15:45 - 16:15, Friday
Concurrent Sessions IX

Session *IX*

Room I (Smyrna)
Nadzrah Abu Bakar, Universiti Kebangsaan Malaysia
Noorizah Mohd. Noor, Universiti Kebangsaan Malaysia
Hazita Azman , Universiti Kebangsaan Malaysia
Nor Fariza Mohd. Nor , Universiti Kebangsaan Malaysia
Afendi Hamat , Universiti Kebangsaan Malaysia

"Implementing Support Reading Strategies in Online Reading Module"

Room II (Ephesus)
Rajabali Askarzadeh Torghabeh, Ferdowsi University of
Reza Pishghadam, Ferdowsi University of Mashhad
Safoora Navari, Ferdowsi University of Mashhad

"Metaphor Analysis: A Qualitative Study of Iranian High School and Language Institute Learners' Ideas and Beliefs in the Current and Ideal Situations of Teaching and Learning "

Room III (Miletus)
Soh Or Kan, University Tunku Abdul Rahman
"A More Holistic View of Grammar, and Its Implication For the Language Classroom"

Room IV (Didyma)
Gonca Ekşi, English Language Activities for Cross Cultural
"English Language Activities for Cross Cultural Awareness and Understanding"

16:30 - 17:00, Friday
Concurrent Sessions X

Session *X*

Room I (Smyrna)
Zeynep Olcu, Middle East Technical University
Betil Eroz-Tuga, Middle East Technical University

"Attitudes of university instructors towards English medium instruction in Turkey"

55. Özlem Yagcioglu, *Dokuz Eylül University*

The Role of Happy Learning in ELT

The role of happy learning theory in English language teaching is important. This paper deals with happy learning and how it makes our courses effective and lively. How the ELT courses can be taught with happy learning theory will be handled. The outcomes of this theory will be explained. Samples of using and applying the happy learning theory will be given. Methods and approaches which can be used while applying this theory will also be unearthed.

56. Rajabali Askarzadeh Torghabeh, *Ferdowsi University of Mashhad*
Reza Pishghadam, *Ferdowsi University of Mashhad*
Safoora Navari, *Ferdowsi University of Mashhad*

Metaphor Analysis: A Qualitative Study of Iranian High School and Language Institute Learners' Ideas and Beliefs in the Current and Ideal Situations of Teaching and Learning

The present study was an attempt to conduct a metaphor analysis on the metaphors stated by language learners in contexts of high school and language institutes in Iran. This qualitative analysis was based on the metaphors collected from 100 language learners about language teaching and learning using the prompts "A teacher is/should be like a..." and "A learner is/should be like a...", which were then analyzed and categorized according to the guidelines laid down by scholars in the field. The results demonstrated the school learners' reluctance to the behaviouristic principles running in their classes and their preference to enjoy the guidelines of cognitive view of learning. Standing on a higher step, were the institute learners who favoured situtative type of learning to their present cognitive mode of learning.

57. Soh Or Kan, *University Tunku Abdul Rahman*

A More Holistic View of Grammar, and Its Implication For the Language Classroom

Grammar is the skeleton of any language. It is a tool for making meanings and it provides guidance for using the language appropriately. Recent research has shown that application of meaning-focused activities alone in the classroom does not guarantee the competence of using the language appropriately. Larsen-Freeman (2003) suggests that the accuracy is not simply about the right form but it is also about the appropriate choice for the intended meaning. Therefore, the role of grammar instructions in the classroom has again earned great interest from researchers and teachers. Language educators have focused more on exploring the language used in cultural and situational contexts. As a result, the view of grammar has also changed into a broader concept rather than the traditional view of grammar as a system of rules in a language. DeCarrico and Larsen-Freeman (2002) state that grammar is not only a set of structures, but it also involves three dimensions which are form, meaning and use of language in social, cultural and situational contexts. The purpose of this paper is to discuss grammar in the above statement and its implications for grammar instructions in the ESL classroom.

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