it makes students feel that they are involved in classroom activities. They don't sit passively in their seats anymore being bombarded by new information and if the teacher includes these tasks in his syllabus during the term, it would contribute to every student's success in learning language (Ghazi Mir Saeed, 2013, p.12).

The use of problem-based learning has not received theoretical and practical attention in Iran. In other words, there is little research on the application of problem-based learning and its effectiveness in improving English language skills, especially speaking English. Besides, problem-based instruction is not commonly used in Iran to teach language skills. In addition, almost most of the studies addressing language learners' motivation have dealt with language learning motivation in general and utmost categories such as intrinsic and extrinsic motivation. In addition, as motivation is an umbrella term, it encompasses many categories and aspects. Therefore, there is for more research looking at other aspects of motivation. For instance, concerning problem-based learning in which the focus is on solving problems, motivation can be studied in terms of task motivation and motivation for performing problem solving tasks.

Since in our country (Iran), EFL learners have limited access to the target language, therefore they have many problems with speaking English. In addition, it should be mentioned that Iranian EFL learners are not adequately acquainted with the problem-based strategies, too. According to Jogthon (2006), "From my experience of using PBL in a classroom, I have found out that the PBL is effective to activate prompt speaking in students as they are focusing on solving the problem and help them to gain listening input from interactions with peers" (p.8). So this study is going to investigate the effect of implementing PBL strategies on speaking skills and task motivation and motivation for performing problem solving tasks among Iranian EFL learners.

The results of this study will be also beneficial for EFL teachers and help them to adopt a problem solving approach when teaching speaking skills to their students in order to improve the students' speaking ability. Besides, the findings of the study will be beneficial for curriculum designers in guiding them to develop more effective speaking materials by incorporating principles of the problem-based instruction. Since the issue of PBL is not focused in Iran so the researchers will benefit from the findings of this study in order to fill a gap in research area. Accordingly, this study seeks to answer the following question:

- Does the implementation of PBL approach affect speaking skills of Iranian EFL learners?

3. Methodology

This section addresses the method used in this study including the participants' selection, the instruments used to collect the data, the procedure taken to conduct the study, and the methods of data analysis.

3.1 Participants

The present study dealt with the impact of problem-based strategies on Iranian EFL learners' speaking skills. To this end, a quantitative experimental method was used with a sample of EFL learners who were 63 Iranian upper intermediate EFL learners. They were all females aged 22-33 years and were selected using the cluster random sampling from an English language institute in Isfahan. They were divided randomly into two groups, the control group with 28 participants and the experimental group including 35 EFL learners. In addition, the participants in the control group were asked if they had previously worked with problem-based instruction to make sure that they had no previous familrity or instruction with this approach.

3.2 Instruments

The data were mainly collected through the administration of two instruments to the participants: Oxford Quick Placement Test to measure the participants' level of English proficiency and the speaking pretest and posttest (oral interviews) to measure the participants' speaking ability before and after the treatment. The Oxford Quick Placement Test contains 60 items that measure students' level of English proficiency. It also has various subsections including multiple choice questions, cloze passages, and matching items that which check testees' knowledge of vocabulary, grammar, and comprehension. The speaking pretest and posttest were adopted from IELTS full speaking test on familiar topics such as home, family, work, interests, and hobbies to determine the participants' speaking ability before and after conducting the treatment. A total score of 9 was assigned to the speaking ability in the case of a participant having a full mastery of speaking English.

3.3 Procedure

In the beginning, the Oxford Quick Placement Test was administered to the participants in the two groups under study in order to assure the both groups were homogenous concerning the level of their language proficiency. Afterwards, a speaking pretest as a speaking diagnostic test was administered to the participants in both control and experimental groups before starting the treatment. The participants were asked to talk about particular topics that they had studied previously. A check list was used to observe the participants' speaking skills. The time assigned to each participant was approximately 30 minutes. Then the participants in the experimental group were instructed with PBL using discussions and problem solving activities, while those in control group were received traditional instructions. The treatment was conducted using Problem-Solving Learning Cycle (Hmelo-Silver, 2004) in the following way:

During each treatment session, a problem or a problematic situation was presented to the participants in the experimental group. They were also given minimal information about the complex problem and they asked some question from the facilitator (the teacher) to obtain further problem information. The participants were asked to collect facts by doing experiments or other research. In addition, at several points during their problem solving phase, the participants stopped to reflect on the information they had collected, generate further questions about the information, and make hypotheses about underlying mechanisms that might help explain the data. After considering the problem with their knowledge, the participants explored and shared what they have learned, reconsidered their hypotheses, and/or generated new hypotheses in light of their new learning. When completing the task, they consciously reflected on the problem to abstract the lessons learned about the problem and collaborative problem-solving processes.

Upon the completion of treatments which lasted for two months (8 weeks), the speaking posttest was administered to the members of both groups in order to see how the participants' speaking ability was improved during the course of instruction. Finally, the collected data were analyzed by SPSS in order to test the research hypotheses and find answers to the research questions. To this end, frequency

analysis such as mean and standard deviation and inferential statistics such as t-test were employed to find out the effect of PBL strategies on the Iranian EFL learners' speaking ability.

4. Results

As was stated earlier, the present study aimed to find out the impact of implementing PBL on speaking skills of Iranian EFL learners. Oral interviews were taken from the participants in both control and experimental groups as the speaking pretest to measure the participants' speaking ability. The descriptive statistics of the participants' scores on the speaking pretest are presented in Table 1:

Table 1 Descriptive Statistics of the Participants' Performance on Speaking Pretest

Groups		Mean	Std. Deviation	Sig.
Pretest	Control	4.6071	.78595	.301
	Experimental	4.7429	.88593	

As it can be seen in the above table, the mean score of the speaking ability for the participants in the control group is 4.60 out of a total score of 9 and the mean score of the participants in the experimental group is 4.74. This shows that although the participants in the experimental group slightly outperformed those in the control group, both groups had a rather moderate performance on the pretest and they possessed a moderate level of speaking ability at the beginning of the study and before implementing the treatment.

Table 2 presents the results of the independent samples *t*-test for the participants' scores on the speaking pretest. As it is evident in the above table, there are no significant differences between the mean scores of the participants in both control and experimental groups on the speaking pretest ($P > 0.05$). To be precise, the participants in both groups had a similar performance on the speaking pretest, suggesting that the two groups had the same level of speaking ability at the beginning of the study and the participants were homogeneously assigned to both groups.

Table 2 Results of the Independent Samples t-test for the Participants' Scores on the Speaking Pretest

	Levene's Test for Equality of Variances		*t*-test for Equality of Means						
Posttest	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	.088	.769	1.051	33	.301	.39286	.37380	-.36764	1.15336
Equal variances not assumed			.974	8.503	.357	.39286	.40330	-.52767	1.31338

In order to see to what extent the speaking ability of the participants in the control group has been developed during the period under study, their mean scores on the speaking pretest and posttest were compared. Table 3 shows the descriptive statistics for the performance of the participants in the control group on the speaking pretest and posttest:

Table 3 Performance of the Control Group on Pretest and Posttest

	N	Mean	Std.	Std. Error

				Deviation	Mean
Pair 1	Pretest	28	4.6071	.78595	.14853
	Posttest	28	5.3571	.78004	.14741

In the above table, the mean scores of the speaking ability for the participants in the control group in the pretest and posttest are 4.60 and 5.35, respectively. Therefore, participants' mean score on the speaking posttest is higher than their mean score on the speaking pretest. As such, it seems that the speaking ability of the participants in the control group improved over the course of the instruction.

Table 4 shows the results of the paired samples *t*-test as a comparison of the speaking ability of the control group on the speaking pretest and posttest. As it is shown, there is a significant difference between the performances of the participants in the control group on the speaking pretest and posttest ($P < 0.001$). Accordingly, it can be suggested that speaking ability of the participants in the control group improved significantly over the course of the instruction and a significant increase was observed in their speaking ability at the end of the present study.

Table 4 Results of Paired Samples t-test for Performance of Control Group on the Pre- and Posttests

Paired Differences								
Mean	SD	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
			Lower	Upper			
-.75000	.58531	.11061	-.97696	-.52304	-6.780	27	.000

Table 5 shows how the participants in the experimental group performed on the speaking pretest and posttests:

Table 5 Performance of the Experimental Group on the Pre- and Posttests

	N	Mean	Std. Deviation	Std. Error Mean
Pretest	35	4.7429	.88593	.14975
Posttest	35	6.6857	1.17752	.19904

As it can be seen, the mean scores of the participants in the experimental group for the speaking ability pretest and posttest are 4.74 and 6.68, respectively. This indicates that the members of the experimental group showed a remarkable improvement in their performance on the speaking posttest than on the pretest.

Table 6 presents the results of the paired samples *t*-test concerning performances of the participants in the experimental group on the speaking pretest and posttest. As it can be seen, there is a significant difference between the performance of this group on the pre- and posttests ($P < 0.05$).

Table 6 Results of Paired Samples t-Test for Performance of Experimental Group on Speaking Pretest and Posttest

Paired Differences								
Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
			Lower	Upper			
-1.94286	1.23533	.20881	-2.36721	-1.51851	-9.304	34	.000

As the results of the paired samples *t*-test indicate, there was a considerable improvement in the speaking ability scores of the participants in the treatment group at the end of the study after they had practiced speaking skills using PBL techniques. Therefore, it can be said that the implementation of PBL had a significant impact on the Iranian EFL learners' speaking ability.

Since there was a significant difference in the mean scores of each group on the speaking pretest and posttest, the mean scores of both groups on the posttest were compared to understand the difference between the performances of the control group and the experimental group in terms of their speaking ability. This difference shows the level of the experimental group's progress in speaking ability due to the implementation of PBL techniques. Table 7 shows the descriptive statistics for the performances of the participants of both groups on the speaking ability posttest:

Table 7 Descriptive Statistics of the Participants' Performance on the Posttest

	Groups	N	Mean	Std. Deviation	Mean difference
Posttest	Control	28	5.3571	.78004	1.3286
	Experimental	35	6.6857	1.15737	

As it is shown, the mean score of the control group on the speaking posttest 5.35 and that of the experimental group is 6.68 with a mean difference of 1.32 which suggests that there is a considerable difference between the mean scores of the two groups on the speaking posttest. Besides, as it is shown in Table 8, there is a significant difference between the performances of the two groups on the speaking posttest ($P < 0.001$):

Table 8 Results of Independent Samples t-Test for the Participants' Performance on the Posttest

	Levene's Test for Equality of Variances		T-test for Equality of Means						
Posttest	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	.082	.775	-11.366	78	.000	-2.18	.205	-2.732	-1.918
Equal variances not assumed			-11.366	77.883	.000	-2.18	.205	-2.732	-1.918

As it was expected, the participants in the experimental group outperformed those in the control group on speaking ability test and their speaking ability improved significantly during the course of instruction as a result of the instruction of speaking skills using problem-based learning.

Generally, the findings of the study concerning the performances of both groups on the pretest and posttest suggest that there were no significant differences between the speaking ability of the two groups at the beginning of the study. Besides, there were significant differences between the performances of the participants in each group on the speaking pretest and posttest, suggesting that the speaking ability of both groups improved significantly over the course of instruction. Besides, the speaking ability of the participants in the experimental group was significantly better than that of the participants in the control group. This implies that the treatment group showed much more progress than the control group in terms of speaking ability as a result of using problem-based learning techniques.

5. Discussion and Conclusion

The findings of the present study suggested that there were significant differences between the performances of the participants in each group on the speaking pretest and posttest, suggesting that the speaking ability of both groups improved significantly over the course of instruction. Besides, the speaking ability of the participants in the experimental group was significantly better than that of the participants in the control group, implying that the treatment group showed much more progress than the control group in terms of speaking ability as a result of using problem-based learning techniques to perform speaking tasks. This finding is consistent with the results of previous studies (Wong & Day, 2009; Nicholl, 2012; Ferreira, 2012; Mulya, Adnan, & Havid Ardi, 2013; Setiawan, 2014). Besides, the implementation of the PBL principles affects student engagement (Duffy & Fishman, 1993), student motivation (Yanguas, 2007; Coffin, 2013), achievement, strategy level, attitude, and achievement motivation (Gök & Silay, 2010). Similarly, Nicholl (2012) and Ferreira (2012) found that PBL models create an atmosphere that encourages student relatedness to their group members and the content.

As the results of this study implies English language learners can use the principles of problem-based learning to acquire enough motivation and self-confidence for speaking. Learners also can solve aroused problems in speaking tasks by sharing, exchanging and brainstorming ideas with each other, and subsequently, find solutions for their problems on their own. Besides, EFL instructors can adopt a problem solving approach when teaching speaking skills to their students in order to improve the students' speaking ability.

The effectiveness of PBL on Iranian EFL learners' speaking ability was explored in this study. Future research can focus on the effectiveness of PBL approach on improving other English language skills such as reading, listening, and writing. Besides, PBL was implemented only with female EFL learners in this study. Future researches can implement this methodology also for male language learners in order to show which gender can benefit more from PBL techniques for improving their language skills. Finaly, the effect of PBL on other variables related to language learners such as learners' general motivation, their autonomy, and achievement can be investigated in future studies.

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MJLTM

Modern Journal of Language Teaching Methods (MJLTM)
ISSN: 2251-6204

METHODOLOGICAL BASIS AND CONCEPT OF EXPERIMENTAL STUDY IN ECONOMICS

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Abstract
It is emphasized in the research that the concept of economic experiment unlike others, artificially reproduces an economic event or process for the purpose of its further practical application. Ideal economic experiments are the experiments made by an abstract method without objectification of experimental material. The main types, tasks of pilot study, classification of experiments are the main objectives under investigation. The program planning divided into the stages was observed and the methodology of conducting pilot study was taken into consideration.

Keywords: economic experiment, methodology of pilot study, classification of experiments, program, stages.

Introduction
Experimental or pilot studies were always important as they are usually directly connected with identification of opportunities of that area in which they are carried out. Therefore in modern Russian economic experiments are especially urgent as the large-scale projects directed to an innovative way of forms and methods of managing development. Now there is still a necessary condition of disclosure of allowances of social and economic development of the country acceleration, search for organizational improvement including the economic levers capable to increase results of production to satisfy material interests of society, labor collectives and certain workers, enhancing, for example, compensation.
The purpose of our work is the analysis of methodology of conducting pilot study. The main objectives of our work are consideration of a concept of "pilot study" and its classification, particularly in the economic sphere; studying of methods of statement of an experiment, including the program and stages of carrying out an experiment. Subject of our research is the experiment methodology.
In the past foreign authors R. Owen (1992), B. Proudhon (2008), F. Taylor (2004), E. Mayo (1946), J. Locke (1984), A. Smith (1994), D. Ricardo (1993), K. Marx (1962) and A. Marshall (1983) were engaged in the theory of pilot studies. Large-scale experiments at the macro level are connected with J. Schormerhorn (1994), P. Samuelson (2009) and others. J.St. Mill (2003) developed the classical scheme of pilot study.
It is possible to distinguish A. Orekhov (2009), G. Ruzavina (2012), M. Melnyk (2008) from the authors who described methodology and classification of methods of an experiment in detail.

Methodological Framework

Pilot study is one of numerous methods of a research in the form of scientifically delivered experience, intended for practical check of ideas or hypotheses in the field of enhancement of a certain sphere of public life for identification of communications between the phenomena. In the course of economic experiment the behavior of certain people or labor collectives as a result of change of economic conditions of their work, for example methods of the organization of planning, material stimulation, etc. are studied (Arzhenovsky, 2009; Bakalskaya, 2012; Bakalskaya & Duvanova, 2010; Duvanova & Kachagina, 2015; Ivleva et.al., 2016; Lipatova et.al., 2015).

Economic experiment is made in the following sequence: theoretical and organizational preparation, economic-mathematical modeling, carrying out and observation of the course of economic experiment, summing up and decision making and conclusions (Blaug, 2008; Ivleva et al., 2014; Bakalskaya, 2013).

The experiment purpose in researches is a detection of properties of the researched objects, verification of the delivered hypotheses of a causal relationship between the phenomena, the most complete and deep studying of a subject of scientific research on the basis of the made experiment. The purposes of economic experimenting can be the most different. In most cases they can be subdivided on the following purposes:

a). Scientific (research),

b). Production,

c). Pedagogical (Mitin, 2014; Duvanova & Pivtsaeva, 2016; Bakalskaya, 2014).

Therefore, the first typology which can be established in this case is a separation of economic experiments on research, production and pedagogical. It is natural that research economic experiment pursues on scientific, research aims; the research and production experiment combines scientific and production (economic) purposes; the pedagogical experiment (for example, in the form of business game) combines the scientific purposes with pedagogical (Duvanova, 2015; Masalimova & Shaidullina, 2017).

Economic experiment unlike others, artificially reproduces an economic event or process for the purpose of its further practical application. Ideal economic experiments are the experiments made by an abstract method without objectification of experimental material (apart from, certainly, its objectification on paper or in electronic form) (Poisons, 2013; Masalimova et al., 2017; Mitin et al., 2017; Ovsyanik et al., 2016; Salakhova et al., 2016; Vasyakin et al., 2015).

The main types are here:

1). Mathematical economic experiment;

2). Mental economic experiment;

3). Virtual (computer, etc.) business game (Duvanova, 2016).

Tasks of pilot study are as follows:

1. Development of the program of statement and organization of stages of pilot study;
2. Practical check of justification of recommendations and programs;
3. Non-admission of large mistakes in managing;
4. Development of the program for elimination of mistakes.
5. Achievement of practical effect in the researched field of activity.

Both people and various spheres of national managing can be object of economic experiment.

Having specified a concept of pilot study of works of foreign and domestic scientists, we came to the conclusion that it presents itself the research method in the form of scientifically delivered experience aiming at practical check of ideas or hypotheses in the field of enhancement of a certain sphere of public life for identification of communications between the phenomena.

Classification of experiments depends on various conditions. So one should assume the following factors.

1. The way of formation of conditions: natural, artificial.
2. The structure of the studied objects and the phenomena: simple, difficult.
3. The organization: laboratory, natural.
4. The research objectives: reformative, stating, controlling.
5. The nature of external impacts on an object: material, informative.
6. The character of the studied objects and the phenomena: sociometric, technological, econometric.

7. The nature of interaction of pilot study means with a research object: usual, model.
8. The studied models: material, mental.
8. The controlled sizes: passive, active.
9. The number of factors: one-factor, multiple-factor.

It is also required to consider actually statement and the organization of an experiment, including its stages, the program of planning, methods of pilot study results measurements and the graphic representation of its results (Vasyakin et al., 2016).

Having led the analysis of works of modern writers of A. Orekhov (2009), G. Ruzavina (2012), M. Melnyk (2008), it is possible to make the conclusion that the methodology of pilot study includes directly its statement and the organization, and the structure of an experiment consists of the following stages:

1. Plan development;
2. Assessment of measurements and the choice of means for carrying out an experiment;
3. Carrying out experiment;
4. Handling and analyzing of experimental data.

Results and Discussion

After determination the value of the experiment we pass directly to the program of pilot study. One should carefully think over the creation of a detailed plan of work which will allow avoiding mistakes and omissions both in process, and as a result of experimental researches. Therefore special attention is paid to the following items of the program:

1. The purpose and tasks following from it;
2. The choice of the varied factors;
3. Description of amount of a research;
4. Order of implementation of an experiment;
5. Detection of the sequence of change in factors;
6. Determination of a step of change in factors (interval between experimental points);
7. Choice of measuring instruments;
8. Description of carrying out experiment;
9. Analysis of results of an experiment.

The program begins with the name of a subject of a research, the working hypothesis is made. Then the experiment technique, the list of required materials, devices, installations is developed, the list of contractors, the schedule and the estimate is constituted. The technique of an experiment represents system of acceptances or methods for consecutive implementation of an experiment, i.e. the program of a research. Planning is necessary to perform an experiment for short terms with the minimum costs. Receipt of reliable information is reached at the same time on condition of following to planning rules. Such rules will consider the nature of results of measurements and availability of the external factors influencing an object.

The factors participating in process while planning can be changed by special rules everything together, giving an opportunity to present results of an experiment in the form of the mathematical model having statistical properties.

Planning can be divided into the following stages:

1. Collection and analysis of prior data;
2. Determination of input and output variables and area of variables change;
3. A choice of a mathematical model for provision of experiment data;
4. Selection of an optimality criterion and development of the experiment program;
5. Information analysis method choice;
6. Setting of an experiment;
7. Check of statistical premises which are used for obtaining results of an experiment;
8. Analysis of results of an experiment;
9. Processing of results of an experiment;
10. Compilation of recommendations about these results.

So we analyzed methodology of conducting pilot study taking into consideration the concept of "pilot study" and its classification; studying methods of experiment statement. The program and stages of carrying out an experiment were included into the main objectives of our work.

Conclusion

Summing up the results, it is possible to note that statement and the organization of an experiment depend on its value. In a generalized view in various branches of science experiments are called according to a branch of science: for example, social, economic, pedagogical, psychological, biological, chemical, physical and others.

In conclusion, it would be desirable to emphasize that today the method of an experiment is one of the most popular scientific methods, particularly in the economic sphere. There fore its knowledge can be useful, first of all, to economists for receipt of exact and objective results of statistical data measurements.

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Modern Journal of Language Teaching Methods (MJLTM)
ISSN: 2251-6204

ENGLISH AND FRENCH ABBREVIATIONS AS A LINGUISTIC COMPONENT (BASED ON SOCIAL NETWORKS TWITTER AND FACEBOOK)

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Abstract: In this paper the authors deal with the phenomenon called abbreviations used in youth slang, which can be observed in English and French languages in the social Internet networks like Twitter or Facebook. Today virtual communication is not only a new connection channel, but also a specific socio-cultural environment affecting online interaction. In general today's virtual English language is the language of e-mail messages, forums, chats, and various web pages. Young people are the majority of Internet users. As we can see the Internet influences not only their language but the manner of speech and the vocabulary they use. In the current context of rapidly developing science and technology in the society, long and complex words will inevitably be replaced by brief and concise equivalents. That is why the abbreviation is frequently used in the formation of a new vocabulary in online English and French communication. An abbreviation has a huge popularity in the social network Twitter where the message currently comprises only up to 140 characters.

Key words: youth slang, abbreviation, the Internet, social network, Twitter.

Introduction: Nowadays the Internet is not only a data transfer method as it was originally conceived but one of the most important tools for a person in the society which allows them to keep up with the constantly accelerating pace of life. The Internet is not only a new channel of communication, mediating the communication of electronic signals but also a new socio-cultural environment, superimposing an imprint on all aspects of communication including language, which is the main means of communication, a tool for expressing thoughts and feelings.

The issue of a rapidly growing global network of the Internet on modern verbal communication is a subject of intense debates among linguists and psychologists, and also between specialists in the area of modern information technologies, scientists, economists and politicians. Due to the fact that nowadays the global network can provide users with a wide and fast access to various information sources, there is a change in our everyday lifestyle which reduces temporal constraints of human activity [1]. Online-speech has the biggest influence on young people because the Internet plays an important role in their lives.

Methods: Methods of the analysis are defined by the objectives, theoretical and practical orientation of the research. Various types of the analysis are implied in the paper: the conceptual analysis; the contextual analysis; the functional and stylistic analysis.

Main part: In the vastness of the Internet we are faced with colloquial style of speech with all its linguistic features. However, instead of the usual oral dialogue we deal with the conversation in writing. Considering the Internet from a linguistic point of view, we come to the conclusion that the communicative space of the global network is an unlimited source and in some cases the creator of new variants of colloquial speech, namely new vocabulary and terminology [2].

Each language unit belonging to any level of the language system can vary depending on the specific environment. This ability of a language unit has become the basis for understanding of the concept of variability or variance. Variability of language units is their ability to be modified depending on the context [3].

Transformation of the language units has led to the creation of the concept of "option". In the course of the linguistic studies it was found that the ability to use options is inherent in all language units. It is one of their fundamental properties [4].

Accelerated development of our society and the pace of life itself mostly affects young people. The effort to be productive and manage everything leads to the desire to save time and resources (physical, material and verbal). Spending time on communication over the Internet, the user of the global network tries to simplify the process of sending and receiving information using different types of lexical abbreviations [5].

Today the abbreviation is considered as one of the most productive ways of word-formation, which allows to expedite the communication process. The influence of various extralinguistic and intralingual factors increases the tendency to reduce lexical units of the language which raises the abbreviation usage to a new level [6]. The abbreviation becomes common method of nomination and also performs cognitive and expressive functions, and the function of information compression. The abbreviation process runs in accordance with favorable conditions of communication, is subject to discourse-semantic influence of the established social relations. The form and essence of the abbreviations reflects the peculiarities of the organization of consciousness, mental processes and schemes of perception, responding to the pragmatic attitudes of the modern society.

The abbreviation is a way of word formation, uniting all types of abbreviated entities. It is used in English and French quite often. Abbreviation in a greater degree is a characteristic of a written speech. [7]. However, it is known that abbreviations are quite common for Internet communication and vividly combine written and spoken genres such as forum, chat, blog, electronic diary, i.e. genres which are characterized by spontaneous speech.

English and French sound abbreviations can be divided into initialisms and acronyms. The difference between an acronym and an initialism may be very slight – the former is an abbreviation that is pronounced as a word (FIFA and NATO), and the latter is an abbreviation that has each letter in it pronounced (BBC, PBS). [8].

We can conclude that the abbreviations are divided into two basic types: graphical and lexical.

Graphical abbreviations is a result of the reduction of words and phrases only in writing, whereas oral speech involves the usage of the corresponding full forms. They are actively used due to substantial savings of space and emotional reinforcement in writing.

Initial abbreviations (the abbreviation of a lexical unit to the first letter of each word in the phrase) are between lexical and graphical abbreviations, i.e. they are used in both oral and in written speech, creating a special category of abbreviations.

And finally, **lexical abbreviations** is a group of words formed by removing parts of their constituent letters or parts of words that function as independent words.

The popular usage of abbreviations is justified by their significance in the discussions, because they represent a compromise between the desire to save time, the expressiveness and the desire to attract the attention of the addressee [9].

The abbreviation is one of the most popular types of word-formation in both English and French languages. This layer of the Internet vocabulary is more represented in the English language, rather than in French, probably due to the fact that English speaking countries pioneered in the field of the Internet communication.

The phrase **quoi de neuf - what's new** is represented in the form of the abbreviations koi29 and is formed by replacing the letter combination qu with an identical in sound letter k, the preposition de and the adjective neuf in these abbreviations are numbers 2 and 9 respectively. For example:
*« Je me lève à 14h du mat' Jai pas la niakk jss trop khabat, j'allume une clope jprends mon café taffer n'est pas ma tasse de thé....**Koi29?!**».*
*« Je me lève à 14h je n'ai pas d'énergie je suis trop fatigué j'allume une cigarette je prends mon café travailler n'est pas ma tasse de thé **quoi de neuf ?**»* [10].
In English the equivalent of this abbreviation are variations of the phrase ***what's up? – "what's going on?"*** namely, ***wassup***. The letter ***t*** is changed to the letter **s**, as it is often not pronounced. As a result, two separate lexical units are merged into a single word:
*« As a girlfriend, you gotta accept the fact hoes gone be all up in his face. But as a boyfriend, he better let them hoes know **wassup**».*
*« As a girlfriend, you gotta accept the fact hoes gone be all up in his face. But as a boyfriend, he better let them hoes know **what's up**»*[11].
The following acronym of the French phrase **à la prochaine** literally means "*until we meet again*", so we can rephrase it in "*see you later*". It has the form of ***alp***, which is the graphic abbreviation: each initial lexical item to the phrase is shortened to the initial letters ***l*** - *la*, ***p*** - *prochaine*. This phrase is quite a popular way to end a conversation in online communication. An example of this abbreviation can be represented by an excerpt of the following dialogue:
« *ptdr Theo je pensais qu'il se fessait victime sur le peri d'**alp**, enft c'était juste kubi».*
« pété de rire Theo je pensais qu'il se fessait victime sur le peri d' **à la prochaine**, *enfant c'était juste kubi*»[12].
In English there is a similar phrase, an equivalent to saying goodbye to a person: ***bye for now*** meaning "see you soon" is represented by the acronym ***b4n*** in written speech in online communication. In this reduction we can see an initial abbreviation with partial replacement of one lexical unit with a number, which is identical in sound. This can be decrypted as follows: ***b*** stands for ***bye***, ***4*** means *for* and ***n*** stands for ***now***. This example shows the usage of this acronym in the online speech:
*« Meeting now...I gotta go....catch U all later **b4n!**».*
*« Meeting now...I gotta go....catch you all later **bye for now!**»* [13].
The trend to simplify and reduce did not spare the vocabulary designed to express feelings and emotions, declarations of love both in French and in English. The French expression ***je t'aime – "I love you"*** in Internet resources takes the form ***je t' m***. This acronym is graphic and is pronounced in its full form. As we can see only one element is reduced; the verb ***aimer***, is used in the form of the first person singular ***aime***, taking the form of a letter ***m***. Phonetically, sounding as it is pronounced in the alphabet – ***m [em]***. This letter fully complies with the sound of the phrase ***je t'aime***, while writing form is reduced to ***je t'm***.
*« Bon anniversaire à toi @PaulJoseMpoku, tu sais déjà tout. **Je t'm** frero».*
*«Bon anniversaire à toi @PaulJoseMpoku, tu sais déjà tout..**Je t'aime** frero»*[14].
In the English language there are a lot of examples of the well-known expression **I love you**, such as **ilu, iluvu, iluvy, ily**. The most popular is **ilu**. **Ilu** is a graphical abbreviation. It combines initial abbreviation of the first two words **i** - *I*, **l**-*love*, and the substitution of the last word with the letter **u,** which corresponds to the alphabetical sound and becomes phonetically identical to the word you.
*« Thank u to everyone who has listened to my new song. 24k plays in 2 days. life is crazy & **ilu** forever».*
*« Thank you to everyone who has listened to my new song. 24k plays in 2 days. life is crazy and **I love you** forever»*[15].
The sound [Λ] is produced by the letter *u* in a closed syllable, same as the letter *o* in *love*. However, the truncation of the last vowel silent *e* is necessary in order to make a closed syllable, thus the abbreviated form **luv** gets the same phonetic form as the verb *love*.
*« can i give u a simple advise plz ignore them dnt waste ur time plz. **Iluvy**».*
*« can i give you a simple advise please ignore them don't waste your time please. **I love you**»* [16].
In the third graphical abbreviation **ily**, each lexical item of the phrase *I love you*, is expressed by the initial letter of each word where I is for *I* , **l** is for *love*, and **y** is for *you*:

« slaying it again @mont so happy for all the blessings that u've rn. proud faney here, ***ily*** *queen j », « slaying it again @mont so happy for all the blessings that you have rn. proud faney here,* ***I love you*** *queen j »*[17].

There are some examples from a list of Facebook abbreviations for hard-core chatters: ***ASAP:*** "As Soon As Possible", ***AAMOF*****:** As a matter of fact, ***ADN:*** Any Day Now, ***ATM:*** at this moment, ***BBQ***: Better be quick, ***DND:*** Do not Disturb, ***FYEO:*** For your eyes only, etc. [18].

Conclusion: For people who are new to Facebook or Twitter, it sometimes happens that they can't understand the Facebook lingo or Twitter lingo that people use when they write a comment. It happens to all people. They are cruising through Twitter or Instagram feed, reading dispatches, when suddenly they come across an acronym they have never seen before. It doesn't matter if you are a parent, a grandparent, a child or a teenager, etc. [18].

If people use Facebook or Twitter, then it is better that they know about the proper meanings of common Facebook abbreviations that they might come across when they use a Facebook account.

Results: To summarize, most of the people, who use Facebook or Twitter, use short-hand or different abbreviations to convey their messages in a faster manner. The internet and its most recent communication forms and platforms such as Facebook and Twitter play an increasingly important role in popular public discourses and youth discourses nowadays. Abbreviations and acronyms are used a lot in chat conversations and text messages as a way to speed up conversations, get points across quickly and type less when people are in a rush.

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MJLTM

Modern Journal of Language Teaching Methods (MJLTM)
ISSN: 2251-6204

STUDY ON THE IMPACTS OF PERSONAL, CULTURAL AND SOCIAL FACTORS ON ENGLISH LANGUAGE LEARNING MOTIVATION OF EMPLOYEES IN KNOWLEDGE-BASED ORGANIZATIONS

(Case Study: Personnel of Yekta Negar Knowledge-Based Company)

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Abstract
Employees, with any academic discipline, need to learn English language if they want to promote their educational and research level. To learn English language, they should have a positive attitude towards learning a foreign language. Social factors may play an effective role in motivation of employees to learn English language. This paper aims to study the role of social factors in the motivation of Yekta Negar Knowledge-Based Company's personnel with non-linguistic disciplines to learn English language as an academic language.
The data was collected by a questionnaire distributed between 89 randomly-selected employees. The results of this study confirmed that a significant relationship exists between social factors and English language learning motivation of personnel. In other words, certain social factors may influence the motivation of personnel with non-linguistic disciplines to learn English language. 43.7% of changes in personnel motivation were related to independent variables. The variables of social attitude and linguistic skills had a significant impact with a confidence level of more than 98%. The role of linguistic skills was more significant than other variables. In the last part of this paper, we will give some recommendations to help promote linguistic education of employees, including the adoption of certain policies by organizations and institutions for efficient education of English language.

Keywords: Social factors, attitude, social attitude, English language learning, linguistic skills

1. Introduction

English language learning is an undeniable need in today's world because English is the language of science and research. With the ever-increasing trend towards globalization, international communications, radio and TV programs, and global trade, all academic disciplines are educated in English language. Being familiar with English language is a requisite to living in the modern age because English has turned into a global language by which different nations and cultures intercommunicate [Nunan, D. 2000]. English language is used as the second language in most of countries and in all domains including business, international trade, international media, tourism industry, education, technology, and diplomatic events.
In Iran, however, there is a major concern about English language learning. The education of this language in junior high schools, high schools, and universities is limited to teaching a couple of words, sentences, and grammatical points. Teachers instruct only the topics which are supposed to be used in examinations [Liu, M., Abe, K., Cao, M., Liu, S., Ok, D. U., Park, J. B., ... & Sardegna, V. G. 2015; Pinto-Llorente, A. M., Sánchez-Gómez, M. C., García-Peñalvo, F. J., & Casillas-Martín, S. 2017; Lin, C. H.,

Warschauer, M., & Blake, R. 2016]. In most of schools, English classes are instructed in native language and the same is true in universities.

With the ever-increasing trend towards globalization and international communication, the educated people need to learn an international language so that they can communicate with the rest of world. It is important, therefore, to investigate the linguistic level of educated people in the society. Today, employees have to learn English language so that they can perform their research activities, such as participation in conferences and educational workshops in foreign countries, presentation of ISI papers, and optimal use of the global knowledge.

While employees work in various fields, all need to learn English language to promote their educational level. Learning a foreign language is influenced by various factors, including attitude and motivation [Akbari, E., Naderi, A., Simons, R. J., & Pilot, A. 2016; Ghazali, S. N. 2016; Conboy, B. T., Brooks, R., Meltzoff, A. N., & Kuhl, P. K. 2015]. Attitude is a set of beliefs, emotions, and behavioral needs towards an object, individual, or event. In other words, attitude is a relatively stable inclination towards a person, object, or event, which appears in one's feeling and behavior [Luo, W. 2014]. Evidences show that people with positive attitude tend to have a better performance in learning a foreign language. Shin [Shin, H. 2014] defines attitude as an inclination to react to stimuli in a certain way. It has been recognized that employees with different academic disciplines have various attitudes towards English language learning.

Attitude plays an undeniable role in the development of people's life. While this subject has been broadly studied by researchers, little attention has been paid to why and how attitude should be changed and improved. This idea has been reflected in a poem by Sohrab Sepehri who says: "we should wash our eyes and look at the world in a different way" [Ibnian, S. 2012].

The concept of attitude refers to a good or bad feeling towards a person or an object. In other words, this concept is accompanied by a positive or negative adjective. Attitude may be defined as the mental preparedness, positive or negative reaction, and the feeling of trust towards a person, a group, an idea, or a situation [Zeinol Abedin, M. 2012; Chalak, A. Kassaian, Z. 2010;
Fakeye, D. 2010; Long, M. 2010].

According to Munoz [Munoz, C. 2010], attitude is an emotional reaction which affects foreign language learning, but there has been a lack of attention to how attitude should be changed. New information may change one's beliefs towards the subject of attitude, which in turn changes his positive and negative attitude [Momani, M. 2009]. The attitudes, skills and strategies of language learners indicate if they are able to face the challenges of learning a foreign language [Shams M. 2008]. In this connection, researchers have conducted a series of studies on the sociology of language and reported that social, psychological and cultural factors may influence the attitude of individuals towards learning a foreign language.

Some researchers [Lehman, S. 2006; Desherf, M. 2002; Zhou, M.2002; Starks, D., & Paltridge, B. 1996] argue that social factor is the most important factor in learning the second language. They believe that learning the language of another nation is interconnected with the social fabric of that nation. In all communications, interpretation of meanings is dependent on a social fabric which embraces a set of social factors. According to some researchers [Smitt. J. 1995; Oxford, R.L. 1998; Baker, N. 1988; Gardener, R. 1985], social fabric can change the attitude of individuals towards learning a foreign language.

This paper aims to explore the impacts of social factors (age, attitude, and income) on the success or failure of the studied personnel in learning English language. By this study, we attempt to solve the problems faced by employees in learning English language as an international language and give some recommendations for the promotion of scientific and research level of employees in particular and all groups of the society in general.

In this paper, we investigate the impacts of social factors on language learning motivation of the personnel. In doing so, we need to obtain accurate information on personnel motivation and determine whether they have a positive or negative attitude towards language learning. We are going to investigate how the attitude of personnel towards English language learning can be improved and how social factors affect motivation of Iranian employees with non-linguistic disciplines to learn English language.

This paper aims to examine the impacts of social factors on English language learning motivation of the personnel. To do so, we have to examine six social factors in the form of six hypotheses as follows:

1. There is a significant relationship between sex and English language learning motivation of personnel.
2. There is a significant relationship between age and English language learning motivation of personnel.
3. There is a significant relationship between academic discipline and English language learning motivation of personnel.
4. There is a significant relationship between income and English language learning motivation of personnel.
5. There is a significant relationship between linguistic background and English language learning motivation of personnel.
6. There is a significant relationship between social attitude and English language learning motivation of personnel.

Research Method

Using survey method, we collected the information needed for studying the impact of social factors on the attitude of personnel of Islamic Azad University branches in District 3 of the Iran towards learning English language as the international language. As the case study, we examined the personnel of Babol Branch of Islamic Azad University, consisting of 119 faculty members and 229 semester-based fee instructors, making a total of 359 people.

We selected 89 people by random sampling method. The sample size was determined by Morgan and Kerjcie Table and the data was collected by a questionnaire consisting of two parts. The first part dealt with the personal information of the participants, including age, sex, marital status, economic situation of parents, income, and language learning background. The second part contained the questions relating to the components of dependent variable (attitude). We first asked 19 professors to answer each question based on Likert scale. A higher score in each question meant the positive answer to that question. After pilot testing, we distributed the questionnaires between the samples and asked them to answer the questions without mentioning the names in order to increase the research accuracy. The data was analyzed by SPSS and the research statistics were one-dimensional tables, mode, mean, standard deviation, variance, correlation coefficient, Pearson and Spearman tests, and multivariable regression.

Results

As regards academic discipline, 24% of the participants had studied human sciences, 25% had studied basic sciences, 24% had studied technical and engineering disciplines, and 23% had studied medical disciplines. In terms of educational level, the majority of participants (75%) had PhD and 23% had Master's Degree. In terms of sex, 73% of the participants were male and the remaining 25% were female. In terms of economic situation, 1% of the participants were in low class, 7% were in average to low class, 40% were in average class, 47% were in average to high class, and 3% were in high class. In terms of age, 39% of the participants were less than 38 years old. Around 1% of the participants had a very low familiarity with English language, 9% had a low familiarity with English language, 52% had an average familiarity with English language, 22% had a high familiarity with English language, and 12% had a very high familiarity with English language. Around 59% of the participants had participated in English language classes and 39% had not participated in English language classes.

As regards English writing skill, 3% of the participants had very weak skill, 9% had weak skill, 48% had average skill, 29% had good skill, and 9% had very good skill in English writing (the majority of participants had average skill). In terms of English reading skill, 1% of the participants had very weak skill, 9% had weak skill, 44% had average skill, 34% had good skill, and 9% had very good skill in English reading (the majority of participants had average skill). In the part of English listening skill, 6% of the participants had very weak skill, 17% had weak skill, 42% had average skill, 22% had good skill, and 9% had very good skill in English listening (the majority of participants had average skill). In the part of English translation, 8% of the participants had very weak skill, 39% had average skill, 19% had good skill,

and 8% had very good skill. The above statistics show that the majority of participants were in an average level in terms of language learning background.

Testing the Hypotheses

We examined the hypotheses using t-test. As you can see in the Table, the significance level is bigger than α=0/05, which confirms H0 and rejects the existence of a significant difference between male and female employees under the assumption of inequality of variances. Therefore, there is not a significant relationship between the sex of employees with non-linguistic disciplines and their attitude towards English language learning. Table 1 contains the impact of gender on personnel motivation to learn English language (the first hypothesis).

We used Pearson Test to investigate the relationship between the age of personnel with non-linguistic disciplines and their motivation to learn English language. The correlation between age and motivation is -0/090 and the significance level is bigger than α=0/05, which confirms H0 and rejects the existence of a significant relationship between age and motivation. Therefore, there is not a significant relationship between the age of personnel and their motivation to learn English language. Table 1 shows Pearson correlation coefficient between age and language learning motivation of the personnel (the second hypothesis).

We examined the difference between academic discipline and language learning motivation of the personnel using one-way ANOVA. As you can see in the Table, the significance level is bigger than α=0/05, which confirms H0 and rejects the existence of a significant difference between academic discipline and language learning motivation of the personnel. Table 1 shows the difference between academic discipline of the personnel with non-linguistic discipline and their motivation to learn English language (third hypothesis).

We investigated the difference between income and language learning motivation of the personnel using one-way ANOVA. According to the results, the difference between income and motivation was 3.272 and the significance level was smaller than α=0/05, which rejects H0 and confirms the existence of a significant difference between income and language learning motivation. Table 1 represents the difference between income of personnel with non-linguistic discipline and their motivation to learn English language (fourth hypothesis).

There are two hypotheses for investigating the relationship between language learning background of the personnel and their motivation to learn English language:

H0: There is not a significant relationship between language learning background and English language learning motivation of the personnel.

H0: There is a significant relationship between language learning background and English language learning motivation of the personnel.

Pearson correlation coefficient between language learning background and language learning motivation of the personnel is 0.597 and the significance level is smaller than α=0/05, which rejects H0 and confirms the existence of a significant relationship between language learning background and motivation. Therefore, there is a significant relationship between language learning background and English language learning motivation. Table 1 represents the relationship between language learning background and motivation of the personnel (fifth hypothesis).

We examined the relationship between social attitude and English language learning motivation of the personnel using Pearson Correlation Test. According to the results, the correlation between social attitude and learning motivation of personnel is 0.554 and the significance level is smaller than α=0/05, which rejects H0 and confirms the existence of a significant relationship between social attitude and learning motivation. Therefore, there is a direct and significant relationship between social attitude and English language learning motivation of the personnel. Table 1 shows the relationship between social attitude and motivation to learn English language (sixth hypothesis).

Table 1: Testing the Hypotheses

H1: Sex								
Comparison of Means of Groups			Comparison of Variance		Statistical Indices			
Sig	Degree of Freedom	t	Sig	F Statistic	Standard Deviation	Mean	Number	Sex
0/356	97	-0/894	0/727	0/102	8/120	82/36	73	Male
					8/469	84/06	25	Female

H2: Age	
Sig	Pearson Correlation Coefficient
0/300	-0/090

H3: Discipline					
Sig	F	Mean Squares	Degree of Freedom	Total Squares	Source of Changes
0/313	1/163	77/754	3	225/281	Inside Groups
		77/119	95	6434/458	Between Groups
			98	6579/749	Total

H4: Income	
Significance Level	F Statistic
0/003	3/272

H5: Language Learning Background	
Significance Level	Pearson Correlation Coefficient
0/000	0/597

H6: Social Attitude	
Significance Level	Pearson Correlation Coefficient
0/000	0/554

Multivariable Regression Model

Multivariable regression is one of the best analytical methods which is used to evaluate the shared and distinct impacts of independent variables on dependent variable. For the purpose of this research, we used multivariable regression method in a simultaneous manner. Multiple correlation coefficient is 0.659, which indicates the relatively significant relationship between independent variables and attitude. The coefficient of determination is 0.437, which means that 43.7% of changes in personnel's attitude relates to the independent variable. The standard error of estimation is 6.29, which shows the prediction power of the regression. Durbin-Watson Statistic is 1.56 which indicates the independency between the data (Table 2).

Table 2: Summary of multivariable regression results for language learning motivation of personnel

Durbin-Watson Statistic	Standard Deviation	Adjusted Coefficient of Determination	Coefficient of Determination	Multiple Correlation Coefficient
1/56	6/29	0/400	0/437	0/659
	=11/51F		=0/000sig	

The results of ANOVA test confirmed the significance of the regression and the linear relationship between the variables. Regression coefficients confirmed the significance of the variables of social attitude and language learning background with a confidence level of more than 98%.
According to standardized regression coefficient values, the variable of language learning background plays a more significant role than other variables.

Table 3: Regression coefficients of independent variables and personnel's motivation

Significance Level	T Test	Beta Coefficient	Standard Error	Regression Coefficient	Independent Variables
0/182	1/300	0/091	1/44	1/90	Sex
0/384	0/844	-0/059	0/070	-0/597	Age
0/709	0/348	0/020	0/642	-0/221	Discipline
0/969	0/015	0/001	0/983	0/014	Income
0/000	3/714	0/412	0/158	0/637	Learning background
0/000	3/049	0/305	0/253	0/743	Social attitude

Results

The results of this study indicate that the participants have different attitudes towards English language learning and their attitudes are influenced by social factors. Age, income, support, and social attitude are the subdivisions of social factors. According to the results of this study, there is not a significant relationship between the age of employees and their motivation to learn English language, but the motivation is significantly associated with income, encouragement, and support by family members and friends. In other words, income, encouragement, and support positively affect personnel's motivation to learn English language.
While people with a positive attitude towards English language tend to be more successful in learning English language, very few studies have been done in Iran about the impacts of positive attitude on English language learning. Learners cannot take effective steps in learning the second language if they fail to understand the importance of learning a foreign language.
An obvious fact is that the majority of Iranian people do not have a positive attitude towards English language learning, which may be explained by the inefficient educational system of Iran. Most of people do not understand the important role of English language in everyday life and tend to postpone language learning until they are forced to learn it for meeting their needs, promoting their job positions, and so on [Strong, M. 1983].
Due to the lack of awareness about the importance of foreign language in Iran, efficient methods need to be used for making people familiar with the important role of English language in today's world. Another solution is to adopt strategic learning methods in the educational system of Iran in order to develop a positive attitude towards English language. Universities should employ effective strategies to help students become familiar with the important role of English language in their educational and occupational promotion [Adler, S. 1973].
Furthermore, the culture of English language learning should be institutionalized in families. Parents should encourage their children to learn English language since their childhood. Creating a pleasant environment would motivate teachers and students to engage in English conversation. It is also necessary to identify and boost the positive social factors and make people familiar with the important role of English language in today's world [Gardner, R. C. 1960 ; Anastasi, C. 1957].

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MJLTM

Modern Journal of Language Teaching Methods (MJLTM)
ISSN: 2251-6204

ROLE AND RESPONSIBILITIES OF A TEACHER IN THE LIFELONG LEARNING SECTOR

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Abstract. Teaching is quite challenging and demanding alongside with many other careers. The main role of every teacher is to involve and engage your students in learning activities. An appropriate level of language, appropriate terms understandable to your students will motivate them to learn more. The teaching and learning cycle can briefly include the following aspects: identifying needs – needs of your organization, needs of the students, your own need; planning learning – session plans, teaching and learning materials; facilitating learning – great number of approaches; assessing learning, quality assurance and evaluation – feedback from others, self assessment, evaluating the programme. In fact, you can accept different roles during your teaching career, have various responsibilities or duties. Your main responsibility will be your students and then other professionals with whom you need to liaise under certain circumstances, i.e. professional relationships and responsibilities to others.

Key words: teacher's roles, professional roles, responsibilities, equality, diversity.

Introduction

The current situation in the field of education has led to a renewed interest in the way of organizing the process of teaching and learning in the way that it will be suitable to all the participants. This article is an attempt to provide an overview of the aspects of successful teaching in the UK and Russia. Many researchers believe that integration of the awareness and knowledge of all the relevant legislation and codes of practice supports students, enhances learning, creates a warm environment, motivates them to learn and make them feel confident [1-3]. It is essential to comply with relevant laws and regulations. It is important for a teacher to keep up to date with all relevant legislations and codes of practice to satisfy high-level skills and knowledge, taking into account possible changes or updates. Moreover, it helps a teacher to "know" and understand his/her rights and rights of the students better, it helps to organize the process of teaching properly, based on mutual understanding and legal ground.

Key aspects of legislation, regulatory requirements and codes of practice relating to a teacher's own role and responsibilities

The following legislation, regulatory requirements and codes of practice can be generic and specific:

GENERIC (requirements of external bodies and regulators):

– Code of Professional Practice (2008) [4].

– Data Protection Act (1998) made provision for the regulation of the processing of information relating to individuals (obtaining, holding, use, disclosure of such information) [4].

– Health and Safety at Work etc Act (1974) [5].

– Freedom of Information Act.

– Data Protection (privacy) Laws in Russia (2005) [6].

SPECIFIC (depends upon the subject and environment within you teach):

– Health and Safety Regulations (1992) [7].

– Information Technology Codes of Practice relate to the use of computers in particular organization [8].

Legislation, Regulation or Code of Practice and impacts on teacher's role

Health and Safety at Work. Impact: secure building, adequate maintenance, drinking water available, duty of care to the learners, proper light, convenient and comfortable classrooms.

*Freedom of Information Act.*Impact:students have an opportunity to access to any documents referring to them.

*Data Protection Act.*Impact: personal data is stored securely and can be shared with those that really need it, only for professional purposes. This act allows to obtain, hold, use or disclose information relating to individuals. Information must be reviewed regularly.

Data Protection (privacy) Lawsin Russia. Impact:it requires to protect personal data against unlawful or accidental access. Teachers are also not allowed to share personal information except the cases when required for professional purposes (for parents, heads of department, dean, rector…).

Code of Professional Practice (2008). Impact: teachers must take into consideration *professional integrity* (e.g. meet their professional responsibilities consistent with the Institute's professional values). Must at all times *respect* the rights of learners and colleagues in accordance with relevant legislation and organization requirements.Must take *reasonable care* to ensure the safety and welfare of learners and comply with relevant statutory provisions to support their well-being and development.Must provide evidence (*professional practice*) to the Institute that they have complied with the current Institute CPD (continuing professional development) policy and guidelines [8]. Must notify the Institute as soon as practicable after cautioning or conviction for a *criminal offence*. The Institute reserves the right to act on such information through its disciplinary process. Must be *responsible during Institute investigations*. Must be responsible to the Institute (act in accordance with the Institute's conditions of membership) [9].

Methodological framework

We are basing our research on individual approach to each student, taking into consideration principles of equality and diversity. Equality can be understood as follows – everyone being different has equal rights; diversity –valuing and respecting the difference in learners regardless of age, ability and/or circumstances, or any other individual characteristics they may have.

Understanding the concept of equality and diversity helps to provide relevant and appropriate access for the participation, development and advancement of all individuals and groups. During the classes teachers should:

- ✓ acknowledge people can be different because of their culture;
- ✓ use different calendar events to enhance teaching and learning;
- ✓ stimulate learners using all resources;
- ✓ not have favourite students;
- ✓ treat all learners with respect and dignity;
- ✓ use appropriate assessments and activities [9, 10].

The best way to promote equality and value diversity within a session is to design an activity which can involve all students. Usually this is a group of 12/13 students in the class. It is preferably to divide them into small groups (small groups have different students (foreigners, sometimes disable students) each is given a certain task. Such activity enables them to cooperate with each other, share the experience, find some interesting facts about each other, teaches them to be supportive.

To understand roles and responsibilities as teachers we concentrate on stages of teaching cycle. We'd like to emphasize roles and responsibilities in identifying and meeting needs of learners, the boundaries between the teaching role and the other professional roles, responsibilities in maintaining a safe and supportive environment.

Results and Discussion

Teacher's role and responsibilities in lifelong learning sector

Let us demonstrate (innumerate)teacher's roles and responsibilities in the frame of the stages of teaching cycle.

In the first stage (*initial assessment and identifying learner's needs*) the roles are: suitable atmosphere to ascertain who we are going to teach (interest, current skill), knowledge (how much they know). We should identify any particular student, self and organizational needs, learning styles, carry out

interviews. Hence, the responsibilities are: organize the room in the way that encourages the communication and helps to feel relaxed, be enthusiastic, positive, be dressed appropriately, respond to questions (but avoid giving out personal information), offer support (give information, guidance, refer learners to other people when necessary, help to arrange funding/grants).

In the second stage (*planning and designing of the course*) roles are: have a certain appropriate plan of teaching (when and what will be taught) with SMART objectives [9], prepare teaching and learning resources and activities. The responsibilities are: create a safe, positive and accessible learning environment for learners and visitors; work out the plan of the course or session based on up to date material and resources; cooperate with others; obtain the relevant syllabus or qualification handbook.

In the third stage (*the delivery of the course*) roles are: to establish ground rules, to use different teaching approaches to encourage and motivate learners, use icebreakers and energizers, promote equality and value diversity and also appropriate behaviour and respect. Responsibilities are: have qualification and enough experience to teach the subject, complete attendance records, follow the safeguarding requirements and legislations and codes of practice established in the place you teach, use authentic material, modern technologies and approaches in the process of teaching and learning, keep records of teaching (who has been taught, what has been taught), keep the working area clean and tidy.

In the fourth stage (*the recorded evaluation of the course*) roles are: organize assessment, evaluate the progress, find out how well the course was planned and delivered, evaluate if there is anything that needs perfection and improvement. Responsibilities are: give feedback to learners and identify the areas of development, mark the achievement of each learner, use different types of assessment methods (initial, formative, summative, formal/informal), share the experience with others, encourage ongoing feedback from students and others.

Before teaching it is necessary to identify the needs of learners by means of application forms, interviews/phone talk, properly organized icebreakers to remove the barriers or find the ways to overcome barriers, ascertain individual needs, learning styles, goals. The range of learner needs can be described by one of the acronyms SPICE where S stands for social, P – physical, I – intellectual, C – cultural, E – emotional. During teaching we should make eye contact, give feedback, looking for signs. After teaching (during assessment) different tests can be given.

Teacher's role and responsibilities in identifying and meeting needs of learners

Learning needs	**How identified**	**How met**
Dyslexia	Informal chat, enrolment forms, talks with parents, patient chart	Work on cream/light blue paper, use Arial, Trebuchet MS, Myriad Pro or Geneva. Use short sentences, give distinct instructions, avoid long explanation, use Active Voice instead of Passive Voice, and avoid double negation.
Hyperactivity	Informal chat, enrolment forms, talks with parents, patient chart	Relaxation exercises: "Fight", "Tortoise"; exercises on attention span: "Find mistakes", "Check yourself and your partner"; instructions must be distinct and short; avoid categorical bans; change the types of activities depending on learner tiredness.
English as a second language	Discussions, formal/informal chat, enrolment forms	Use authentic and up to date material, ICT, give SMART objectives of the course, motivate and inspire learners, identify an

		appropriate starting point for each student, ensure learners are on the right programme at the right level.

The boundaries between the teaching role and the other professional roles

There are many boundaries of teaching. They are about realizing where our role as a teacher stops working within the limits of that role. We can name some of the boundaries we may encounter in relation to the teaching and learning cycle: *Senior managers*– organizational policies, procedures and administrative requirements; demands of paperwork and administration, meeting deadlines and targets; *Students* – capability of students to achieve; ability of students (lack of English); *IT professionals/senior managers* – lack of adequate equipment and access resources, e.g. photocopying; *Senior managers/dean* – inappropriate seating or working areas; lack of time to attend training events, standardization activities, continuing professional development (CPD) or meetings [9].

Points of referral to meet the needs of learners

Students' potential needs can be: housing problems, lack of resources, lack of support, limited basic skills such as three Rs (literacy, writing, arithmetic) and ICT, peer pressure, transport. Sometimes we feel we can deal with some of these ourselves, however it is more preferable to refer students to someone who can help (specialist or agency) much better to find out what is available internally within your organization or find an appropriate external organization to refer to. If it is internal it can be accommodation officers (if housing problems), councilors, health and welfare officers, student support staff, teachers (if peer pressure). If it is external it can be awarding organizations, motoring and transport organizations (if transport problems), health centers, slimming clubs, hospitals (if something is wrong with health).

If a learner has lack of basic knowledge you can advise him to attend additional course (on the basis of your university, college) which is tend to develop certain skills and help to enlarge the knowledge. This course is called *Remedial Education and Training.*

Conclusions and Recommendations

To gain greater insight into new regulations and legislations and also university policies or administrative requirements we would advise you to visit Belgorod State University Website [11].

Summary of teacher's responsibilities in relation to other professionals

Basic responsibilities in relation to other professionals can be listed as follows: *electricians* (know the norm and order), *security officers* (keep register, which can be useful to the fire warden), *accountant office* (submit, for example, travel expense report), *librarians* (return books on time, keep them in order), *dean's office and staff* (give necessary information about our students, exam results, student attendance, progress and achievements), *head of the department* (visit staff meetings, submit reports, design teaching plans, exam cards etc.).

Personal responsibilities in maintaining a safe and supportive environment

We think that the following items make the learner feel safe: table layout, general advice and guidance, modern technology and easy access, different resources, drinking water, etc.

It is necessary to organize a learning environment where students can feel safe, secure, confident and valued. At the beginning of each session and during the break open the window let air in; learners are allowed to have a bottle of water or a cup of tea/coffee during the session. In the middle of the session one of the students (or a teacher) is responsible for an exercise break (physical exercises). If it is too cold in the room (we have the so called cold season – Off Heating mode the students can put on their coats (usually they are not allowed to wear outdoor clothes when attending a class, but in this case they can have them on). A teacher should be aware that all resources are safe and functional; no cables on the floor, sockets work properly. So the first and the second level of needs (physiological and safety/security) are satisfied. Maslow introduced a Hierarchy of needs in 1954 in which these two levels are the basic [12]. Then comes recognition, self-esteem, and the highest level is self-actualization. To reach the highest level we must ensure that the learning environment we create meets students' first-level needs. This will enable them to feel safe and secure enough to learn and achieve what they wanted.

Ways to promote behaviour and respect for others

Positive behaviour patterns:

– dress code (both for teachers and students);

– manner of expression: body language that includes facial expressions, eye contact, posture, gestures, voice and appearance;

– be polite;

– be positive;

– be genuinely interested in the subject you teach;

– make pauses when speaking, summarizing or giving feedback;

– when questioning include all students, use open questions;

– don't interrupt, don't be judgmental;

– repeat or rephrase key points regularly;

– don't embarrass students in front of their peer group;

– don't write and speak at the same time.

Being a professional and successful teacher it is important to control your voice, gestures, behaviour. Exacting polite and respectful behavior exhibited by teachers helps to encourage good behaviour in students. Showing trust, honesty, politeness and consideration we are able to promote respect between students and make our communication more effective and cooperative.

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Modern Journal of Language Teaching Methods (MJLTM)
ISSN: 2251-6204

BILINGUALISM AND BICULTURALISM AND TEACHING OF MODERN LANGUAGES: POINT OF VIEW OF A TEACHER OF FRENCH FROM RUSSIA

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Abstract
More than 50% of the world's inhabitants are bilingual, and this percentage is expected to be increasing due to the increasing global mobility. Some people are bilingual because of the characteristics of their families, others because of migration, or because they live in a border area or a country that has several languages. Bilingualism is extremely widespread in Russia and in France.
An important role in this is played by specific historical and geographic and economic factors of the development of the nation. Here you can talk about the bilingual willy-nilly or the bilingual by birth. In any case, these factors should be taken into account when planning the educational process, recruitment of teachers and a contingent of students.
This phenomenon is multifaceted and therefore thoroughly studied in various aspects by a multitude of sciences, among which, besides linguistics, are psychology, pedagogy, sociology and others. Hundreds of works have been written about it, but at the same time – again due to its multifaceted nature – there are still many unresolved or resolved issues not up to the end.

Keywords: Bilingualism, Biculturalism, Bicompetence, Language Model, Interlingual Deviation, Foreign language teaching.

Introduction.
In a cultural situation of the modern world, connected with the migration of the population, there are more and more people speaking and thinking in two or more languages. The phenomenon of bilingualism appeared about a hundred years ago, but nowadays it is rethought and supplemented with new features and characteristics.
The phenomenon of bilingualism does not allow describing it as strictly ordered: «The desire for the rule of freedom over all forms of necessity is the main stimulus of human activity, a life impulse, which determines the development of culture from within» [Sedykh, 2008]. Meanwhile, bilingualism, for example in translation activity, is the most important component of the creation of adequate interpretation, taking into account the ethno-cultural factors of the text space [Vigel, 2014]. In this article, the actual and complex phenomenon of bilingualism in the contemporary cultural situation, in particular in the teaching of foreign languages, is considered.

Language bilingual model and foreign language teaching.

Speaking about the language model of bilingual, one can say that he (bilingual) is in a special intermediate or bilingual language model when there is a deviation of languages. Deviation is a language specific form that is different from what is supposed to be [Alefirenko, 2014]. Deviation can occur at all levels of the language (phonetic, lexical, syntactic, semantic or pragmatic). There are two types of deviation:

- Static deviation in which constant features of changes from one language to another are reflected (for example, accent, expansion of value of separate words, specific syntactic structure, etc.)
- Dynamic deviation, which is an ephemeral invasion of another language (manifested in accidental misses of a stressful situation, instant use of syntactic structures not previously used). If bilingual is fluent in one language, then a weak knowledge of the second language can be attributed to the interlanguage deviation from the first [Sedykh, 2013].

Interlingual deviation is manifested in the use of forms of regular verbs as forms of irregular verbs, the refusal to use plural nouns, not observing times, omitting functional words, simplifying syntax, deliberate non-use of certain words and word combinations, etc. It should be noted that both types of deviations, although sometimes quite obvious (such as a foreign accent), usually do not interfere with communication. This is because bilinguals develop their languages according to the level of fluency required by the environment. Deviations in bilingual speech thus have a character of uncertainty and reservations. They take place present, but usually do not affect the communication.

In the bilingual model, initially bilinguals acquire a «basic» or «matrix» language. The choice of the language is a well-studied skill (bilingual seldom consciously asks the question: In what language should I communicate with this person?). Usually, bilinguals interact with other bilinguals in everyday life. Psychological and sociolinguistic factors of interaction contribute to the choice of the second language. Once the main language has been selected, bilingual can enter another language in various ways. The main way is a code inclusion, when words, phrases, sentences are first studied, in order to be completely included to the second language.

The notion of bilingualism.

The notion of bilingualism has nothing to do with the mere knowledge of a language. Indeed, bilingual people have never been conscious of being a part of a learning process [Trescheva, 2012]. One can speak of native bilingualism when, in a family, the father and mother do not speak the same language or have had to go into exile. But bilingualism can also be provoked: some families, anxious to give a foreign teaching to their children, used, for example, a foreign governess.

One wonders whether a bilingual person speaks both the languages he or she uses. Moreover, we have not defined what «speaking a language well» could mean. The research that has been conducted, distinguishes different forms of bilingualism. We speak of balanced bilingualism when the person has the same level of knowledge of both languages. This bilingualism is, in fact, very rare. In contrast, we speak of bi-lingual dominance when one can see an advantage of one language over another. But in all cases, the bilingual individual uses the two languages he knows without difficulty [Trescheva, 2010].

Today, more than 50% of the world's inhabitants are bilingual, and this percentage is expected to be increasing due to the increasing global mobility. Some people are bilingual because of the characteristics of their families, others because of migration, or because they live in a border area or a country that has several languages. Bilingualism is extremely widespread in France [Charaudeau, 2014].

Some concepts are close to that of bilingualism. Bilingualism is referred to when one refers to the competence of the individual, whereas the word «bilingualism» refers to the sociological aspect. The term «diglossia» is used when the person has mastery of a language imposed in a political context. For example, it is a question of the co-operation between Creole and French in the overseas departments.

The specialists also speak of bilingualism of juxtaposition, for example for Switzerland, a country which remains monolingual even if the languages are not identical in each canton, or bilingualism of superposition when the languages mingle and coexist in the same space.

The notion of biculturalism.

Nobody would argue today that language is not simply an arbitrary vector of a thought, but that it automatically refers to culture. Language is marked by civilization, on the one hand because it is a socio-historical product and, on the other, because it is always a social practice: no civilization exists independently of language.

The bilingual and bicultural individual is someone who not only speaks several languages but is also able to move from one culture to another. We think these people are capable of great openness to others and to the world. But we must not believe that bilingualism is a solution to all problems of misunderstanding. It seems to us, however, that the world of tomorrow would be different if this subject of bilingualism and biculturalism were more widely considered.

School bilingualism.

We speak of school bilingualism when two languages are used in schools as vectors of instruction, when the subjects are taught in both languages. For example French establishments abroad can therefore be considered as models from this point of view there.

School bilingualism, therefore, does not correspond to learning several languages at school, but rather to studying different disciplines, such as history or biology, in two languages. School bilingualism encompasses very different realities. The notion of bilingualism automatically leads to that of biculturalism. It is therefore the openness of our schools that is at stake, that is, openness to cultural otherness and the awareness of the artificial nature of monolingualism.

By placing a very young child in a bilingual universe, he is given more intellectual opportunities to understand the mechanics of a language. Indeed, when one speaks only one language, he does not reflect on the process of learning that language. On the other hand, the person who uses two languages since childhood instinctively reflects on learning the mechanisms of language, which makes it easier for him to learn other languages.

The challenges of bilingualism.

Bilingualism presents four major issues. The first takes part in the necessary adaptation of the school to the evolution of society. As one contemporary writer put it: there is no longer «***étrangeté pour l'étranger***» [Kristeva, 1988]. The foreigner is everywhere today, on television, on the radio, on the Internet. The school is therefore caught up in reality. If we do not want it to fall behind, it seems to us that the divorce between school and languages should be avoided at all costs. Curiously, it is soon the non-linguistic competence that will become strangeness.

Secondly, the globalization of trade or the market economy will have the following effect: there will be less and less need for multilingual diplomats but more and more technicians, computer scientists, artisans or biologists, who will handle several languages perfectly. The economic stake lies in our capacity to train French people who can go to work in a foreign country and understand the tricks of a language, the unspoken that will arise in the conversation.

The third issue is political. The Council of Europe has made two recommendations on languages. The objective of the 1982/88 recommendation on European multilingualism was that all categories of the population had the means to acquire knowledge of a language of another Member State. The purpose of the 1990/1995 Recommendation was to develop bilingual education and the teaching of one or more subjects in a non-mother tongue. According to many experts, the aim would be to train a trilingual European citizen. The French have a lot of work to do to meet this challenge, even if the French universities have already registered in this dynamic [Pruvost, 2017].

Finally, if a culture of plurilingualism does not settle quickly in Europe, English will be the only foreign language in the XXI century. The battle for plurilingualism is therefore also a battle for a different worldview. The more we defend not only the teaching of French in the world but also the teaching of languages other than English, the more France will appear as a cultural and political alternative. The current world is in danger of encountering two pitfalls: that of British standardization and that of the «Tower of Babel». The demands of linguistic minorities, such as Corsica or Breton in France, are so strong that the place of languages in education is indeed a burning issue.

The typology of bilingual teaching.

The typology of bilingual teaching varies according to the age of the pupils. The question is whether to begin teaching a language to a child from kindergarten, between the ages of 7 and 10, as is the case in Quebec, Northern Europe and French international sections, or from the second degree.

The method may also be different. Should the child be immersed in a progressive «bath», teaching the language before using it in another discipline? Or should the pupil be brutally introduced into a double system, with certain subjects immediately taught in a foreign language? The latter solution corresponds to the Canadian immersion model or to instruction in French institutions abroad.

8. The problem of modern languages teaching in Russia.

The problem of language teaching in Russia is twofold in schools and universities. If the student is to be bilingual, it is a matter of knowing how to teach French well. Indeed, the pupil is already 80% immersed in his native language, whether in the playground, in his family, on radio or on television [Kerbrat-Orecchioni, 2001]. We think we need to go deeper into this issue of foreign language teaching, particularly in French. We will merely raise the following questions:

- Should Russian teachers have skills in French as a foreign language?
- Should the use of the mother tongue be allowed in the classes in certain cases? Is this practice useful or should it be prohibited?
- What measures can be taken to immerse students in the «bath» of French?
- What relations to maintain with the French community of the foreign country? How to use TV5 and RFI? From this point of view, the problem is the same for all the teachers of French that exist in the world.

We think that a better communication between the teachers of French schools and the teachers of modern languages in Russia would be very beneficial. For example, some Russian professors could be assigned liaison duties with teachers of French who belong to other networks and with foreign language specialists.

We propose to give a brief overview of the various general improvement possibilities in the teaching of modern languages:

- **Increase the number of hours**

Some countries do manage to do better than France in language teaching, but at the cost of heavy sacrifices, since spending nearly 50% of school time on languages, as in Luxembourg, is to the detriment of time and results in other materials. Time is not built.

On the other hand, in these countries so often cited as examples by the media, results are always evaluated on the level in English ... because these countries, instead of privileging linguistic diversity as (formerly) France, have clearly chosen English as the vehicular language of Europe. They are often small countries (in number of inhabitants), and it is clear that small countries more often learn foreign languages than countries whose language has a more international scope such as English, French, German, Spanish, Chinese, Russian ... Also they are often countries with several national languages: Switzerland, Luxembourg, India etc. Any comparison with these countries is therefore abusive, distorted at the base.

- **Start earlier**

The summary is simple: at present, there is no choice of language at primary level, neither by parents nor by pupils. It is English that is imposed in more than 80% of cases; sometimes German as in Alsace, even in some colleges near Spain or Italy, under a bilateral agreement of the two countries to support each other in their decline in the face of English; sometimes the regional language.

In any case – repeating does not hurt it – talking about choices at the primary level is a big lie. Let us say things as they are: the recent reform in France is preparing a royal road to the all-English, the «tunnel to English». The current system of initiation to primary school in France and Russia is an early specialization; in short, the problem is political: must English become compulsory? This is the real question, the one we refuse to discuss: to choose between all-English and linguistic diversity [Sedykh, A.P., 2015].

- **Teaching certain subjects in a foreign language**

This is already taking place in various forms in France and Germany. The generalization of this idea, which can seduce at first sight, presents many difficulties:

- One does not imagine that everyone should be taught history in English, math in Italian, physics in Spanish, etc., at the risk of poor student achievement. This can only be done on a voluntary basis, as in the so-called European classes.
- It is incontestable that one thinks better in his main language, therefore risks less good academic results.
- The particular case of the university.

Some Nordic countries (Sweden, Norway) teach directly in English in some university courses. It is again a political question. And there is also a long-term risk to the national language of an impoverishment of specialized vocabulary.

At a time when Unesco is almost speaking of the right to receive instruction in its own language, at a time when so many languages in the world are threatened, generalizing the teaching of subjects in a foreign language would be an aberration, and an obstacle, added to the learner, who in general already has enough to cross. This can only be envisaged for regional languages or volunteers, as is already the case.

- **Do more oral practice**

The mediocre results of the teaching of languages would depend on methods: it would require more oral. This is the current leitmotiv. However, this is not even a novelty: language booths had in their time been announced as technical progress that would change everything ... And the teachers did not wait for the guidelines to include info, video, Skits with students, etc. But one cannot progress only by speaking and memorizing sentences in blocks. Language learning is a complex progression where writing, oral and memory go hand in hand; establishing neurological connections whose organization is still unknown to us, neither in detail nor even approximately. The high-dose oral is not the universal panacea announced, but it is the new credo of the pedagogues of the Ministry of National Education until the next miracle method.

- **More movies in original version on TV**

This does not concern education, since it is extra-curricular time, but still it can influence learning languages due to the «pure» speaking and country-studying that we would have taken from other countries.

In most cases, films are used for entertainment or education, preferably both at the same time, but rarely for evening classes throughout life. The only option that would seem legitimate would be the multichannel broadcast, with a choice of many languages. This solution would also have the effect of fostering a more diversified cultural offer.

- **Bring in native teachers**

The idea of native-speaking teachers seems to be rather effective and worth practicing. Native teachers have a strong ability to motivate students for hard-working, eliminating interest to the process, improving phonetics and oral speaking skills, investigating foreign culture and life style.

We should bring in native teachers both for a longtime period and for brief practice seminars. In the first case it would allow to create a constant system of studying «original» foreign language, which will result in a higher level of speaking practice for students. In the second case it will give them a possibility of been more interested in foreign (French) language, of getting an idea of improving knowledge. Both cases seem to be important.

- **Teachers' bicompetence**

At the primary level, we talk about using the personal skills of each language teacher, for those who have not validated a language as it is now.

This proposal does not solve anything, and induces a great mess, because the offer of language would come from chance and lottery, depending on the assignment of teachers and their language skills.

9. Conclusions.

So, bilingualism is a widespread phenomenon inherent in the history of human relations for a long time and is becoming more and more large-scale recently. At the same time, bilingualism has been and remains a peculiar phenomenon of culture, thanks to which, in many ways, the evolution of society is proceeding. This phenomenon is multifaceted and therefore thoroughly studied in various aspects by a

multitude of sciences, among which, besides linguistics, are psychology, pedagogy, sociology and others. Hundreds of works have been written about it, but at the same time – again due to its multifaceted nature – there are still many unresolved or resolved issues not up to the end.

There are some possibilities in improving the teaching of foreign languages in Russia. If a student is to be bilingual, the following ways of teaching languages should be used: increase the number of hours, start earlier, teaching certain subjects in a foreign language, do more oral practice, use more movies in original version, bring in native teachers.

Thus, the results, achieved in the system of bilingual education, should influence contemporary cultural and social situation in the sphere of international communication and cross-cultural relations.

10. Short summary.

1. For the concept of bilingualism, the conclusion about the manifestations of interdiscursivity both at the macro level, in the model of teaching communication in general, and at the micro level, in the discourse unit is theoretically significant.

2. In addition to the ideological, developing and coordinating functions, it is possible to distinguish an educational function that is leading with the subordinate role of the others. In the process of foreign language teaching, there are three types of links - information-content, operational-activity and organizational-methodical, and the leading type of communication is information-content.

3. Bilingualism is certainly a natural and rapidly spreading phenomenon of intercultural communication in modern society that cannot be resisted and whose consequences are still difficult to predict. Bilingualism is undoubtedly of great interest both for scientists and for all those who are striving for mastering another language in order to carry out real speech communication with carriers of other cultures.

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Modern Journal of Language Teaching Methods (MJLTM)
ISSN: 2251-6204

METHOD OF SMALL GROUPS IN TEACHING A FOREIGN LANGUAGE

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Abstract
The article deals with the stages of formation of one of the most promising training methods - the methods of small groups. The authors analyze the advantages and disadvantages of these methods. Small groups allow students to participate in the activities in which they are most powerful. This increases their confidence and enhances motivation. Working in small groups, in general, makes every student feel part of the learning process and feel responsible for their own learning and the success of the whole group. With the obvious positive aspects of training in cooperation, it is necessary to note some difficulties associated with organization of work in the group. Among the most typical are the following: some students may behave too passively or too aggressively; one or two students often take on the role of leaders and perform significant amounts of work, while the rest of the group takes a passive part in the joint venture; students can refrain from making independent decisions; not all ideas suggested in the group are taken into account. The authors systematize the types of organization of student's work according to the methods of small groups, applicable in teaching a foreign language. There are Brainstorming, "Mind mapping", "Saw" etc. The reasons for the popularity of this technique are explained.

Keywords: Methodology, small groups, training, foreign language, higher education

Introduction
At the present stage of modernization of teaching foreign languages in higher education, an active search for improving ways continues.
To know a language is, first of all, to be able to communicate on it. Therefore, learning a foreign language can be seen as learning to communicate. An important way to increase the intensity of teaching a foreign language is organization of student's work in small groups. This form of work involves the exchange of opinions, feelings and ideas between the interlocutors, promotes the development of cognitive and creative activity of students, stimulates constructive critical thinking and develops communicative competence.
Using this method, the group is divided into several small groups (3-5 people), which interact in various ways. This kind of work must be distinguished from working with the whole group (class). When using this method, the teacher has two goals: to help students learn, process the experience they have acquired, and reflect; and help the group work effectively.
The work in small groups involves students in active work; teachers note another feature of this kind of work. Small groups allow students to participate in the activities in which they are most powerful. This increases their confidence and enhances motivation. Working in small groups, in general, makes every

student feel part of the learning process and feel responsible for their own learning and the success of the whole group. The competition between them is more comfortable and less frightening than the competition between individuals. In addition, when they help and accept help of other group's members they satisfy their social needs and experience a sense of mutual loyalty. Moreover, the correction of errors by a peer injures less than the correction of errors by the teacher, because the teacher should put a mark and his tone is often categorical and reproachful.

Review of Literature

The psychology and behavior of one person as an individual essentially depend on the social environment. The last one is a complex society, in which people are united with each other in numerous, diverse, more or less stable compounds, called groups. Among such groups, one can distinguish large and small ones. The large groups are represented by states, nations, nationalities, parties, classes, other social communities, allocated according to professional, economic, religious, cultural, educational, age, sex and all sorts of other signs. A small group is the direct conductor of the influence of society and large social groups on the individual. It is a small association of people (from 2 to 3 to 30-40 people) engaged in some common cause and being in direct communication among themselves. A small group is an elementary unit of society. A person spends the most part of his life in it. For example, the most important small groups are family, employees of an enterprise, associations of close friends, old chaps, etc. Andreeva G.M. gives the following definition of a small group: A small group means a few group members united by common social activities and being in direct personal communication, which is the basis for the emergence of emotional relationships, group norms and group processes [1]. A small group is characterized by the psychological and behavioral community of its members, which distinguishes and isolates the group, makes it a relatively autonomous socio-psychological entity. The measure of the psychological community determines the cohesion of the group - one of the main characteristics of the level of its socio-psychological development. Small groups can be different in size, in the nature and structure of the relations existing between their members, according to their individual composition, features of values, norms and rules of relationships shared by participants, interpersonal relations, goals and content of activities. The research by American psychologist Triplett N. of the effectiveness of individual action performed alone and under the conditions of a group is considered to be the first experimental study in social psychology [2]. In the twenties of the twentieth century, the desire for empirical research increased, especially in psychology and sociology. The works of those years largely continued the line of research initiated by Triplett. In the process of accumulation of scientific knowledge and development of research methods, the notion of the group as a certain social reality qualitatively different from the individuals composing it became predominant. An important stage in the development of the psychology of small groups, dating back to the 1930s and early 1940s, was marked by a number of original experimental studies in the laboratory and the first serious attempts to develop a theory of group behavior. For example, Sherif M. conducts laboratory experiments on the study of group norms [3, 4]; Newcomb T. investigates a similar problem [5]. At the same time, Cattell R. on the basis of a study of management activity in an industrial organization, promotes the idea of considering a group process from the point of view of solving group problems and maintaining inner balance and cohesion [6]. Levine J. was the founder of a major scientific trend, widely known as "group dynamics" [7]. Under his leadership, studies were conducted to investigate the group atmosphere and leadership styles, change of the standards of group behavior during the discussion, etc. Levine J. was one of the first to study the phenomenon of social power (influence), intragroup conflicts, dynamics of group life. The Second World War was a turning point in the development of psychology of small groups - during this period there was a practical need to study the patterns of group behavior and effective methods of managing groups. A decisive role in the development of the psychology of small groups in Russia was played by the scientific works and practical activities of Bekhterev V.M. [8]. Among the numerous developers of the problem of the psychology of the collective and its leader, are the names of such psychologists as Blonsky P.P. and Elkonin D.B., whose views on certain aspects (typology, roles, mechanisms, dynamics) draw attention of specialists [9, 10]. The works of A. Makarenko marked a fundamentally new stage in the development of

the psychological and pedagogical problems of the collective [11]. Makarenko's work implements (although in a simplified form) the most important methodological principles of social group's research: activity, system, development. In these studies organization, structure and management of a small group (including management and leadership), normative behavior regulation, cohesion, psychological climate, motivation of group activity, emotional and business relationships, personality in the dynamics of acquiring qualitative new formations in connection with development of the group itself are presented. Post-war years are characterized by a predominant empirical focus of work, active introduction of foreign experience of small group's study, rethinking of the native experience of researching small groups and collectives. The 70s were the second stage in development of domestic group psychology. In this decade, several major research approaches have emerged, among them the stratometric and parametric concepts of the collective have become the most famous and influential. The problems of domestic studies of small groups, including new headings related to management activities, intergroup relations, environmental groups, socio-psychological training, group cohesion and efficiency, psychotherapy, were greatly expanded in the 1970s. In the late 70s - early 80s experimental research of the problem of social interaction and education began to concentrate on the effective forms of study cooperation between the teacher and the students, the students themselves. With this approach to joint activity, the notion of a pedagogical agreement is made essential, according to which students take upon themselves cognitive and social responsibility for building their own knowledge and the teacher must take care of the gradual development of knowledge among students, determine their boundaries and evaluate them. Under such conditions, the group work of students becomes decisive, and the main function of the pedagogical agreement is the creation of communicative conditions in which the teacher solves his problems and assists in creating "critical situations" leading to the analysis and understanding of the teaching material, and directs the interacting students representing different positions and cognitive abilities. It has been found out that in group work it is important not so much to choose the point of view understood by the majority of participants, as to streamline and coordinate the sentences expressed by them.

Methods of Research

In recent years, training in cooperation (cooperative learning, collaborative learning), i.e. the method of uniting pupils in microgroups for the joint task performance, has become one of the most effective and popular technologies in the process of teaching a foreign language, including higher educational establishments. For many years, training was based on the principles of individualism and rivalry. Such training was of a one-sided nature, since for the trainee the personal success was the main one, and was contrasted with the failures of another student. Certainly, the ability to work independently and to achieve the set goals is very important. But in the modern world, an important role is acquired by the ability to cooperate and to solve the set tasks together. That is why work in small groups has recently become one of the most popular learning strategies, as it gives all students the opportunity to participate in the work actively, practice the skills of cooperation, interpersonal communication, play different roles, learn from each other, and appreciate different points of view. Students, working in a group, try to accomplish the task together. At the same time, the task is built in such a way that no one can fulfill it without the help of the other members of the group. In the implementation of the training approach in cooperation, the role of the teacher changes from the source of information and control to the adviser and consultant, that direct the work of the group in the right way. Another advantage of group training is the ability to implement a multilevel approach to teaching a foreign language. The teacher has the opportunity to provide students with different potentials and abilities with tasks of different levels. In this case, the so-called "weak" student will feel able to perform the task assigned to him; it will ultimately increase his motivation to study the subject. Group training is based on the principles of social interaction, positive interdependence, personal reporting and equal participation of everyone. Social interaction of trainees positively influences the psychological climate in the group as a whole: students receive qualitatively new social roles that turn them from rivals into members of the same team. Group work contributes to the formation and development of such communicative skills and abilities as listening and trusting to each other, asking members of one team questions, accepting different opinions,

leading a group and giving "feedback". All this ultimately forms the ability to work in a team. The principle of positive interdependence means the fact that successful performance of work by the whole group depends on the results of work of each participant in this group. Creating a positive relationship can be possible taking into account that the members of the group must be united by something in common, for example, by a common goal, reward, materials, the distribution of roles and tasks. It is important to pay attention of all participants of the group to the fact that success depends not only on the coordinated work of the whole group, but also on the personal contribution of each member. Public performance of each student of a group should be a prerequisite for the presentation of the results of the work. Many of the structures within the scope of group training assume personal reporting of each participant in one form or another; it is the implementation of the principle of personal reporting. Work in groups should be planned in such a way as to ensure the participation of everyone equally, facilitated by the distribution of roles in the group (for example, organizer, recorder, "time keeper", reporter, "rule keeper", i.e., observer and others).

Results

The main ways to organize work in small groups can be the following:

Brainstorming The teacher announces the problem (for example, a conversation topic). Each participant puts forward at least one of his ideas about the solution of the set problem (he singles out micro-topics interesting to him). Then the group discusses these micro-topics and writes down their answer. For example, in the beginning of the study of the topic "Our University", students within some minutes formulate the facts that they would like to learn about this institution or to talk about, or what problems related to learning they want to discuss. Lists are produced on the cards, which are handed in to the teacher. After visualization of the proposed topics on the board or in other accessible ways, the questions that are the most significant for the whole group of students are found out; it is precisely on them that the subsequent work on the lesson is conducted.

"Mind mapping" This kind of activity has a special meaning at the final stage of the consideration of the topic for the systematization of the material. Students, like in "brainstorming", offer ideas that are written into the drawn "tree." Generalization of information on the topic studied takes place. The group generates the ideas of all the participants, who on behalf of the group can be stated by one person. If questions arise from other groups, the speaker should respond to them or use help of his groupmates. The work results of all created groups are formalized in the form of a single logical scheme. With this type of activity, the studied material is systematized and generalized, possible gaps in knowledge are eliminated.

"Saw" or "American mosaic" This form of work is the most successful in the introduction of new or additional information (for example, when working on translating a text). The teacher prepares the necessary printed materials, dividing the information into more or less equal fragments. Each member of the group receives different fragments of prepared material. In the end of the allotted time, students from different groups working with the same material form pairs or new groups. They discuss the information which is offered, highlight the most important points and prepare to present the material to the other students of their groups. By the end of this work, each student will receive information on the entire material. This form of work allows to save considerable time in class and can be used in preparation for summarization of the text.

"World Café" Groups take seats at tables covered with a "tablecloth" (a sheet of paper) and choose the "master" (the collector of ideas). On the tables there is a "menu" (a question / questions for discussion). Answers or ideas are written (pictured) on the sheets of paper. After the allotted time, the groups take turns. The "master" remains and introduces new "guests" in the course of the previous discussion, on the paper there are new comments and additions. There will be as many transitions as there are groups. The final stage is the "Opening Day". "Tablecloths" are hung out on the board, the "owners" sum up the work of their table. All students actively participate in the discussion. This form of work enlivens the learning process, allows summarizing of the material on any topic effectively.

The practice of working in small groups becomes particularly important for organization of independent work, in particular while creating a presentation or working on a project as a form of final control. At the

beginning of the study of a particular topic, students are introduced to an approximate schedule for studying the material and planned final result. That's why they have enough time to prepare a presentation or a project. Students are divided into groups (3 - 5 people) according to their choice. Teachers consult them when it is needed. A prerequisite is that each member of the group must make a monologic statement during the presentation of the project. [12]

Discussion

With the obvious positive aspects of training in cooperation, it is necessary to note some difficulties associated with organization of work in the group. Among the most typical are the following: some students may behave too passively or, conversely, too aggressively; one or two students often take on the role of leaders and perform significant amounts of work, while the rest of the group takes a passive part in the joint venture; students can refrain from making independent decisions; not all ideas suggested in the group are taken into account. When organizing group work, you should pay attention to the following questions: it is important to make sure that students have the knowledge and skills necessary for performing a group assignment; instructions should be as clear as possible; it is necessary to provide enough time for the task. One of the most important issues in preparing for training in cooperation is the formation of training groups. There are different variants: a) grouping according to students' choice (formation of so-called "random" groups); b) the creation of groups based on the results of a draw or a lottery (for example, team members are combined according to the color of the drawn card); c) formation of the group by the leader; d) preliminary definition of the group composition by the teacher. Practice shows that the optimal number of members in a small group is 3 - 5 people. It is small enough for all members of the group to participate in the work actively, at the same time such a group can easily be divided into pairs for additional tasks.

Unfortunately, many students have a weak motivation for educational and cognitive activities. Sociological and psychological researches conducted in various universities of the Russian Federation show that the proportion of students who have cognitive (interest in knowledge) and professional (the desire to master the future specialty) motives as the leading ones for educational and cognitive activity is small: in different samples it ranges from 8% to 38%. Since the internal need is the strongest, then it is necessary to organize training sessions, including the principle of problematic presentation of the material, arousing the student's interest and prompting him to the creative search for answers to the questions posed within the discipline under study. The motives formed in the classroom are the basis for the subsequent successful independent work of students. It is also necessary to create external conditions and background for the formation of external motivation. However, the motives prompted only by the upcoming monitoring and evaluation of the student's work are not always effective. Such external prompting motives coming from educators, other persons (for example, parents) or society as a whole, taking the form of demands, directions or compulsions, can meet the inner resistance of the individual and therefore often they don't exert the necessary influence and, moreover, don't correspond to the humanistic approach to learning.

Conclusion

The method of small groups can be considered as one of the leading components in the methods of teaching a foreign language. Because this method:

- is more productive than participation in a particular activity of the entire group of students at the same time or if their actions are directed by the teacher;
- provides more opportunities for development and using of knowledge, skills and abilities;
- helps to form skills and abilities of self-processing information and self-search for solutions to problems;
- increases student's activity and motivation;
- promotes knowledge of each other and communication of students and thereby improves climate in the group;
- increases the chances for each individual to be better perceived in his personality.

The backgrounds for training with favor are the following situations:

- if the student's opinion is taken into account
- he feels comfortable and confident in class
- he notices that everyone takes part in the group work
- if they speak clear language
- students act as teachers (teaching, learning themselves)
- if tolerance prevails and the features of each other are taken into account

Training in small groups allows of a significant variability of the forms. The teacher has the opportunity to vary these options creatively, taking into account the main characteristics of their students. His role on the lesson changes, the teacher turns from a source of information and control to a consultant coordinating the group work. Nevertheless, he is obliged at the same time to follow strictly the main principles of this method:

- orientation towards students (taking into account their needs)
- self-determination and self-management (from education to involvement)
- freedom in decision-making (students make suggestions)
- accessibility / clarity (purpose, content, methods)
- integrity of training (head, soul and hand are involved)
- the process is focused on the result
- differentiation
- practical orientation
- polarity of opinions (both ..., and ...)

The use of teaching methods in cooperation does not imply a refusing of the traditional approach. All researchers of the problem of group learning come to the conclusion that this kind of activity gives good results together with traditional methods.

Summary

The article deals with the stages of formation of the methods of small groups. The main advantages of this method are:

1. Small groups allow students to participate in the activities in which they are most powerful.
2. It makes every student feel part of the learning process
3. It makes students feel responsible for their own learning and the success of the whole group.
4. Helps to form skills and abilities of self-processing information and self-search for solutions to problems;
5. Increases student's activity and motivation;

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Modern Journal of Language Teaching Methods (MJLTM)
ISSN: 2251-6204

INVARIANT MEANING AND STYLISTIC TRANSFORMATIONS IN TRANSLATION OF LITERARY TEXTS

(BASED ON THE SPANISH AND RUSSIAN LANGUAGES)

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Abstract: This article presents the typology of stylistic transformations, when translating a literary text. The authors show how to use the varieties of stylistic transformations in the teaching process of translation without changing the invariant and style of the original literary work.

The authors of the article emphasize that the translation process is not a simple unit substitution of one language by units of another language. On the contrary, it is a complex process, including a number of difficulties that need to be overcome by the translator. And one of such difficulties is the need for the translator to use transformations while preserving the invariant and style of the original literary work.

In the article, the translational transformations are considered in the example of the Spanish and Russian languages. The authors describe in detail, analyze, compare the means of expression of the invariant kernel and the style of the original literary text and translation, which the translator resorts to. It gives the work a special applicability, since a comparative study of heterogeneous systems of languages and the difference of language pictures of the world is a very interesting and actual direction in modern linguistics.

Key-words: translation, invariant meaning, literary text, stylistic transformations, original literary work style.

1. INTRODUCTION: The modern stage in the development of translation science is characterized by scientists' tendency to give the fullest, overall description of the translation process. Many linguists point to the fact that even the most correct translation is not able to ensure the complete rendering of all elements of the source text, that translation allows semantic losses.

The quality of translation is defined by its adequacy or sufficiency. The sufficiency of translation means the exhaustive accuracy in rendering semantic content of the original and sufficient functional and stylistic correspondence to it.

A researcher's primary goal is to find out a common feature which presents either in a target text, so in the original. Based on this property it is possible to establish relations of semantic equivalency between two texts. Translation scientists call this common feature as translation invariant.

The term "invariant" has been borrowed by linguists from mathematics, where it is defined as "… the expression which remains unchanged in case of a certain transformation of variables connected with this expression …" (Dictionary of foreign words, 2005). This definition is close to that one which is understood to be an invariant in translation. In the result of translation something must be saved and available either at the first presentation, so in translated variants. If we call this 'constant', 'unchanged', which remains irrespective of the used code as an 'invariant', borrowing this term in that meaning in which it is accepted in mathematics, so in this case the problem of the invariant is becoming more real.

Such linguists as L.S. Barkhudarov (Barkhudarov, 1975), I.I. Revzin (Revzin, 1997), V.Yu. Rozentsveyg (Revzin and Rosenzweig, 1964), A.A. Leontyev (Leontiev, 1969), A.D. Schweitzer (Schweitzer, 1988), R.O. Yakobson (Yakobson, 1985), A. Popovich (Popovich, 2000) dealt with the issue concerning what the invariant in translation was.

2. METHODS: Methods of the analysis are defined by objectives, a theoretical and practical orientation of the research, and character of an analyzed material. We have implied the following types of the analysis: the comparative method, the descriptive method and the classification method. The comparative method of research helped us to analyze the ways of expressing the invariant kernel when translating from Spanish into Russian. The descriptive method was used in a description of the ways of transferring an invariant value into the process of transformations made by an interpreter. Using the classification method we distributed the translation transformations into groups.

3. THE MAIN PART:

It is important to understand that the process of translation is not simple substitution of units of one language by those of the other one. On the contrary, this is a complicated process, including a number of difficulties which a translator must overcome. One of such difficulties is the necessity for a translator to use transformations, when saving the invariant and style of the original literary work.

The term 'transformation' is used in referring to different types of reformations that are made in the absence of the opportunity to translate according to cross-lingual parallels. Transformation is a modification of language, topic, style of the original, when translating; the realization of an invariant kernel of the original in the context of translation creation (Popovich, 2000). In semantic regard, the essence of transformations lies in the substitution of a lexical unit being translated by a word or word combination of other inner form that is by that one which has other expression plan structure and foregrounds a seme of a foreign word, which is being re-coded in the process of translation. The made reformations render a communicative effect of the original in a translated language irrespective of nature of relations between the source and transformed structures (Popovich, 2004).

Traditionally, it is pointed out stylistic, grammatical and lexical transformations. All they are presented in the course of teaching translation, however, in this article we will consider stylistic transformations more detailed by the example of translations of works of the Columbian writer Gabriel Garcia Marquez "One Hundred Years of Solitude" (Karabanova, 2014) in N. Butyrina's, V. Stolbov's translation and the Peruvian writer Mario Vargas Llosa 'the Feast of the Goat'(Vargas Llosa ,2000) in L. Sinanskaya's

translation. The main goal for students is to make sure that transformations do not prevent from saving and keeping the style and sense of the original.

The principal sphere of translator's activities is connected with the search and choice of stylistic equivalents to the original text. Stylistic equivalency is the equivalency in a target language. One should seek the equivalency at a text structure level that is in style. The work is going from one language to another as an entire formation at this level only. It is a style that presents a structural unity of literary communicants.

Equivalency shows itself in two ways in stylistics of a literary work: on paradigmatics, that is in a situation, when choosing expressive means, and on syntagmatics, when choosing certain expressive means, which is equivalent to a decorative situation in the original, that is the equivalency of author's stylistic solutions at the expression level.

Stylistic shift is the proof of impossibility to reach full fidelity with the original. However, it is indicative of striving for avoidance of 'incorrectness' and achievement of identity in spite of some changes. Stylistic shifts arise out not only of objective situation, that is out of other code of a tradition and situation; but also out of translator's individual imaginative and expressive idiolect, his/her predilections and personal aptitudes. When working with a text, a translator deals with various language levels, with different text elements, he/she interprets their meaning in the original and weighs the acceptability of those elements which he/she intends to use in translation. He/she compares stylistic differences and possibilities of interpretation of figurative means of the original. Operations conducted by a translator refer to a style and this means that a comparative code ('intermediate language') must have a nature of stylistic phenomenon in translation. In this sense a system of expressive means can function as 'intermediate language' between styles.

The optimum variant for appropriate rendering of the original character in the context of other system is functional stylistic shift. Translation proficiency lies in the skills to adhere to the original in its entirety. Functional principle allows a translator making everything that meets the interests of communicative similarity to the translation of the original. Based on this a translator makes decisions concerning the stylistics of translation. Functional stylistic shift, having the goal to render appropriately the original character in the context of other system, is the optimum variant.

There are several opportunities for reproduction of stylistic situations of the original in a target language. It is necessary to use varieties of stylistic transformations in translation: levelling, emphasis of the original expressiveness, substitution, equivalency, inversion, individualization, stylistic diminutions, stylistic loss.

A translator reproduces a semantic invariant of the original appropriately in style; figurative elements of translation and original correspond to each other both in functional and structural sense. For example, in translation of the Spanish text: «*«Miren qué lujo», - gritaba muerta de risa*» (García Márquez, 1987), a stylistic correspondence device is used: «*«Посмотрите, какая прелесть!», - кричала Амаранта Урсула, умирая от смеха*» .In this example a stylistic construction of the original is saved and cross-text invariant is compensated both in the original and translation.

The translator has equivalent means of expression at his/her disposal in order to reproduce the invariant of the original and he/she emphasizes intentionally other stylistic moments. For example, the Russian translation: «*Жена, как и его братья, всегда бегала к Высокородной Матроне поплакаться в жилетку*» corresponds to the Spanish sentence: «*Igual que sus hermanos, su mujer recurria siempre a la Excelsa Matrona como paño de lágrimas*». In this example a word combination «paño de lágrimas» (translated from Spanish as a "consoler") is substituted by a phraseological unit "поплакаться в жилетку" which means "to

complain somebody about fate hoping to get relief". In this case the translation uses resources which are absent in the original. Thus, the author underlines the subjectivity of the expression, he carries it to the levels of pathos, that is he emphasizes the expressiveness of the source text.

The same effect arises owing to introduction of new elements to the original text. For example, the translator translated the Spanish phrase: *«Auereliano fue el único capaz de comprender tanta desolación»* (García Márquez, 1987) as: *«Только Аурелиано способен был понять всю глубину отчаяния Ребеки»*. The expression «comprender tanta desolación» (García Márquez, 1987) (word-by-word translation "to understand such despair") is translated as "to understand the whole depth of despair". There is no a word "depth" in the original. The author emphasizes the expressiveness using the absent epithet. Thus, the translator adds a new esthetic information to the text and emphasizes the expressiveness of the original.

Stylistic levelling arises when characteristic features in the original composition are blurred in translation: a translator levels expressive peculiarities of the original, impoverishes, makes its style simple. This device can be shown in the following example:

«Que las iniciales de Falsa amistad, F y A. quieren decir: Fue Almoina» (Varga Llosa, 2000).

«Что в первых репликах «Фальшивой дружбы» зашифровано его имя: Альмоина» (Varga Llosa, 2011).

We see a word play in the Spanish variant: Falsa amistad – Fue Almoina, using which the author reaches the image born in his/her mind. However, it is impossible to save it in the Russian translation. This is connected with different lexical content of Russian and Spanish. That is why a word play of the original is levelled in the Russian version, and the style is made simple, when saving a sense of the phase.

As a rule, today native speakers do not perceive a direct nominative meaning of words included in metaphorical stable expressions. In order to achieve stylistic correspondence, when translating idioms, proverbs and other established expressions, a translator resorts to the use of substitution. He/she substitutes expressions which have been established in the system of a target language. Such device means re-coding at the style level, but not at the language level, and it is difficult for students in a certain extent. This is shown by the following examples:

«La mala suerte ne tiene resquicios», - dijo el con profunda amargura (García Márquez, 1987).

«От судьбы не уйдешь», - сказал капитан с глубокой горечью (García Márquez, 2002).

«Que eres bueno para la guerra», - dijo. Donde pones el ojo pones el plomo (García Márquez, 1987).

«Ты создан для войны», - ответила она.- Куда метишь, туда и попадешь (García Márquez, 2002).

Stylistic change called inversion is such type of transformation, in which stylistic elements change over when being translated. For example:

«Ursula lo observó con una atención inocente, y hasta sintió por él un poco de piedad, la mañana en que lo encontró en el cuartito del fondo comentando entre dientes sus sueños de mudanza, <u>mientras colocaba en sus cajas originales las piezas del laboratorio</u>» (García Márquez, 1987). A part of the phrase in the original is placed at the end of the sentence and marked with comma, this points to the importance of this element. A translator carries over this part of the phrase and so he/she eases its importance.

«Урсула с простодушным видом наблюдала за мужем и даже немножко пожалела его, обнаружив однажды утром, что <u>он укладывает в ящики свою лабораторию</u>, бормоча себе под нос бредни о переезде» (García Márquez, 2002).

Stylistic individualization is the device in which translator's idiolect shows itself (it is early to speak about it in relation to students) for the account of the structure of the original.

«El pueblo celebra con gran entusiasmo la Fiesta del Chivo el treinta de mayo» (Varga Llosa, 2000).

«Тридцатого мая, бросив дела, весело празднуем Праздник Козла» (Varga Llosa, 2011)

In the Russian version of this part of the Dominican merengue structural components of the sentence change over: a translator put the date to the first place, he substitutes the word combination «con gran entusiasmo» ("with great enthusiasm") by an adverb "funny", he adds a verbal adverb phrase "having pushed all matters aside", and he levels a word "el pueblo". The translator uses stylistic transformations in order to give more imagery and significance to some elements, but he keeps the rhythm unchanged.

When stylistic characteristic is disclosed partially or illocal in translation, words of a target language which do not have the similar connotation will correspond to definite words of the original which semantics has a stylistic component. Such method is called stylistic diminution, which implies blurring of stylistic devices and their substitution by less expressive, even by neutral ones. For example, in the original of "One Hundred Years of Solitude" the author describes a heroine's state in such a way: *«Su piel verde, su vientre Redondo y tenso como un tambor, revelaban una mala salud y un hambre más viejas que ella misma…»* (García Márquez, 1987). The Russian translation corresponds to this phrase: *«Ее зеленоватая кожа и вздувшийся, твердый, как барабан, живот свидетельствовали о плохом здоровье и постоянном недоедании…»* (García Márquez, 2002).

Stylistically neutral variant of translation "…свидетельствовали о плохом здоровье и постоянном недоедании…» corresponds to a part of the phrase «… una mala salud y un hambre más viejas que ella misma …», in a word-by-word translation "…свидетельствовали о плохом здоровье и голоде, которые были старше, чем она сама". In this example a comparative construction is substituted by a word combination "constant lack of food", which leads to diminution of the emphatic effect of the original.

Stylistic loss is a loss of imagery specific to the original. Let's consider the example: *«El jefe encontró un paisito barbarizado por las guerras de caudillos (…)»* (Varga Llosa, 2000) *«Хозяин получил дикую и жалкую страну, погрязшую в междоусобных войнах (…) »* (Varga Llosa, 2011). A word «caudillo» - «каудильо» does not have the Russian equivalent, because its appearance in the language is historically conditioned and connected with the events happened in the Latin American countries in XIX century. Caudillo is the political leader, the head of the state, who carried out his personal dictatorship. Thus, in this example a translator blurs the national and historical imagery specific to the original text. In such cases translators, when translating, must have so-called background knowledge – knowledge of history and culture of the country to and from which language the translation is made.

4. CONCLUSION: Summing up the studied material we can say that the issue of disclosure of word connotation of the original is one of the central and current issues in the theory of translation and translators' practical activities. It should be taken into account that the definition of the content in literary texts is much more complicated, it comprises not only material and logical, ideological and informative side of a statement, but also its emotional saturation, its capability to influence not only on reader's mind, but on his/her feelings (Kosinskaya, 2014). It is important to be able to conceive the expressiveness in the translated text.

5. RESULTS: Thus, disclosure of stylistic units is one of the most important tasks of translation that is why sometimes a translator uses intentionally stylistic devices in order to give more emphasis, expressiveness to a created text.

The primary goal of a translator is to remember about all difficulties of translation and to try to express the author's thought as precise as possible, to disclose the invariant of meaning, keeping in mind the rendering of different author's literary devices (Ogneva, 2014). Applying the theoretical knowledge obtained in practice, the translator will try to express the author's idea as accurately as possible, transfer the invariant of the meaning, without forgetting to transfer author's various artistic techniques.

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