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ABSTRACTS BOOK

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ABSTRACTS

CONFLUENCES OF THE CULTURES: LITHUANIAN TRANSLATION OF CSI IN STEVE JOBS' BIOGRAPHY

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Abstract

Culture-specific references vary among cultures as various countries have a different history and experience of life. Therefore, there are cases when certain concepts of one culture do not exist in another culture. The translation of these concepts, encoded in words, has always been a challenging task for a translator. Research is the translation of culture-specific items (CSIs) from English into Lithuanian in S. Jobs's biography by Walter Isaacson (2011). Research is the translation strategies of CSIs used in the translation of S. Jobs's biography from English into Lithuanian and the translation difficulties faced by the translator. Paper is to reveal what translation strategies are used in the Lithuanian translation of S. Job's biography (2011) when transferring Culture Specific Items. To achieve the above indicated aim, the following objectives have been set: to introduce the concept of CSIs; to classify the gathered examples of CSIs into the semantic categories; to identify translation strategies used for the translation of CSIs; to identify translation principles applied in the translation of CSIs.

Keywords: difficulties faced, translator, translation of CSIs.

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EFFECTIVENESS OF STRATEGY INSTRUCTION FOR VOCABULARY LEARNING: A NARRATIVE REVIEW

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Abstract

Nowadays, it is strongly irrefutable that vocabulary skills founds the stepping-stone to language learning and should be at the epicenter of language education, in re to the fact that much cannot be implied without grammar; nothing can be imparted without vocabulary. Understanding the key notions of how vocabulary is acquired can help language teachers be able to dispense more realistic and effective vocabulary teaching. With this thought in mind, it is crucial to acquaint students with vocabulary learning strategies (VLS) so that they can do this more effectively. With the expansion of research on vocabulary learning strategy instruction, the question to be posed is whether training on strategies will culminate in improvement in language learners or not. Thus, based on the significance ascribed to teaching vocabulary learning strategies in the process of language learning, the present paper seeks to cull evidences and scour the effectiveness of teaching vocabulary learning strategies.

Keywords: Vocabulary, vocabulary learning, strategy training for vocabulary learning

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LEARNING LANGUAGES AND ITS IMPACT ON MENTALLY RETARDED STUDENTS' INTERACTION

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Abstract

A significant goal of education for all students is that they become productive citizens who support and contribute to the well-being of their communities. Students with severe disabilities can leave the school system and assume meaningful roles in their communities provided that they are given needed support and encouraged to partially participate in activities (Wehman 2006). This paper investigates how to improve mentally retarded students' interaction which is of utmost importance. As a survey study, the research involves the use of computer-assisted programs (CALL) and observation as data collection procedures. The subjects of the study are 20 educable mentally retarded (MR) students. The results of paired samples t-tests showed that the control experimental group significantly improved their interaction.

Keywords: research involves, samples t-tests showed

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THE IMPACT OF CMC ON IRANIAN ABSOLUTE-BEGINNERS' PROPER USE OF SIMPLE PRESENT TENSE

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Abstract

Computer-Assisted Language Learning (CALL) can be defined as “any process in which a learner uses a computer, and as a result, improves his or her language” (Beatty, 2013, p. 7). Therefore, this study aimed at investigating the effectiveness of a TAMA software, an educational content development, in Iranian absolute-beginners’ proper use of the simple present tense. Forty participants were homogeneously assigned to two experimental and control groups; each group consisting of twenty participants. During the treatment, for the experimental group, the materials were presented through both their regular coursebooks and the TAMA software. However, the control group was taught, the materials only through their coursebooks. The results of the two independent samples t-tests showed that the experimental group significantly outperformed the control one.

Keywords: each group consisting of twenty participants

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MALE KINSHIP TERMINOLOGY IN GRANDFATHER'S GENERATION IN THE SELKUP LANGUAGE

Yuliya Zeremskaya,
Olga Solodovnikova,

Abstract

This paper attempts to examine male kinship terminology used in grandfather's generation in one of Siberian languages. Nowadays endangered languages study is very important as it can help to clear up the ancestors' lives. The dominant theme of the paper is that, male kinship terminology in grandfather's generation is possible to be classified according to the distinctive feature "parentage". The importance of this study is caused by incomplete linguistic investigations focused on selkup linguistic world image reconstruction which makes it possible to discover Selkup mentality peculiarities. Material for study is taken from field records kept in Tomsk Pedagogical University, Etymology dictionaries of Urals and Indo-European languages.

Keywords: Endangered language, kinship terminology grandfather's generation, linguistic word image

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METADISCOURSE TRAINING: DOES A REVISED INTRODUCTION TO METATEXT ELEMENTS IMPROVE EFL LEARNERS' SKILLS IN ACADEMIC LECTURES COMPREHENSION AND PRODUCTION?

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Abstract

The general background against which this research has been conducted includes two major parts. The first part comprises the analysis of the effects of the awareness of metadiscourse on Iranian EFL learners' ability to comprehend academic lectures, in which the relation between discourse markers selection and lecturing styles is mainly considered. The second part refers to the research on the effects of using metadiscourse categories in delivering academic lectures and whether the use of such categories improves EFL learners' ability to produce more coherent, organized and interactive academic lectures.

Keywords: improves EFL learners' ability

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DEVELOPING CRITICAL LITERACY IN THE EFL CLASS: THE IMPLEMENTATION OF A PILOT THEMATIC PROJECT IN THE PRIMARY EDUCATION

Isaak Papadopoulos,

Abstract

In response to the continually growing demands of this era, the society needs active members who are able to cooperate with each other and own a critical stance in what they read, see, touch, smell or come across. So, the critical literacy programs in which students are turned into active participants of their learning process and accept something after they have already remarked it, are more than necessary in the education of the 21st century. This paper outlines the rationale for and the purpose of designing and implementing a thematic pilot project aiming at developing students' critical literacy in the context of learning English as a foreign language. This pilot project was implemented to 20 Greek-speaking students of the 5th primary school class (aged 11 years old) who had been learning English for 4 years. It was initiated with the purpose to provide insights into developing students' critical literacy skills as well as their four language skills in the foreign language.

Keywords: language skills in the foreign language

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COMPARISON OF EFFECTIVENESS OF PHONETIC INTERVENTION, HOLISTIC INTERVENTION AND MIXED INTERVENTION ON THE RATE AND ACCURACY OF READING SKILLS OF CHILDREN WITH READING DIFFICULTY IN GRADE 2

Morteza Gholami,
Tahereh Sima Shirazi,
Narges Nikoukar,

Abstract

The purpose of this study is the comparison of the effectiveness of phonetic, holistic and mixed methods on reading accuracy and reading speed of students' with reading difficulties in grade two in primary school. This study is quasi experimental-comparative. The population is students with reading difficulties of the ordinary primary school in grade two in Jahrom and the investigated sample was 12 students with reading problems which were picked up from ordinary schools in access and randomly categorized into three groups. so that each group contained 4 people received one of the interventions in 35 sessions. The participants were investigated and compared regarding accuracy and speed of reading text, accuracy of non-words, and words before, after, and one month after the intervention using diagnostic reading test (Shirazi, Nili Pour 1384). Using software SPSS, descriptive statistics and statistical test were carried out.

Keywords: reading difficulties, phonetics intervention, holistic intervention, mixed intervention.

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A REFLECTION ON NULL CURRICULUM

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Abstract

Curriculum development has always been a great worry for educational institutions and it is one of the most important areas in language teaching and learning. Several scholars have defined curriculum. According to Tanner and Tanner (1995) a curriculum is “a plan or program of all experiences which the learner encounters under the direction of a school” (Tanner and Tanner, 1995, as cited in Motlotle et al., 2000). As Gatawa (1990) asserts, curriculum is “the totality of the experiences of children for which schools are responsible” (Gatawa, 1990, as cited in Motlotle et al., 2000). Hoover and Patton (2005) believe that issues such as strategies, settings, and management should be taken into consideration while teaching skills and the context of the content.

Keywords: Totality of the experiences of children

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PRAGMATIC FAILURE AMONG IRANIAN EFL STUDENTS

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Abstract

The development of L2 learners' pragmatic competence plays a key role in the achievement of communicative competence. The purpose of this study was to investigate the relationship between language proficiency and pragmatics. The data were collected from 60 Iranian EFL students (33 females and 27 males) for a period of 2 weeks. The instruments used in this study were Oxford Placement Test and Pragmatic Knowledge Quiz. The data were analyzed qualitatively and the obtained results were analyzed by the software SPSS 16. The results indicate that Iranian EFL students are poor in pragmatic issues and they have a lot of problems in this field. Regarding the relationship between language proficiency and pragmatics, there is a significant relationship between them but it is moderate. Sex difference regarding the use of pragmatic features of English reveals that there is no significant relationship between two sexes and two groups did almost the same job. And finally pragmatic features of English is predictable by a language proficiency test; namely as the students linguistic knowledge increases, their pragmatic awareness rises as well.

Keywords: pragmatics, pragmatic failure, sociopragmatics, linguistic competence

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LINGUISTIC RECOGNITIONS OF IDENTITY: GERMANY'S PRE-WWI EAST AFRICAN HISTORY

Karin Ilona Paasche,

Abstract

At the Nuremberg trials Hermann Göring, a leading member of the Nazi party, made reference to influences in his early childhood. As the son of Dr. Heinrich Göring who in 1885 had been appointed by Bismarck to establish the German colony of South-West Africa, he was influenced by his father's certainty that what Hitler later called the 'colonial peoples' were destined to fall prey to the stronger nations; those who refused to accept their subservient status would cease to exist. Göring made a connection between the atrocities of the Third Reich of which he stood accused, and the pre-WW I excesses of Germany as well as of the colonial powers who now accused him. Göring's claims were not taken seriously by the Nuremberg court. Yet subsequent research suggests that the connection he put forward is indeed valid; that there are pre-WW I images which determined the philosophies and policies of all European nations. As past injustices shape the present, so images which enter the collective unconscious endure until identified and deconstructed. This paper seeks to identify, translate and linguistically deconstruct some of the dominant images apparent in works originating in the former German East Africa. How do images present in literary and political documents such as *Deutsch-Ostafrika. Wirtschaftliche Studien* (1906) by Hermann Paasche, Vice-Chancellor of Kaiser Wilhelm's Reichstag, and *Lukanga Mukara* (1912/1913) by Hans Paasche his son, the German officer who in 1905 was tasked with suppressing the so-called Maji Maji Rebellion in German East Africa, reflect Western understandings of Africa? What is the significance of these images when subjected to an Afrocentric understanding of history?

Keywords: German East Africa; Paasche; colonial images; Western and African attitudes to history.

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CONCEPTUAL METAPHOR OF HAPPINESS/JOY IN LITHUANIAN COMICS

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Abstract

This article analyses happiness in Lithuanian Comics albums. This will yield, enrich, and qualify Forceville's (2005a), Eerden's (2009) earlier findings on the visual representation of the Idealized Cognitive Model of anger in the Asterix album *La Zizanie*, Bart Eerden's finding in anger investigations in "Anger in Asterix: The metaphorical representation of anger in comics and animated films", as well as insights made by Kazuko Shihara and Yoshihiro Matsunaka in "Pictorial metaphors of emotion in Japanese comics". On the other hand we also try to extend Forceville's view to other types of emotion, such as happiness. To attain this goal, we examine pictorial manifestations of emotion in Lithuanian comics. The source of this type of the manifestation is visual or pictorial metaphor, where meanings are conveyed via pictorial or visual signs. The target is emotion, which belongs to a more abstract domain of psychological experience. In this kind of metaphor, the picture can be interpreted as representing emotion of happiness. Data are taken from Lithuanian comic books and Internet sites, where comics have been presented. The data and the analysis we are providing in this article aims to reveal that there are pictorial metaphors that manifest conceptual metaphors that are also expressed verbally and that methodological framework constructed for the analysis in the papers by Forceville at all is applicable to other emotions and culture specific pictorial manifestations.

Keywords: multimodal methaphor, comics, indexical signs, emotions of happiness joy

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AN INQUIRY INTO THE RELATIONSHIP BETWEEN INTONATION PATTERN AND CONTRASTIVE FOCUS IN PERSIAN LANGUAGE

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Abstract

Much has been written on the factors that might change the patterns of intonation in speech (Pierrrhumbert 1980, Scarborough 2007 among others).one of such factors is the existence of contrastive focus. Though the effect of contrastive focus on intonation pattern has been studied, very little has been done on Persian language. Hence the present study attempts to investigate the effect of contrastive focus on intonation pattern of sentences in Persian. To this end, 5 participants were asked to read aloud 20 sentences. The utterances the utterances were put to the analysis through Pratt software. The result of this study showed that the constituent which has contrastive focus is assigned an accentual phrase which is becomes the nuclear pitch accent of intonational phrase and thus results in deaccenting what follows which lasts to the utterance end and it has high fundamental frequency. The finding of this study can help to turn the text into speech and vice-versa.

Keywords: Contrastive focus, Accentual phrase, Intonational phrase, Nuclear pitch accent, Deaccenting, Fundamental frequency.

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A COMPARISON AND AN INVESTIGATION OF LEARNING ENGLISH AS A PROFICIENCY LANGUAGE ON THE CULTURAL INTELLIGENCE OF THE STUDENTS OF IRAN PAYAM-E-NOOR UNIVERSITY 2014-2015

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Khodadad Mazdai, lecturer, payamnoor University, Iran

Abstract

The present research aims at investigating the relationship between learning English as a proficiency language and Iran Payam-e-Noor students' cultural intelligence within the 2014-2015 curricular year. The research is a survey – descriptive one and the sample population comprises the students of Sirjan Payam-e-Noor University. To conduct the research 90 students were selected randomly. Ang's cultural intelligence questionnaire was used in order to collect the related data. The analysis through SPSS21 showed that regarding the cultural intelligence, there is a remarkably significant difference between the students of field of English translation and the other students. Also, it was shown that the increase in the academic level of parents leads to the increase in the academic level of students while there was no relationship between the cultural intelligence of students and their parents' career.

Keywords: cultural intelligence, English language, Payam-e-Noor University

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BILINGUALISM, ISSUES AND FEATURES TO ALBANIAN EMIGRANTS (THE CASE OF ALBANIAN IMMIGRANTS IN ITALY)

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Abstract

Bilingualism in its essence has to do with the immediate use of two languages competitor in the same geographical area, economic or political, accordingly, the juxtaposition there are two distinct communities which can quite easily be seen that the individual is bilingual status (mother tongue and place of residence).The large number of emigrants about 2,670,514 people pushed us to work with this theme to highlight immigration as well as bilingualism and maintenance of Albanian emigrants.Bilingualism and immigration is one of the types of bilingualism that leaves more room for interpretation recently compared with other types of bilingualism.The most talked about Albanians abroad is of Albanian children's. They grow and learn in an "environment" of bilingualism: Italian in school, Albanian at home. Billing field situations are more suitable for studying linguistic contacts.This approach aims to identify changes Albanian language, what is saved and what has changed in our language. Evolution of language from grandparents, parents, children born in Albania and later migrated to these countries as well as to children born in Italy.Also, this article will provide recommendations on maintaining productive native children who migrated to the Albanian border.

Keywords : bilingualism, billing, children, immigrants, language contact.

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HEADEDNESS AND THE SYNTACTIC STRUCTURE OF BASSA COMPOUNDS

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Abstract

This study investigates headedness and the structure of Bassa compounds. Data gathering for this work involved interview, the native intuition of the researcher, careful observation of native speakers with a special focus on compounds. Morphologically complex words are headed in language. Williams (1981) proposes the right-headed rule (RHR), the rule was found inadequate and was later modified by Selkirk (1982). This rule does not accommodate many languages like Bassa and others which have similar syntactic structure; hence, Owolabi (1995a) argues that the head of Yoruba complex words is the left-hand member opposed to William's opinion. The study attempts to answer the question whether or not morphologically complex words in Bassa are headed, if they are, which member of the morphologically complex word heads the compound? The investigation focuses on Bassa compounds such as nominal compounds, synthetic compounds and those derived by desententialization. Each of these complex words is assigned a head. The work discovered that, in Bassa language, compound words are headed by the left-hand member (N1) but for those compounds that are desententialized, though they are nouns from the syntactic tests carried out in the study, no visible member of the complex word heads them even where there are nouns as component members of the compounds. It disproves the proposal of Williams (RHR) which claims to be universal because it does not account for Bassa language which obeys the left-hand head rule (LHR).

Keywords: headedness, Basà language, nominal compounds, and prefixes

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METAPHORS IN "THE ELEMENTS OF LANGUAGE" BY E.SAPIR

Elena Smolianina

Abstract

This section presents the data analyzed in this study. The text, which serves as the corpus of this analysis, is Chapter 3. «The Sounds of Language» of Edward Sapir's Language: an Introduction to the Study of Speech. Using this corpus the analysis was made of text fragments (contexts) containing a metaphor as a basis of the development of the scientific cognitive-communicative situation expressed in problem stating, substantiating, hypothetic and deducing subtexts of the scientific linguistic text. Results are presented in the following order corresponding to the method of analysis: subtexts of the scientific linguistic text «The sounds of Language» identified with the help of conceptual and linguistic analysis, metaphors and metaphorical models detected in these subtexts, the dynamics of metaphor in the given scientific text.

Keywords: metaphorical models detected in these subtexts

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PRIVATE SPEECH AND COGNITIVE DEVELOPMENT: A REVIEW OF THE TWO THEORIES

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Abstract

There are a numerous theories developed to explain how cognitive development occurs in children. These theories make attempt to explain how children's cognitive development occurs, what happens at the time of thinking and what factors impact children's cognitive development. In the course of cognitive development, private speech plays a key role which has been considered by scholars in the last decades. Private speech is defined as speech that is not explicitly addressed to another person and thus serves no apparent interpersonal communicative function (Flavell, Beach, & Chinsky, 1966). Ohta (2001) defines private speech as "audible speech not adapted to an addressee" (p. 16). The phenomenon has theoretical significance within both Piaget's (1926) and Vygotsky's (1934/1987) works. It is a type of speech directed toward the self for communication and self-guidance of behavior. Private speech, or speaking aloud to oneself, is a phenomenon of child development that Vygotsky interpreted as the critical transitional process between speaking with others and thinking for oneself. It usually occurs among children between the ages of 2, when they begin to speak and vanishes around the age of seven (Vygotsky, 1986). The idea is that private speech first occurs at the end of an action (reactions to one's actions), then during the action (describing one's own behavior), and finally before a child's behavior occurs (self-guiding speech) (Berk, 1992; Berk & Winsler, 1995).

Keywords: Private speech, or speaking aloud to oneself

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THE EFFECT OF COLLABORATIVE WRITING ON SYMMETRICAL AND ASYMMETRICAL GROUPS' PARAGRAPH WRITING

Reza Abdi,
Mahbube Azargashb Lord,

Abstract

In an attempt to find out a better approach in teaching writing, we investigated the effect of collaborative writing techniques on symmetrical and asymmetrical group's paragraph writing among the intermediate EFL learners in Iran. A total of 101 intermediate level learners of English were selected from among the learners attending language teaching institutes in Rasht, the provincial capital city of Guilan Province. The participants were made sure to be homogenous based on their scores on a proficiency test and also a pre-test. Then, they were randomly assigned to group A (asymmetrical: n=34), group B (symmetrical n=34), and group C (control: n=33). During the eight treatment sessions, eight topics were selected to write a paragraph about in all groups. During the period, the students in the control group were helped by the instructor to write only individually, whereas the subjects in the experimental groups received symmetrical and asymmetrical scaffolding in the process of writing from the peers. The post-test which included a paragraph writing task was administered to the students in the last session on a topic close to the topics practiced in the treatment sessions. The results of the post-test data analysis confirmed that there was a significant difference between the control and experimental groups' performances. In the meantime, the asymmetrical group outperformed both the symmetrical and the control groups.

Keywords: provincial capital city of Guilan Province.

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MODERN EDUCATIONAL ELEMENTS IN UTOPIAN WORKS FROM GREEK ANTIQUITY AND ITALIAN RENAISSANCE

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Abstract

Education is considered one of the basic pillars in ensuring the stability and harmony of the state. The purpose of our study is to find modern elements of education in utopian writings. Thus we used the contrastive analysis for utopian works from the Greek Antiquity (Plato) and the Italian Renaissance (Doni, Patrizi, Agostini, Zuccolo, and Campanella). The study of the content of the utopian works has led to the identification of innovative ideas such as: enrollment in an educational system, the state as an organizer of education, non-discriminatory educational system, physical and art education; specialized trainers. We can conclude that even nowadays the study of utopian works is a source of innovative ideas on improving education in present and future societies.

Keywords: Education; Greek antiquity; Italian Renaissance; innovative ideas perentiy

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CONTEMPORARY ENGLISH – A CHALLENGE FOR NON-NATIVE SPEAKERS

Jana Bérešová,

Abstract

The paper focuses on contemporary American English and its challenge for those who are exposed to it as non-native users. Due to globalisation, the two main varieties of English (British and American) are becoming closer than they used to be as native speakers of both communicate directly and influence their varieties significantly. The traditional differences between British English and American English are less meaningful, however, English nowadays develops rapidly. The focus of research is based on current trends in both grammar and vocabulary, analysing contemporary American literary prose as many new words and new ways of using grammar in British English come from American English due to the influence of American popular culture and media. Contemporary literary prose is a valuable material of natural written and spoken language. In the paper, both speeches (that of the narrator and characters) are analysed, focusing on expressions and grammatical structures which are likely to attract a non-native reader. The selected samples of the language are discussed and systemised with an aim to generalise some trends typical for contemporary English.

Keywords: contemporary English; vocabulary; grammar; language

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THE CORRELATION BETWEEN NEED SATISFACTION AND LEARNING MOTIVATION: A SELF-DETERMINATION THEORY PERSPECTIVE

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Abstract

To examine the relationship between need satisfaction and learning motivation, a survey was conducted in an engineering college in China. Outcomes of the research indicated that: 1) satisfaction of autonomy and relatedness contributed to autonomous motivation; 2) satisfaction of competence and relatedness helped shift controlled motivation to autonomous motivation; 3) unexpectedly, satisfaction of competence had negative effect on autonomous regulation, as did satisfaction of autonomy on controlled regulation. The outcomes imply that learners' psychological needs should be satisfied according to their pre-existing types of motivation, and that studies on motivation based on Self-determination Theory (SDT) should take cultural factors into consideration.

Keywords: Theory (SDT) should take cultural factors into consideration

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BENEFITS OF EXTRACURRICULAR DRAMA ACTIVITIES IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

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Abstract

The spiritual wealth of mankind reflected in the culture is recognized by the society as particularly valuable. The study of a foreign language not only teaches the language needed to communicate, but also introduces to another culture, fundamental moral values and attitudes. In this regard, the challenge of improving the quality of foreign language teaching becomes topical. Demanding course content, low proficiency and foreign language anxiety demotivate students from learning and communicating in the target language and negatively affect their self-confidence. Dramatization could be one of the possible means to increase motivation and self-esteem and to improve foreign language skills and cultural awareness. The authors share their experience of dramatization of extracurricular activities with students studying English as a foreign language at Institute of Non-Destructive Testing, National Research Tomsk Polytechnic University.

Keywords: creative skills; dramatization; engineering education; extracurricular activity; foreign language teaching

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INCORPORATING BLENDED LEARNING INTO THE COURSE OF ENGLISH AS A FOREIGN LANGUAGE

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Abstract

The main objective of the present paper is to consider the concept of blended learning as one of the most efficient ways of teaching foreign languages at Russian technical higher schools. The benefits and drawbacks of applying this teaching method in the educational process are analyzed on the basis of the discipline "Foreign Language" and E-course designed for first year students via information and communications technology. The mentioned technologies broaden the scope of activities available for both teachers and learners and provide more possibilities for learner-centered education and students' autonomy development. The E-course under study has proved its effectiveness as an integrated component of the blended learning program showing positive results.

Keywords: blended learning; E-course; information and communications technology; learner-centered education; technical higher schools

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AN ANALYSIS OF LEARNING STRATEGIES EMPLOYED BY THE STUDENTS OF PORT MANAGEMENT IN LEARNING TECHNICAL JARGONS

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Abstract

Strategies for learning technical jargons are regarded as indispensable assets for students. This study focuses on describing the vocabulary learning strategies employed by the students of port management in the 3rd and 4th year of their undergraduate studies. To do so a questionnaire containing 60 items was administered to 25 participants. It was based on Schmitt's taxonomy of vocabulary learning strategies (Schmitt 1997). The researcher sought the answer to these questions: (1) How many of these vocabulary learning strategies are used by the students? (2) Are there any strategies which are not used by the students? (3) What strategies are favored by the students? (4) And why? The results showed the student were not familiar with a number of strategies. Their favorite strategies were recognized and at the end a number of guidelines for further research were proposed.

Keywords: vocabulary; technical jargon; vocabulary learning strategy

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AN EXPLORATORY STUDY OF TRANSLATION SERVICES MARKET AND INDUSTRY IN THE TECHNOLOGY-STRICKEN 21ST CENTURY

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Abstract

The issues surrounding new trends in the translation services market and industry and the adoption of new technologies by translation services providers have scarcely been studied by translation studies scholars. The purpose of this paper, which is the result of an exploratory study, is to help address that gap in the research by bringing to light the aforementioned issues. In line with this, the current status of the translation services market and the current trends in the translation services industry are described, an outline of translation services in the 21st century is provided, the most common translation technology tools are mentioned, and the challenges which translators face as a result of new technologies are discussed.

Keywords: translation services market; translation services industry, translation technology tools

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APPLICATION OF THE LATEST ANGLICISMS IN TEACHING RKI (RUSSIAN AS FOREIGN LANGUAGE) TO INCREASE MOTIVATION AND ADAPTATION OF THE BILINGUAL STUDENTS

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Salah Agab,
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Abstract

Analyse of the experience of using the modern teaching technologies of RKI (Russian as foreign language) by teachers of the National Research Tomsk university .Authors suggest a complex of methods for a succesful teaching of RKI, based on the latest internationalisms of US-English origins, having been already taught to the bilingual students in their countries; digital educational resources (DER), interactive technologies also the self-dependent students' work. This approach is to be concentrated on teaching: oral, Russian slang layer as foreign language, which draws a big interest of the student's community, promotes student's activity , increases their self-dependence, which, significantly raises their motivation towards studying RKI (russian as foreign language) and their level of it's fluency.

Keywords: bilingual, increase motivation, Anglicisms, the latest ksenoleksika, Russian as a foreign language, linguistic experiment

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THE RELATIONSHIP BETWEEN IRANIAN EFL LEARNERS' PRODUCTIVE GRAMMATICAL ABILITY AND THEIR PROFICIENCY LEVEL

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Abstract

This study piloted test items of productive grammatical ability test which is designed on the basis of the findings from research in SLA. The result of the test was interpreted in terms of (a) reliability, (b) relationships between item difficulties and developmental stages, (c) correlation of grammatical ability of the learner with their proficiency level and (d) predictability of test scores in relation to proficiency levels. The results support the potential of assessing productive ESL grammatical ability by targeting areas identified in SLA research.

Keywords: Productive grammar test; SLA findings.

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EXPERIENCE IN TECHNICAL AND ACADEMIC WRITING COURSE DEVELOPMENT FOR STUDENTS OF RUSSIAN ENGINEERING UNIVERSITIES

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Abstract

The ability to speak and write a foreign language is becoming widely recognized as an important skill for educational, business and personal reasons. New international engineering accreditation standards recognize the importance of introducing both technical and academic writing and foreign language courses in engineering curricula. The development of these courses includes its all-in-all optimization based on fundamental competence principles, creative and communicative language teaching approach, effective module course designs, determination of new teaching methods and forms, development of assessment and evaluation criteria and designing teaching courses in Russian engineering universities. The main focus of the research was to design such a course that would develop both academic and technical writing skills for future engineers and those students who are continuing their education in universities abroad. The research resulted in the development of a pilot course in technical writing for 3rd-4th year students and its implementation in the Institute of Natural Resources, TPU; design of a guide book "Petroleum Engineering. Guide to Effective Technical Writing & Professional Communication" implemented into the "MOODLE - Technical and Professional Communication" within the framework of e-learning and an academic writing course for Master degree and postgraduate students which is being now implemented into the frame of e-learning as well. Analyzing both technical and academic writing experience revealed the fact that the majority of students (75%) understand the necessity of such courses for their future professional career and/or further education. We understood that there is a great demand to promote and implement this course into the curricula of Russian engineering universities, thus transforming the engineer's mentality to realize and understand that his\ her future career depends mostly on his \ her knowledge, skills and abilities in writing effectively.

Keywords: engineering accreditation standards; writing communication; technical writing; academic writing; professional education; e-learning platforms

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LEARNING STYLE PREFERENCES OF PERSIAN LEARNERS: CASE STUDY OF ARABIC SPEAKERS

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Abstract

Learning styles refer to the strategies and processes that facilitate learning and understanding the concepts. So, teachers can incorporate their learning styles in their curriculum activities. It also, will help students to be more attracted to learning session and instantly give attention to the session undertaken by the teachers. The purpose of the experiment is to ascertain the learning styles of learners using the VARK questionnaire. This study is an analysis of learning style for 100 Iraqi and Syrian Persian learners completed a VARK questionnaire to determine if their learning styles are auditory, reading/writing, visual or kinesthetic. Out of 100 participants who responded the questionnaire, their preferred learning style was visual by 12 percentages, 16 auditory, 13 Reading/writing and 20 kinesthetic. According to data analyze, we provide implications for improving learning process.

Keywords: Learning styles VARK; Visual; Aural; Reading/writing; Kinesthetic; Arabic Persian learners

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MOOCS AS A TOOL TO ENHANCE ESP TEACHING TO TECHNICAL STUDENTS: CASE STUDY AT TOMSK POLYTECHNIC UNIVERSITY

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Abstract

An attempt of Russian Universities to integrate into the international educational market and move towards the leading positions in the world ranking has resulted in the necessity for the improved and intensified language teaching of both students and university teaching staff. The paper explores the possibility of integrating massive open online courses (MOOCs) into the syllabus of the ESP Course, for a group of students within the process of the ESP teaching at Tomsk Polytechnic University (TPU). The opportunities and challenges of this experiment have been analyzed and the conclusions whether MOOCs are effective autonomous resources have been formulated.

Keywords: ESP teaching; massive open online course (MOOC); language competency; online learning.

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A COMPARISON OF LEXICAL PROCESSING IN MONOLINGUALS AND BILINGUALS

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Abstract

A great deal of research has been conducted in the literature whether there are any the differences between monolingual and bilingual lexical processing. Bilinguals have two languages at their disposal to express their ideas which means they have twice as many words in their mental lexicon as compared to monolinguals. This might bring up the issue of relative difficulty on the part of bilinguals in retrieving the words in their two languages. There is a lot of evidence that bilinguals are slower and less accurate in lexical processing when compared to monolinguals. This study investigates whether Turkish-English bilinguals (n= 48) differ from Turkish monolinguals (n= 53) in their perception of Turkish words. A lexical decision task was used where both groups were instructed to decide if the visually presented Turkish words were either real words or nonwords. Response times and the accuracy of the answers were recorded via a software program and were statistically analyzed. In line with the results in the literature, it was shown that bilinguals were slower and less accurate than monolinguals in processing Turkish words. The results were discussed in the light of psycholinguistic models of lexical processing.

Keywords: Bilingualism; Lexical processing psycholinguistics

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TRANSLATION SKILLS AND LINGUISTIC ERRORS : VILAR'S TRANSLATION ERROR TAXONOMY PERSPECTIVE

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Ali Rahimi, Bangkok University, Thailand

Abstract

The present study attempted to examine the relationship between translation competence, language proficiency and translation lexical errors. For this purpose 78 MA students of translation studies were randomly selected from three Azad universities in Iran. In order to collect data two tests were applied: a translation competency test and a proficiency test. Data analysis and parametric statistics through Pearson Correlation revealed the existence of statistically significant correlation between the participants' two sets of scores. The researchers also benefited from Error Analysis (EA). The EA results illustrated that the incorrect selection of words was the most problematic error category in the data, followed by missing words, word order errors, and punctuation errors. Also, unknown words were the least frequent error type.

Keywords: translation competence; language proficiency; lexical errors; Error Analysis; Vilar's classification.

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DO IN-SERVICE TRAINING SUPPORT ENGLISH TEACHERS IN THE SAUDI CONTEXT?

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Abstract

This paper explores the extent to which in-service training opportunities in the Saudi context support English teachers (ETs) in their teaching practice by examining two questions: (1) What in-service training opportunities are available to ETs? (2) To what extent does in-service training in the Saudi context support ETs in bridging the gap in their pedagogical and linguistic preparation? In determining the answers to these questions, the paper examines the training that is currently available to ETs in the Saudi context and discusses their effectiveness as perceived by four ETs and four educational supervisors. The findings revealed that in-service training for ETs is very limited: Three courses of 1–3 days' duration were allocated to ETs. Besides, these training courses suffer from some shortcomings that limit their effectiveness in supporting ETs in their teaching practice. The shortcomings occur in various stages of the training programme, such as the planning, execution, and follow-up monitoring and transfer phases. Hence, in-service training in the Saudi context is in need of immediate reform at various levels to contribute positively to the support of ETs in their teaching practice as well as in their language proficiency.

Keywords: in-service training opportunities, English teachers, Saudi context

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THE EFFECTS OF GENERATING QUESTIONS AND RAISING DISCUSSION ON L2 CRITICAL READING

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Abstract

The current study seeks to explore the effects of generating questions and raising discussion, on the improvement of critical reading of English learners. 53 participants were divided into 3 groups, one control group and two experimental groups. For one experimental group the strategy of question generation was selected and for the other the strategy of raising discussion. After conducting the pre-test, the instructional session and the post-test, the writings of the learners were scored by two raters. ANOVA was the selected test. Result indicated that the two strategies have positive impact on the enhancement of critical reading of the participants ($F_{2, 50} = 26.491, p = .0001 < .05$). The study has some implications for language instructors and material developers to assist promoting critical reading and critical thinking of the EFL learners.

Keywords: critical thinking; critical reading; questioning; discussion; literacy text

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USING ENGLISH AS A GATEWAY TO ROMANCE LANGUAGE ACQUISITION

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Abstract

The paper focuses on Romance language acquisition through English acquired as the first foreign language. A conscious approach to relations between languages enables learners, who acquired certain knowledge, attitudes and skills while learning one language, to learn other languages more easily. Research is based on contrastive analysis of two Romance languages – French and Spanish – and their relations to English. Learning those two Romance languages was carried out through the knowledge of some principles of how languages function and are related to each other. The analysis of vocabulary and grammar focuses on similarities between the three mentioned languages, emphasising the level of intensity in similarity on one hand, and possible problems related to spelling, pronunciation and meaning on the other hand. The research supports the idea of language plurality in education, and the necessity to help learners construct and continuously broaden and deepen their own plurilingual competence

Keywords: pluringualism; multilingualism;FREPA; contrastive analysis

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PERSIAN LEARNER TRANSLATOR CORPUS (PELTC)

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Abstract

This paper addresses the importance of learner translator corpora as invaluable linguistic resources which have lots of applications in language and translation teaching, assessment and research. To this end, most recent studies conducted in the realm of learner corpus research will be mentioned, and major learner corpora and learner translator corpora created to date will be introduced. In the second part of the paper, the authors elaborate on their own endeavors to develop a dynamic Persian learner translator corpus, named PeLTC. The said corpus is still under construction, so the present paper will report only on the first four phases of this project which have been undertaken so far, i.e. compiling source texts and students' translation thereof, preprocessing the source and target files before aligning them, aligning the corresponding source and target files at sentence level to generate bitexts, and annotating the bitexts with metadata and linguistic information as well as error categories.

Keywords: learner corpus; learner translator corpus PeLTC; preprocessing

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A COMPARISON OF FOUR-OPTION VERSUS THREE-OPTION MULTIPLE TESTS OF ECONOMIC ENGLISH

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Abstract

This study aims to present the results ensuing from the comparison of achievement multiple tests of economic English with four-option items with identical ones reduced to a three-option format. A part of a team-created computer test database used for testing students of Business English at the University of Economics in Prague was used and piloted on a sample of 270 students at B2 level, studying the same programme. The scores were analysed with the help of facility index, discrimination index, and point biserial correlation calculations. After distractor analysis had been performed, the least favoured option in each item was removed and the correct option with two remaining distractors were used to create a new three-option version of each test. Due to the fact that reliability can be affected by the number of items in the test, the number of items remained unaltered. These modified versions were piloted on another sample of students of the same size and the same procedure was applied on the results of this second round of testing. The results of the study seem to suggest that three-option versions of multiple choice gap fill tests are likely to function as equally well as the original four-option versions without considerable influence on the test difficulty, reliability, discrimination, distractor performance and item facility.

Keywords: multiple choice tests; number of distractors; facility index; discrimination index; reliability

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THE EFFECTIVENESS OF TEXT STRUCTURES ON READING COMPREHENSION AMONG STUDENTS

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Abstract

The objective of this research is to study and compare the effectiveness of structures on reading comprehension among students of Islamic Azad University. The sample group, who were selected through random sampling, included 180 students studying at East Tehran Branch. The subjects were randomly assigned into experimental groups after random sampling. The instrumentation of the study included texts, text comprehension questionnaire. The collected data were analysing applying ANOVA test. The results of this study failed to confirm of effectiveness of text model on Reading Comprehension.

Keywords: text, structure, Reading comprehension

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A HYPERTEXT ANALYSIS OF AN ELECTRONIC TEXTBOOK

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Abstract

The paper presents the analysis of an electronic textbook hypertext. The authors considered the main hypertext features, ways and means of navigation, context menu arrangement and structure, hyperlinks in a formal aspect (linguistic and graphic), in an informative aspect (information showed on the screen after hyperlinks activation), and from the view point of transition between electronic textbook information units. All these allowed the authors to comprehend the ways for defining an independent trajectory for electronic textbook material study.

Keywords: hypertextuality, nonlinearity, electronic textbook, navigation, context menu

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THE TEACHING OF TERMINOLOGICAL LITERACY BASICS TO ENGINEERING STUDENTS

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Abstract

The article analyses the significance of the formation of students' terminological literacy in the process of English for Specific Purposes teaching at technical university and describes the conditions providing the efficiency of this process. The author emphasizes the necessity to create a terminological thesaurus which includes the most frequent systemized specialized discipline specific vocabulary and specialized subject area word families required for professional-oriented oral and written communication and provides logically-semantic orientation in the text. The author specifies the factors assumed as a basis for terminological corpus selection, shows the procedure of thesaurus creation and describes the activities used to teach terminological literacy.

Keywords: Terminological literacy; English for Specific Purposes; terminological thesaurus; specialized discipline specific vocabulary; professional-oriented oral and written communication

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ETHICAL ISSUES IN TRAINING FUTURE LITERARY TRANSLATORS

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Abstract

The article is dedicated to consideration of ethical issues in training translators, revealing pedagogical opportunities for developing future literary translators' ethics. Literary translation was chosen as an object of our investigation because the ethical questions within this kind of translation are not elaborated enough and becoming more controversial ones which cause many problems for translation trainee and trainer. Based on these views we've searched and analyzed how the ethical issues are built into the curriculum of Kazakhstani translation studies departments, whether students are acquainted with new tendencies of professional ethics or do they continue to perceive numerous code of ethics and behavior presented by some authorities and translation associations as unquestionable truth, are they provided with critical thinking strategies on ethical issues and what are potentials for developing reflection skills in ethical training for Kazakhstani literary translation.

Keywords: Accuracy; Competence; Controversial issues; Ethics; Literary translation; Reliability, Translator training; Curriculum.

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INTENTIONAL ORGANIZATIONAL FORGETTING AND ORGANIZATIONAL PERFORMANCE: A KNOWLEDGE MANAGEMENT PERSPECTIVE

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Abstract

Organizational forgetting is the ability to remove old unnecessary knowledge and it is considered as an important part of fostering knowledge in different organizations. This study was an attempt to specify the relationship between intentional organizational forgetting with the intervening variable of knowledge management capacity. The research methodology is considered as applied in terms of the goal and with respect to the manner of data collection. It is regarded as a descriptive survey. The research population consisted of Exchange center of Melli Bank employees in Tehran, Iran. In this study four research hypotheses were rigorously investigated. The main instrument for data collection was a questionnaire. The validity of the instrument was guaranteed through the process of content validity. The reliability of the instrument was approved through Cronbach Alfa. To analyze the data, the researchers utilized the software of Lisrel and SPSS. The research findings indicate that there is no direct relationship between organizational forgetting and performance in Melli Bank of Iran. It has an indirect positive effect through knowledge management on organizational performance. Also, knowledge management capacity turns out to have a positive effect on organizational performance.

Keywords: Organizational Forgetting, Knowledge Management, Organizational performance unlearning

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DOES TECHNOLOGY ALWAYS FAVOR DIGITAL LITERACIES?

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Abstract

This paper presents an interdisciplinary project aimed to investigate the dialogic interaction enhanced by technology for teaching and learning content and foreign language in line with the "learning 21st century skill" policy which is best represented by the PISA assessments. Technology in this context is used in three different ways: a) as a support to develop new literacies (video, web 2.0, etc.), b) social-constructivist language learning and development within the Zone of Proximal Development (through human-technology-human interaction (Johnson, 2007; Johnson & Golombek, 2011), and c) for the creation of materials for own content (virtual environments, authoring programs, multimedia, teaching-learning etc.). The use of technology in this approach transfers the importance of traditional teaching/learning process through face-to-face to a dialogic relationship in which the teacher-student and student-student interaction are clearly marked by the mediation of technology to facilitate a dialogic discourse (Johnson, 2007; Johnson & Golombek, 2011; Vygotsky, 1978).

Keywords: ZPD: digital literacy: foreign language: technology

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THE STUDY OF DEVELOPMENT OF READING AND WRITING ABILITIES BY TEACHING TEXTUAL PATTERNS

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Abstract

Text linguistics attends to texts and their properties. Various approaches have been put forth to explore the organization of texts and the way they are produced and comprehended. One of which is Michael Hoey's problem- solution approach. This model consists of four components including situation, problem, response and evaluation. One claim about problem- solution approach is its practical usage in lexicography, translation and teaching languages. So this approach is introduced as a training tool for reading and writing. To fulfill the objectives, benefiting from the problem- solution pattern (2001), on the basis of experimental method, Cluster Sampling Method were used so 45 students of university were chosen and they divided in 3 groups of 15 students each and asked to write a short composition on a pre-established topic which, hypothetically, should trigger the problem- solution pattern. Group 1 had no previous information related to the topic, the vocabulary or the pattern. Group 2 was given a list of relevant vocabulary they could optionally use in their written task.

Key words: discourse analysis, discursive structures, text organization, Problem Solution Pattern

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LANGUAGE GAMES IN TURKISH AND RUSSIAN TELEVISION COMMERCIALS

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Abstract

Advertisement and presentation of a product is the most important stage in the process of marketing. Product advertisement mostly benefit from the audiovisual commercials and advertisements on mass media (television, radio, newspaper, magazine, poster, brochure, internet etc.). Today tv, radio and internet are considered to have great importance among the most widely used means of mass media. Initial advertisement for each product plays a significant role in getting a bigger market share for that product. Thus, manufacturing companies need brands, taglines, catchphrases and jingles for their commercials broadcasted on mass media. Astonishing words or expressions which catch the consumers' attention play a highly significant role in commercials. Slogans which are created sometimes using melodious or rhythmical expressions, and imperatives, or sometimes slang and daily language support convincing power of the commercials. The mentioned slogans are indeed examples of creativeness. This study primarily includes the commercials, ways to produce slogans and their characteristics, together with identifying the slogans in the commercials broadcasted in Turkey and Russia, created by using language games, which include brand names. Then, aforementioned slogans will be reviewed with regards to artistic stylistics, a sub branch of functional stylistics. Finally, similar and different aspects of the language games in Turkish and Russian commercials will be compared based on the findings obtained from the analyses.

Keywords: Television commercials, Brands in tv commercials, Commercial slogans on tv, Language games artistic stylistics

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THE INVESTIGATION OF MOOD AND MODALITY IN THE FIRST LETTER OF NAHJ AL-BALAGHEH BASED ON THE INTERPERSONAL MTAFUNCTIONION OF HALLIDAY'S SYSTEMIC FUNCTIONAL GRAMMAR

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Abstract

Believing that some particular texts worth scientific studies, we put the first letter of Nahj al-Balagheh under investigation according to the concept of Mood and Modality in the interpersonal metafunction of Halliday's Systemic Functional Grammar. A brief literature of mood and modality is given first. Then the theoretical framework of the study is set, and finally the text of the letter is analyzed and explained according to the theory. The result indicated that the theory is assignable to Arabic, the language of the letter, but mediation is needed. The mood structure is mostly leaning on the predicator as it pays an important role in showing tense, polarity and modality of the clause. Subject and modal adjunct are also apparent in some clauses as mood elements. The text of the letter is composed mostly of positive statements so that a knowledgeable source, Imam Ali, gives information to a group of unaware deceived people about the controversial subject of the third khalifeh's death. Some imperative clauses are also included to warn the people and to offer them the correct way.

Keywords: Mood, Modality, Interpersonal Metafunction, Systemic Functional Grammar

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INTENTIONAL ORGANIZATIONAL FORGETTING AND ORGANIZATIONAL PERFORMANCE: A KNOWLEDGE MANAGEMENT PERSPECTIVE

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Abstract

Organizational forgetting is the ability to remove old unnecessary knowledge and it is considered as an important part of fostering knowledge in different organizations. This study was an attempt to specify the relationship between intentional organizational forgetting with the intervening variable of knowledge management capacity. The research methodology is considered as applied in terms of the goal and with respect to the manner of data collection. It is regard as a descriptive survey. The research population consisted of Exchange center of Melli Bank employees in Tehran, Iran. In this study four research hypotheses were rigorously investigated. The main instrument for data collection was a questionnaire. The validity of the instrument was guaranteed through the process of content validity. The reliability of the instrument was approved through Cronbach Alfa. To analyze the data, the researchers utilized the software of Lisrel and SPSS. The research findings indicate that there is no direct relationship between organizational forgetting and performance in Melli Bank of Iran. It has an indirect positive effect through knowledge management on organizational performance. Also, knowledge management capacity turns out to have a positive effect on organizational performance.

Keywords: Organizational Forgetting, Knowledge Management, Organizational Performance Unleraning

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CULTURE AND TRANSLATION: CULTURE-SPECIFIC REFERENCES IN LITHUANIAN FOLK TRADITION

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Abstract

The question of culture has been analysed by a great number of philosophers, historians, linguists and other scientists concerning various forms and aspects of the notion. It is a complicated concept and may be approached from different sides, pointing out various aspects or forms. Newmark defines culture as “the way of life and its manifestations that are peculiar to a community that uses a particular language as its means of expression,” thus acknowledging that each language group has its own culturally specific features. Language and culture may thus be seen as being closely related and both aspects must be considered for translation. Hence, translators are permanently faced with the problem of how to treat the cultural aspects implicit in a source text (ST) and of finding the most appropriate technique of successfully conveying these aspects in the target language (TL).

Keywords: Culture specific realia, folk tradition, diminutives, ancient Balts, mythology

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FUNCTIONAL ANALYSIS OF ORGANIZATIONAL CONNECTORS IN RESEARCH ARTICLE ABSTRACT: A CROSS-DISCIPLINARY STUDY

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Abstract

This study focuses on realizations and discourse functions of the organizational connectors in writing research article abstracts from four disciplines. To this end, 120 research article abstracts from four disciplines namely, Applied Linguistics, Economics, Agriculture, and Applied Physics (30 from each discipline) were selected. The corpus was analyzed adopting Gosden (1992) taxonomy. The most striking result is that the realizations and discourse functions of the organizational connectors, to a large extent, are guided by the nature of research article abstract and discipline. This result adds substantially to understanding of how nature of research article abstract and discipline affect realizations and discourse functions of the organizational connectors.

Keywords: Organizational connectors, writing research article abstract, disciplinary study

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PSYCHOLINGUISTICS: THE ARCHITECTURE OF THE MENTAL LEXICON AND THE SELECTION OF LEXICAL NODES

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Abstract

This study presents the architecture of the mental lexicon of the third language learners focusing on three representation levels: letter, word and language. In particular, this analysis attempts to examine the amount of the influence from the first and second language known by bilingual learners of English. The study is guided by Dijkstra (2003:14) Multilingual Interactive Activation (MIA) model, and the hypothesis of language selective or language nonselective access of third language learners is tested. The method included in this analysis is the word translation task as a tool for investigating the organization of the mental lexicon. The results obtained with translation task claim that trilinguals can operate with three languages during the process of learning.

Keywords: psycholinguistics; mental lexicon; language typology

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CONVERSION AS A WORD-FORMATION PROCESS IN ORKHON INSCRIPTIONS

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Abstract

There were several ways of increasing vocabulary in Orkhon Inscriptions. In some of these ways the change occurs inside the word itself, in its meaning and usage. This research helps to understand main features of conversion as a real word-formation process in these monuments. In Orkhon Inscriptions not only notional, but also structural parts of speech were formed with conversion. Words with grammatical suffixes also transform from one part of speech into another. Some Turkic derivational affixes are formed with conversion. There are not many researches covering conversion in Turkic languages, that's why it is important to investigate this process.

Keywords: Word-formation; Conversion; Turkic languages; Orkhon Inscriptions; parts of speech

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TEACHING IN MULTILINGUAL EDUCATION: SYLLABUS DESIGN PROCESS BASED ON THE PRINCIPLES OF MULTILINGUALISM

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Abstract

Considering the fact that multiethnic and multicultural societies are using many languages, and the fact that communication between people worldwide, with different linguistic and cultural background, is expanding, the interest of learning additional languages is growing rapidly. In the recent years this phenomenon has become a matter of study by linguistic researchers in many linguistic areas. This study is dedicated to the field of didactics in multilingualism, and presents the theories of didactics and didactics in multilingualism, by explains their differences. In addition, the study presents an overview of the definitions and models of didactics in multilingualism and suggests a model which can be implemented in a classroom with multilingual students who learn German as a forth language (L4). Finally, the study presents a lesson plan for students who have already learned three languages, English as their third language (L3) and are in the process of acquiring German as their forth language (L4).

Keywords: didactics in multilingualism, models of multilingualism, lesson planing

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PROBLEMS OF SEMANTIC INTEGRITY OF WORD MEANINGS

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Abstract

Language is a complex system which serves not only for simple labeling of phenomena, but also to express the feelings and thoughts of people living in today's world. Although polysemy complicates communication, it is effective for expressing the infinite variance of human thoughts and feelings. Creating a separate word for every object or phenomena (or their classes) would bloat the lexical system to an exorbitant degree, making it inconvenient to use. Polysemy is a means of language economy. At the same time, in many works dealing with polysemy the extralinguistic factor has not been taken into account and thus not analyzed, presenting meanings as forming by themselves, without participation of human consciousness. This study suggests the solution for the difficult problem of polysemous words conceptualization and storing and functioning.

Key words: meaning; cognitive linguistics; lexical invariant; lexical invariant; polysemous word; metaphor; semantic core.

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GENERAL AND INVARIANT WORD MEANINGS

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Abstract

In the process of communication, the addressee and the addresser can understand the same words differently, therefore it is necessary to identify the factors defining the boundary of common in linguistic semantics. An opinion widespread in recent scholarly literature is that all components of a linguistic unit's plane of content should be represented in its definition. On the other hand, investigations into "semantic compactness", which led to hypotheses about the existence of a word's content nucleus, were quite fruitful.

Keywords: cognitive linguistics; semantics; general meaning; lexical invariant; notion.

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BIO-COGNITIVE ASPECTS OF SIMPLE AND PROGRESSIVE VERB FORMS USAGE

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Abstract

The article offers a cognitive subject-oriented perspective on language and its acquisition with the focus on grammar. By sketching out the cognitive mechanisms of languaging 'conceptual complexes' or mental categories through grammar means, the authors endeavor to define and formulate their semantic representations which are supposed to meet three prime objectives, namely to 1) reflect the orientation effect of grammar forms and constructions used in the process of speech production as coordination of his/her own interactions; 2) interpret the meaningful content and mental imaging associated in the subject's mind with this or that grammar form; 3) serve as an auxiliary technique in understanding and explaining English grammar for various teaching and learning purposes. The proposed approach and delineated technique are showcased by the verbs forms of present simple and present progressive whose cognitive essence and interpretative models are described and analyzed in minute detail.

Keywords: cognitive grammar; cognition; English tense forms; Simple and Progressive tenses.

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EIDOS THEORY AND CONSCIOUSNESS FUNCTIONING

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Abstract

Philosophers of language as well as cognitive linguists take language factor into account to a greater extent, treating language as a means of the cognition and interpretation of the surrounding reality. By this article we confirm the thesis that a thinking process is to the great extend connected with the processes of generalizations passing through the specific to the general and from the general through the specific to the singular. We introduced the concept of lexical eidon interpreted as an aggregate of the most significant universal semantic components which are intuitively defined in the course of phenomenological reduction and are unchanged in the stream of meanings variation. We formulated definitions of abstract character consisting of the most significant, essential, and general semantic and mental properties, qualities. In this article we also revealed mechanisms of consciousness basing on the theory of eidon in phenomenology.

Keywords: lexical invariant; cognitive linguists; lexical eidon; phenomenology; polysemantic word; semantic core.

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CONCEPT AND ITS CORE LAYER

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Abstract

The core layer of the concept is the language of schemes, images, tactile and olfactory imprints of the reality which codifies the concept for intellectual operations. This core part has national and cultural backgrounds and with the lapse of time the concept undergoes changes due to the changing worldview. The best access to the concepts, their better understanding and “transmission” are granted via verbalization, i.e. through the language. From the communicative point of view, the concept is a cognitive model according to which the speaker uses a certain language unit one way or another. The core of the concept has been named “the conceptual focus”. It includes the most stable central substantive components which are universal for the specific language community. Along with images, emotional and sensational constituents cover the main essence of the concept content.

Keywords: concept; concept verbalization; conceptual core; frame; conceptual focus; meaning.

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LINGUISTIC SYSTEM AND PHYSICAL EMBODIMENT

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Abstract

Cognitive linguistics emphasize the importance of human experience, the centrality of a human body, and human-specific cognitive structure and organization of reality. Hence human mind and therefore language cannot be investigated in isolation from human embodiment. The notion embodiment is used to refer to the social and cultural context in which the body, cognition, and language are perpetually situated. By our recent investigations of metaphorical mappings we can provide the proof that a human body determines vital aspects of our existence and experience.

Keywords: cognitive linguistics; embodiment. metaphorical mapping; image-schematic pattern; meaning.

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METAPHOR IN ANALYTIC PHILOSOPHY AND LINGUISTICS

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Abstract

This paper will cover the incorporation methods, representation levels and realization mechanisms of metaphorical meanings. The language of metaphors, images and symbols can be a general framework for all languages that links man and the world together. As an important language tool in forming any community, metaphorical patterns can ensure integrity of contexts, including communicative acts. Due to the widespread use of metaphors in communication processes, the question arises over what conditions metaphorical phrases should meet in order to be quite understandable? It is evident that a new metaphorical phrase should be clear without employing any additional data, i.e. not based on empirical grounds, and, secondly, should help to express some new meaning. If it is fair to say that words do not acquire any new meanings when used in metaphors, then the meaning of a metaphor must be a function of the nominative non-derived meaning.

Keywords: metaphor; lexical invariant; imagery; cognitive linguistics; meaning.

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CONCEPTS AND WAYS OF THEIR VERBALIZATION

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Abstract

Considering all attention to the initial provision and results of the biocognitive approach, the term concept under our review actually relates to unobservable categories of thought, and this provides large space for its interpretation. Understanding concepts is possible only through the combination of various perception techniques: perception of the world by sense organs from direct sensual experience, as well as from substantive activity, mental operations with the concepts that already exist in the consciousness, language communication, conscientious learning of language units, and contemplation. Based on the provision that concepts find themselves halfway between thinking and the language, we can further try to define the specific features of the conceptual and linguistic reflection of reality.

Keywords: concept; conceptual core; frame; conceptual focus; semantic primitives.

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LEXICON AS CONTINUUM OF SYMBOLIC STRUCTURES

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Abstract

Some researches consider the lexicon to be merely a storage of lexical units or an aggregate of certain mental states. Meanwhile lexicon is a dynamic system, self-organizing as a result of constant interaction between the processes of reworking and ordering language experience and their products. Lexicon forms a continuum consisting of *assemblies of symbolic structures*. A lexicon core signifies words in the «nearest» meanings reflecting everyday notions. The core comprises units of a specific meaning which easily evoke mental images. A polysemous word is formed around similar semantic and at the same time conceptual core from which, probably, random meanings are formed with minimal cognitive efforts.

Keywords: cognitive linguistics; lexicon; lexicon core; lexical invariant; word meaning; polysemous word.

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The role of communication and interaction in the development of critical thinking in nursing education

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Abstract

Introduction and Aim: While the history of critical thinking goes back to the ancient Greek Philosophers era, since then it was implemented as an effective means to improve learning in education. In recent decades, nursing education has emphasized on critical thinking as a core and essential competency of students and nurses. Nurses as critical thinkers will be able to provide essential care in the healthcare system with rapidly changing knowledge and technology developments in the modern world. Communication is a two-way process in which there is an exchange of thoughts, opinions, or information by speech, writing, or symbols towards a mutually accepted goal or outcome. The purpose of this article is to explain the role of communication and interaction in the development of critical thinking in nursing education

Methods and Materials: This article is part of a large qualitative study. In the main study, a grounded theory approach was employed using in-depth interviews with 19 participants, 40 informal interviews, observations, field notes, and documents. Analysis of data included the process of open coding, axial coding, selective coding, and constant comparison analysis.

Findings: Data revealed 'critical thinking' to be an essential concept with developmental and multidimensional processes in interactions that start from birth and continues its growth all the way to the adulthood. One of the main categories emerged in this study was "psycho-social needs", which includes the category of "communication and interaction in the process of critical thinking". This category was composed of 20 sub-categories ranging from: the importance of interaction and communication in the development of critical thinking, to privacy and interaction.

Conclusion: Based on the results of the study, critical thinking has its basis in interpersonal and social interactions. Also, the appropriate communication in the learning organizations have a positive impact on the formation and development of critical thinking, especially in the students. Therefore, we recommend to university authorities to plan an appropriate package to strengthen teachers and students' communication skills and facilitate good communication process in the education setting.

Key Words: Communication, Interaction, Critical Thinking, Nursing Education

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Space Metaphor In Formation of the Image of Technology in Scientific Discourse

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Abstract

The purpose of this research is to explore the space metaphor functioning in scientific (incl. popular scientific) papers on cloud computing in the Russian language. A cognitive approach to the metaphor is emphasized. The study is focused on the analysis of the space metaphor which is a key one in the presented material and defines particular characteristics of that space representation in the given research field. The interpretation of cloud computing as space is given in the context of two base metaphors TECHNOLOGY IS SPACE and TECHNOLOGY IS A CONTAINER. The article determines the range of meanings conveyed with the help of semantic transformation describing types of spatial relations most commonly used as a basis for metaphors in the text.

Keywords: scientific discourse, metaphorical model, cloud computing, space, conceptual metaphor.

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Ways of developing a foreign language communicative competence (exemplified in the course “English for scientific and academic communicative purposes”)

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Abstract

In the paper the problem concerning the development of a foreign language communicative competence is described. According to the tendency observed in Russian higher educational system, Russian universities are now modifying the requirements to the university staff, introducing the competence of speaking a foreign language, the English language in particular, as one of the most crucial skills. As a result, professional enhancement programmes designed at Tomsk Polytechnic University are tailored in compliance with a new approach to a foreign language communicative competence. According to it, the English language is regarded as a means of successful interaction within the international community. The paper focuses on the course outline “English for Scientific and Academic Communicative Purposes” considered as a way of developing a foreign language communicative competence. The aim of the course is to develop a foreign language communicative competence for professional communication with academic society on the level of European communicative competences B1/B2 (Independent User). The course described is designed for the university staff to allow them to share the results of their scientific investigation with international colleagues in the form of oral presentation. During the course the specifics of the academic style of communication, academic grammar and vocabulary as well as the structure of the presentation and the ways of presenting scientific contents are studied. Consequently, the course includes a practical outcome suggesting that learners obtain an ability to make a presentation of their scientific work and present it to the audience at the end of the course.

Keywords: Foreign language communicative competence, professional communication, English for Scientific and Academic Communicative Purposes, presentation

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The difference of Speech Act of Refusal Strategies between the Malays and Spanish: Cross-cultural Studies

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Abstract

This paper discusses about the difference of linguistic strategies used by the Malays and Spanish in implementing the speech act of refusal. A number of 40 Malay graduate students and 40 Spanish graduate students participated in this study. Data was collected by using DCT Method or Discourse Completion Test introduced by Blum-Kulka (1982). The data was analysed based on the Refusal Model Beebe, et al. (1990). Beebe (1990) divided refusal act into three categories, namely, direct refusals, indirect refusal and adjuncts to refusals. Overall, the result showed that the Spanish use more strategies than the Malays but they are more direct in refusing as compared to the Malays. It was found that these two nations, Malays and Spanish, use the same strategies while making refusal but differ in frequency and trends. The interesting part is about the use of motives “husband” and “going back to hometown” in Malay refusal data exist but none in Spanish data.

Keywords: Refusals, Speech acts, Politeness, Indirectness, Cross-cultural pragmatics

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Revisiting Kachru's World Englishes Model

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Abstract

In this paper, the theory of world Englishes (WEs), which attempts to bring about an equitable legitimacy for all varieties of English throughout the world, is re-examined with an eye to some current implications in the field of English Language Teaching. The authors use McLaughlin's criteria for theory testing, that is, norms of coherence, norms of correspondence, pragmatic norms, and the falsifiability norm to discuss the model and examine some of its implications. After the presentation of an introduction to the world Englishes model, authors summarize different debates regarding its main claims. The re-evaluation section discusses how the model satisfies the falsifiability criterion, and what possible improvement may be considered regarding other criteria. Issues of explanatory power and mutual intelligibility are also discussed. The conflicts surrounding the model of World Englishes with regard to practical and heuristic aspects of pragmatic norms of a model are presented.

Keywords: Expanding circle, Inner circle; Mutual

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VARK learning style improvement strategy

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Abstract

Learning styles are different ways of understanding information. There are many models and theories about learning styles. One of which is the learning styles of VARK_ Visual, Audio, Read/Write, Kinesthetic. In this workshop introduce some learning strategies according VARK style. Learners have different ability, motivation, or effort, but a major difference skill in using learning strategies. Some learners have difficulty choosing the best strategy for a specific task. Sometimes learners have a limited variety of strategies in their repertoires and stay with the first strategy they have chosen even when it doesn't work. So learners becomes lack confidence in their learning ability and lose motivation.

In this situation if teachers know strategies of learning, can help students to find their own learning style. They can use a variety strategies and choose best of them. When they know their style, they have confidence in their learning ability and become more motivated.

It is better learners use Visual, Audio, Read/Write, Kinesthetic strategies. Because students have a mix of learning styles and they affect students' achievement. Also recognizing learning styles helps teachers to invent new teaching methods. Interesting techniques motivated students to learn. These strategies show students how to use senses. So when they use all of them, learning becomes deep.

Key words: learning styles VARK; self-disclosure; deeper learning; learning style

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COMMUNICATIVE GAME AS TECHNOLOGY OF TRAINING BUSINESS COMMUNICATION

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Abstract

This paper is a report on the technology of forming of communicative competence of the engineer. Communicative competence and effective communication are the main aspects of training process of students of technique specialties. This results from the fact that modern world impose new requirements to training of qualified specialists. The specialist have to: own science of business relations; be able to establish and maintain the civilized relations with people; resolve the conflicts; assume in case of need a mediator role; be able to turn the activities for the benefit of other people. So, the bases knowledge of professional communication in the native language is the main professional competence of future engineer today.

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GENRE ORIENTATION APPROACH IN READING TRAINING OF FOREIGN STUDENTS

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Abstract

The modern lingvodidactic and teaching methodology of foreign language are in search of new approaches to the phenomena of language and the speech in the course of training. In this paper it is offered to solve methodical problems of teaching through linguistic approaches. Actual concepts of modern humanitarian researches is the concept of the speech genre presented in M. M. Bakhtin's papers. The genre orientation approach developed in this work is that the speech genre is offered to be used as unit of assimilation of language. In the paper the system the genre orientation exercises is given. This system of exercises gives the chance to influence process of formation of skills and abilities of reading in nonnative language.

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Emotional Burnout in Professional Activity of a Technical University Teacher

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Abstract

Higher education makes high demands on a teacher, his knowledge, pedagogical skills and personal features to ensure that he meets the demands of students and the requirements of employers. Teachers are constantly asked to innovate and update their competences and improve students learning outcomes. High requirements for professionalism, permanent workload, necessity for regular update of knowledge and inefficacious management style may lead to emotional burnout. The authors study the causes of emotional burnout, research the burnout syndrome among university teachers whose length of teaching experience is over 20 years based on a short questionnaire and give recommendations for further studies.

Keywords: emotional burnout; higher education; job satisfaction; occupational stress; teacher burnout.

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A Pathological Analysis of Barriers to Vocabulary Learning and Teaching

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Abstract

Learning a foreign or second language at different levels of proficiency involves the acquisition of a great number of words. Language learners look for effective ways to increase opportunities for retaining new words in long-term memory, but forgetting is a common problem. Language learners often complain that they forget new words soon after learning them. The importance of vocabulary learning also poses some challenges for teachers. They like to know in what ways instructional programs might foster the acquisition of so many words. Students face some obstacles when they try to assign the vocabularies to their long term memories. They also confront insurmountable hurdles in the cognitive process of retrieval and recall. In this discussion, learners' problems in vocabulary learning are elaborated on and some guidelines are offered to ameliorate or even to remove them. It introduces language learning strategies that make vocabulary learning interesting and easy for learners. It also familiarizes teachers with useful techniques and activities for presentation. Ideas and viewpoints put forward by distinguished scholars such as Baker, Nation, Ausubel, Uberman, Thompson, Carter, Moras, Schmitt, Richards, Celce-Murcia, Chastain are utilized to substantiate the arguments. The purpose of this study is to present practical vocabulary learning strategies that can help learners and to offer influential teaching techniques and activities, which are of help to the teachers. A misconception analysis of teachers' and students' attitudes to vocabulary learning is carried out in terms of learning strategies, dictionary use, input, intake, output, affective variables, mnemonic devices, declarative and procedural memories. The relevant instructional points will be given to EFL teachers to enormously increase the efficiency of their teaching techniques and strategies in terms of students' vocabulary learning and vocabulary expansion.

Key words: vocabulary learning, forgetting, memory, mnemonic devices, input, intake, output

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Comparing NLP and Communicative Approach: A Study on Spoken Performance in ELT

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Abstract

Applications based on Neurolinguistic programming (NLP) in English language teaching (ELT) provide various means to make learning more effective and involving. Nevertheless, research on NLP is often based upon descriptive rather than empirical research. Therefore, the aim of this study is to investigate the efficiency of NLP applications in ELT via comparing it with Communicative Approach (CA) to language teaching. In this study, a group of 4th grade students (N=20) was observed in a classroom in which CA techniques were applied. The students' frequency of participation was recorded during two lessons. In another two classes with the same group of students, the learners' frequency of participation was evaluated in a classroom setting where NLP techniques were applied. The results indicate that NLP-related applications are as efficient as CA applications in achieving high level of learner participation and oral production.

Keywords: Neurolinguistic programming; language teaching; young learners

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Assessing Pragmatic Language Skills in Pre-School Hearing-Impaired Children and Their Hearing Peers: The Questionnaire

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Abstract

Pragmatic impairment is the main cause of communication difficulties in hearing-impaired children and it is obvious that there should be a way to assess their difficulties in order to find out suitable teaching strategies to teach them pragmatic skills as well. It seems pre-school children need to get familiar with these skills to communicate in a reasonable manner. But, most of the pragmatic assessment tests are in forms of checklists that should be filled by their parents or clients and of course, they are not a reliable way to do such an important issue. So, the authors of the present article aimed to work on a pragmatic assessment questionnaire to observe children in a real context and examine their pragmatic abilities to find out their difficulties.

Keywords: hearing-impaired; pragmatic skills; pragmatic assessment questionnaire

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ADVANTAGES OF KEEPING A DIARY IN TEACHING RUSSIAN LANGUAGE

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Abstract

The purpose of this study is to reveal the benefits of getting students from the end of level A1 or from the beginning of level A2 according to European Common Framework of Reference, to keep a diary in teaching Russian as a foreign language. We will try to explain the studied topic with the concrete examples from our professional experiences in Ankara University TOMER. We will stand on contribution of keeping a diary especially in learning “perfective and imperfective statues of verbs” and “motion verbs” as the most difficult issues in Russian language, giving examples from the diaries of students. This study also aims to prove that, getting students to keep a diary lets them express their thoughts in writing freely; brings them out of themselves to use the language they are studying and helps them learning the language more consistently allowing them to adopt a positive attitude towards the language they are studying.

Key Words: Foreign language teaching, Russian language, TOMER, Get students to keep a diary

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MECHANISMS OF SEMANTIC STRUCTURES FORMATION

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Abstract

Polysemous words, on the level of the language system in long-term memory, have a direct link between the image of a form and the single generalized (invariant) meaning. Lexical invariants, being a sort of stereotypes within the frames of ordinary consciousness, are created by the members of a language community as a result of uniform division of reality. The invariant meaning is formed in person's mind gradually in the course of different actualizations of secondary meanings in various contexts. Lexical invariants include the program for all particular meanings of a word, each variant has subtle reference to a model which manages the process of transferred meanings semiosis.

Keywords: meaning; lexical invariant; invariant theories; polysemous word; cognitive linguistic.

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Translation of Culture-Specific Items in Menus

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Abstract

Translation is a difficult phenomenon, because it is concerned not only with a pair of languages but also with the cultural aspects that languages are related to. One of these aspects is culture-specific items (CSIs) – material or spiritual concepts that are present in one culture and are absent in another. In the 21st century, because of globalization process, people encounter CSIs on a daily basis. Therefore, it is very important to understand the concept of CSIs and the impact they have, along with the misunderstandings and problems they may cause. Thus, the object of this paper is CSIs (Lithuanian and foreign) and their translation in Lithuanian menus. The aim of the paper is to analyse translation of CSIs in the menus of restaurants. The analysis of CSIs has been performed according to the translation strategies introduced by the scholar Davies (2003). The results of the analysis demonstrate that strategies which tend to keep the content of the original CSI or neutralize/explain cultural references are more often used to translate Lithuanian CSIs. Whereas translation strategies that preserve the original form of CSIs or tend to replace one cultural reference with another, are more often used to translate foreign CSIs. Since CSIs may not have equivalents in other languages, cases when few strategies are employed to translate the same CSI appeared as well as some mistakes in the translation.

Keywords: culture-specific item (CSI); translation strategies; translation of CSIs; translation of menus.

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A Corpus-Analysis of Time Metaphors in British and Romanian Business Press

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Abstract

Problem statement: Economic discourse has abounded in figurative language from the beginnings of trade itself. The communicative function of metaphor in particular is self-evident in journal article titles, the financial press, headlines, marketing and advertising, etc. Another aspect is that of the interrelatedness of semantic and social change of the language, in order to reflect different historical moments, marked by social and economic transformations. However, besides its social, political and cognitive dimensions of the language used in the business domain, it also displays cultural underpinnings, pertaining to specific cultural concepts of one particular nation.

Purpose of Study: The aim of this study is to analyse metaphors related to TIME from the business discourse (found in British and Romanian business press), and to identify the patterns of occurrences that are most frequent in the corpora. The main tenet is that cognitive metaphors are instantiations of cultural categories manifested in the language spoken by the community that shares a common set of characteristics within a given cultural matrix.

Methods: Our analysis is based on two corpora (British and Romanian), consisting of articles from general audience and financial broadsheets, written during 2015. The newspapers used for this study are: The Economist, The Guardian, The New York Times and The Telegraph for the English corpus; and Adevărul, Jurnalul Național, Cotidianul, Capital, and Ziarul Financiar for the Romanian corpus.

Findings and Results: The results of the investigation revealed that metaphors clustered in cognitive categories account for cultural categories, both in terms of conceptual universals and variants, resulting in a complex mapping of interrelated crossconnections.

Conclusions and Recommendations: Metaphor in general performs a persuasive role, and a deeper insight into its structure and meaning can provide a better understanding of the culture that has coined it. Along this line, the more aware we are of the similarities and differences in our languages and cultures, the better we can communicate and function successfully, especially in the international business arena.

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The Power of Metaphors in the Educational Discourse

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Abstract

Background: Starting from the initial teacher-training period, being strongly influenced by their personal experience as a pupil, respectively, as a student, the future teachers value to an almost absolute extent, the merits of the power exercised by the teacher in relation to the learner. Marked by these deeply engrained preconceived ideas, little resistant to the 'allure of power', beginning teachers let themselves carried away by the complex of superiority. This is one of the most interesting and subtle aspects of the individual constructs of the 'didactic personality'

Purpose of the study: The aim of this paper is to identify instances of the exercise of power in the discourse revolving around the educational space. We will analyse the metaphors of power that are frequent in the educational discourse, and we will try to identify causes and effects of such linguistic devices.

Sources of evidence: We have analysed the metaphorical language used by teachers in their classes, with emphasis on metaphors of power. The study was carried along two years, on beginning and more experienced teachers.

Main argument: The teacher 'calls the shots', he makes the decisions as to what and when he teaches, what educational objectives he has, what contents he uses, and 'quid prodest', he chooses almost discretionarily and unidirectionally his teaching methodology, and especially, how and to which end he designs, applies and interprets evaluation. The advantage of age, of extended experience, the cultural insights, of the decision-making prerogatives, crosscuts all the components of the educational system and is enhanced and emphasised by other elements of the institutional environment: the teacher's desk is placed on a pedestal or podium in most of the classrooms in Romanian schools; teachers have separate and secured entrance, etc.

The teaching act, conceived as manipulation, or even as taming of the learner, the pre-eminence of teachers' own means of getting listened to and of 'subduing', turns the educator into the absolute master of the above mentioned relation. The feeling of almightiness more or less explicit in the relationship teacher – student is transposed into disproportionate rapports in exerting the roles and functions of the teacher. The teachers' self-centredness is blatantly manifest in their focus on own convictions and representations, in the self-sufficiency and scientific and professional narcissism, in positioning themselves against contents to the detriment of objectives, to educational desiderata, arbitrarily designed to the detriment of the pupils' real learning needs. On the other hand, we are faced with the overt and/or subliminal histrionics of teachers' didactic and non-didactic behaviours, characterised by a model of megalomania (in fantasy and/or in real behaviour), an overwhelming need for admiration/self-admiration, and more than often, a sheer lack of empathy towards the others.

Conclusions: Teacher trainees, starting with their pre-service teacher-training programme should be made aware of the power of words used in the classroom. In particular, such figurative language, filled with metaphors, similes, metonymies, etc., can at times become dangerous for the further development of the learners. Therefore, teacher educators have to intersperse their disciplines with clear awareness raising strategies in order to train future teachers as to the importance of power metaphors in the classroom.

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Economic metaphors in business English

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Abstract

Problem Statement: The paper is structured around Conceptual Metaphor Theory and it analyses the mapping and conceptualisation of economic metaphors by means of cognitive linguistic categories. For this research paper we selected animate metaphors: bear market, bull market, deer market and inanimate metaphors: sleeping partners.

We also aim at analysing the means by which these categories are obtained: verbs, idioms, pre- and post-modifiers, as well as cases in which morphological changes entail metaphoric meanings.

Purpose of Study: The purpose of this paper is to make an inventory of business English economic metaphors clustered around these two categories: animate and inanimate and to analyse them. The findings will be go through several lenses. Firstly, business English economic metaphors will be compared with similar metaphors in Romanian, one the one hand in order to identify culture specific aspects of metaphor usage in both English and Romanian and on the other hand in order to analyse the means by which the metaphors are obtained. Secondly, we will draw on the pedagogical aspect by emphasising the importance of business metaphors in teaching business English. We believe that a good command of business metaphors offers students a refined knowledge and an in-depth perspective on language.

III.Methods

The methodology relies on incorporating two parallel corpora made up of articles collected from online and printed business press, one corpus will comprise business English texts and the other one Romanian texts. The first step will consist in identification of the texts to be incorporated. The second step refers to establishing the headwords: market, inflation, entrepreneurs, investors and their Romanian equivalents. The next stage is the hand-coding and automated coding of metaphors with the help of concordancers. The final stage includes the interpretation of results as well as the contrastive analysis of the cognitive categories identified in both TL and SL. The same conceptual categories will be identified both in TL and SL. The findings are subject to comparisons and interpretations.

Conclusions: We start from the assumption that the corpus-based approach enables the analysis of large amounts of authentic data as well as the study of genre specific metaphors. At the same time it is the perfect tool for our comparative research as it opens completely new vistas of comparative approach in the field of economic metaphors.

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Contextualized Learning Styles: A Working Pedagogy in Developing Sustainable Quality in English Language Education

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Abstract

Learning style is a coherent whole of learning activities that learners usually employ based on their learning orientation and mental model of learning; a whole that is their characteristic at a certain period. Learning styles have been construed in various ways, but traditionally have been regarded either as relatively stable or protean; yet few studies have identified the mediating and moderating effects between the two by considering contextual factors such as learners' level of proficiency in the native language and their knowledge of the second language, the dialect of the native language spoken by the learners (i.e., whether it is standard or nonstandard), the relative status of the learners' language in the community, societal attitudes toward the learners' native language, and learners' access to learning materials. Therefore, this study extended the previous studies and investigated the impacts of contextual factors on learning styles and claimed that while learning styles are relatively stable, they fluctuate from context to context. To conduct the study, 300 EFL learners from different Iranian learning contexts were chosen as the participants of the study. The required data were gathered through questionnaire, non-participatory observation, and semi-structured interview. The results indicated that contextual factors have significance impacts on learners' learning styles and preferences. The implications of the findings are also discussed.

Keywords: learning styles, contextual factors, cognitive styles, learning strategies, pedagogical instruction

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Incidental Vocabulary Learning in a Multimedia Format: The Effect of Different Types of Glosses on Vocabulary Learning of Iranian Students.

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Abstract

Computer Assisted Language Learning known as CALL has gained sustained attention in the field of second language vocabulary learning. Various instructional techniques have been used in order to make learners learn words incidentally in reading comprehension texts, one of which is glossing target vocabulary. The provision of these kinds of glosses in a computerized format may cause different results. In order to investigate the effectiveness of these glosses in a multimedia setting, 120 students were recruited. They were divided into six groups, three of which read the texts in a multimedia setting and the other three read them in traditional classes. The groups had access to L1, L2, and multiple choice glosses respectively and were asked to read seven different texts enhanced with glosses. After reading the texts, students were asked to answer two vocabulary tests in order to measure their learning and retention. The results of independent sample t-test showed that participant in multimedia groups outperformed the traditional groups significantly. The results also indicated that multiple choice groups in both traditional and multimedia formats had better effects on students learning and retention. The results of a one- way ANOVA revealed that multiple choice group in multimedia format outperformed the other groups significantly. Students in this group were provided with the feedback for their answers, and provision of feedback made them more conscious and involved in the process of learning.

Key words: Glossing; Incidental Vocabulary Learning; Multimedia Environment

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Ways of developing a foreign language communicative competence (exemplified in the course “English for scientific and academic communicative purposes”)

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Abstract

In the paper the problem concerning the development of a foreign language communicative competence is described. According to the tendency observed in Russian higher educational system, Russian universities are now modifying the requirements to the university staff, introducing the competence of speaking a foreign language, the English language in particular, as one of the most crucial skills. As a result, professional enhancement programmes designed at Tomsk Polytechnic University are tailored in compliance with a new approach to a foreign language communicative competence. According to it, the English language is regarded as a means of successful interaction within the international community. The paper focuses on the course outline “English for Scientific and Academic Communicative Purposes” considered as a way of developing a foreign language communicative competence. The aim of the course is to develop a foreign language communicative competence for professional communication with academic society on the level of European communicative competences B1/B2 (Independent User). The course described is designed for the university staff to allow them to share the results of their scientific investigation with international colleagues in the form of oral presentation. During the course the specifics of the academic style of communication, academic grammar and vocabulary as well as the structure of the presentation and the ways of presenting scientific contents are studied. Consequently, the course includes a practical outcome suggesting that learners obtain an ability to make a presentation of their scientific work and present it to the audience at the end of the course.

Keywords: Foreign language communicative competence, professional communication, English for Scientific and Academic Communicative Purposes, presentation

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Some Benefits of Extracurricular Musical Education for Primary Schoolchildren

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Abstract

Enrolment in extracurricular activities facilitates learning and favors the development of a well-rounded, socially skilled person. The paper studies the advantages of extracurricular musical education for primary schoolchildren. The article ends with the observation and a brief survey among teachers. Findings reveal the positive opportunities of extracurricular musical education in the development of schoolchildren as it helps to enhance memory, creative and cognitive skills, improves imagination and increases emotional understanding and expression.

Keywords: cognitive skills; creativity; emotional development; extracurricular activities; musical education; primary school.

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Expressing and resisting power in American political debates

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Abstract

This paper investigates political debates in the US to determine how power relationships are expressed through language in a controlled situational context. As Presidential campaign events, debates have generated a great deal of interest; thanks to the new media, they bring together large audiences and are crucial in the creation, maintaining and enforcing of politicians' identities. Party political debates paving the way to the party candidacy for the 2016 American Presidential elections are examined to see how politicians interact in a public multiple interview. The goal of this paper is to see what strategies politicians use to enact, reproduce and resist power relationships (Fairclough 1989), while respecting the debate rules and the mediation by appointed journalists.

Political debates occur in potentially conflicting situations of asymmetrical talk in which political 'face' (Brown, Levinson 1987) is at risk. In an attempt to attract the audience's attention and sympathy, politicians enact strategies to save their face and challenge the opponents' faces (Allan 1986). The paper thus examines the turn of politicians' roles which shift from an attacking attitude - enacting strategies to express power - to a defensive attitude - enacting strategies of facework (Masumoto, Oetzel, Takai, Ting-Toomey, Yokochi 2000).

In conclusion, debates play a vital role in constructing the US political life encouraging politicians to manage discussion and conflict using constructive and destructive strategies, challenging the role of the moderator as the participant in the most powerful position.

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Gender based power language and American Political Debates

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Abstract

Many studies have been carried out in the past on gender-based power language, especially focusing on the differences between men and women. The last 40 years produced an abundance of research about the relationship between language and power and how language expresses power. Particular attention was paid to asymmetrical discourse between the sexes (Lakoff 1975, Fishman 1978, Lipman-Blumen 1984). Commonly agreed linguistic strategies that demonstrate power include turn-taking, choice of topic, pronoun use, indirectness, amount of talk, questions and interruptions. Men and women were found to differ in these areas. Hence the idea that power language and male/female communication were related became an important topic of research.

The purpose of this study was to examine the power language being used 30+ years after the main research was carried out, and discover if in fact the same linguistic strategies are still in use and to see if there have been any changes on the part of the female to broker power relationships through linguistic behaviors.

This study examined three male vs. female political debates in three U.S. national election campaigns. Videos were analyzed using an analytical scale based on a combination of woman/man discourse and power discourse.

Keywords: Power language; gender-based language; political debates; asymmetrical discourse; power relations

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The New ELT: English as a Terrorist Language

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Abstract

On April 9, 2007 the New York Times stated that English was “the common language in almost every endeavor, from science to air traffic control to the global jihad”. No one could have imagined at that time that in less than ten years the English language would be used as a weapon and a way to recruit would-be terrorists. According to Klausen (2015) all kinds of social media, file-sharing platforms and encryption software are used for communication. But the most effective and popular application seems to be Twitter because of the fact that it can be used with a mobile phone and is easy to use.

PURPOSE OF THIS STUDY: How ISIS or ISIL or IS or Daesh (depending on who is talking about it) use the English language through Twitter to promote their cause and recruit both men and women is the scope of this study. An analysis of cultural values used to attract Westerners or first generation individuals (Western-born with immigrant parents) as demonstrated by different Twitter texts was conducted. The underlying purpose was to gather more knowledge that might be useful to combat recruitment campaigns.

METHODS: This study analyzed the language used in the Twitter messages to find indications of multiple cultural identities (Benet-Martinez, Leu, Lee, Morris, 2002) and certain cultural values present that are used to influence the message.

The use of language, cu

lture, auditory and visual symbols as transmitted in the texts were analysed to discover repeating themes based on psychological and sociological factors. Online texts (Diary of a Muhajirah, Dabiq, ‘Inspire’ magazine, and various videos, social network communications and newscast excerpts) were the starting point to find elements that were purposely inserted to reach the “target market” of the communication. Repeating themes aimed at stimulating feelings of ingroup/outgroup membership, identity crisis and alienation (Stroink, 2007) were identified by using a combination of multimodal analysis (Baldry and Thibault, 2006) and cross-cultural website analysis (Toffle, 2014). Once themes were identified various Twitter account messages were analysed to see if these themes also were repeated in Twitter communications.

The texts demonstrated a common theme appealing to the needs of belonging, overcoming a sense of powerlessness in the dominant society and a desire for high adventure reminiscent of ‘Rambo’ and ‘Schwarzeneger’ films. The images, music and words used have the effect of eliciting a sense of belonging, power and fighting for ‘something greater’. Some ‘Western’ cultural values are also present and are manipulated to appeal to the individuals that are either from a Western cultural imprinting or to those who have a stronger base of biculturalism.

Various themes were identified that were repeated throughout the Twitter messages examined. This organization seems to have analysed its target market quite effectively, perhaps because of their own sense of alienation and their ability to project it through the use of Western-trained media consultants.

This is just the beginning of what will probably become an ongoing linguistic sub-genre study. More texts of different types need to be analysed in order to understand how terrorist groups use psychological manipulation and the English language and cultural values to recruit. Understanding how terrorist organizations use “English for Terrorism” inside of Twitter could be useful for better understanding the cultural and psychological factors involved in the decision to join terrorist organizations. Perhaps this knowledge will help in the development of early intervention programs to minimize cultural alienation and promote social inclusion.

Keywords: Second-generation/first generation immigrant; identity; multimodal analysis; cross-cultural website analysis; biculturalism

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Revisiting Kachru's World Englishes Model

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Abstract

In this paper, the theory of world Englishes (WEs), which attempts to bring about an equitable legitimacy for all varieties of English throughout the world, is re-examined with an eye to some current implications in the field of English Language Teaching. The authors use McLaughlin's criteria for theory testing, that is, norms of coherence, norms of correspondence, pragmatic norms, and the falsifiability norm to discuss the model and examine some of its implications. After the presentation of an introduction to the world Englishes model, authors summarize different debates regarding its main claims. The re-evaluation section discusses how the model satisfies the falsifiability criterion, and what possible improvement may be considered regarding other criteria. Issues of explanatory power and mutual intelligibility are also discussed. The conflicts surrounding the model of World Englishes with regard to practical and heuristic aspects of pragmatic norms of a model are presented.

Keywords: Expanding Circle, Inner circle, mutual intelligibility, McLaughlin's Framework, Outer Circle, World Englishes, Kachru

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MODES OF CENSORSHIP AND TRANSLATION

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Abstract

Censorship is a very controversial issue in all fields of studies. Throughout the years there have been many examples of translation censorship bound to a variety of factors, such as gender, religion, politics and economics. Censorship could be imposed or self-imposed, but in both cases the translated texts will reflect a particular ideology, whether consciously or unconsciously, which deserves more in-depth analyses. Censored texts reflect both ideologies as well as a lack of freedom of expression and any alteration of these texts could lead to their manipulation or their complete rewriting. As far as the notion of freedom is concerned, back in 1983 Andre Lefevere claimed that “Nobody ever speaks or writes in complete freedom, at least if they want to be listened to, read and understood” (Lefevere 1983: 25). Although there may be some kind of truth in this, it is worth noting that some of the most censored books in the world are indeed the most influential and popular ones. This seems to suggest that in most of the cases, censorship does not prevent a book from circulating, but it actually makes it more accessible to the world.

The act of translation is a conscious process that cannot resist either cultural or political beliefs or ideologies. Therefore, in the case of censorship, internal and external forces that affect translation process are considerably intensified, especially when the translator holds ideologies contrary to the target language (TL) regime. Thus, even though ‘politics’ and ‘translation’ are two rather different concepts they are strongly interrelated, since translation is influenced greatly by political movements and translation itself becomes subjected to political gain and / or dividends and agenda. Furthermore, if censorial ideology collides with the final translation, such kind of pressure leads to rewriting the text or conscious erasure of unwanted parts of the discourse. If internal or external forces of censorial ideology affect the translator before the actual translation process it ends up breaking the coherence between source and target texts. In any way censorship is seen as an expression to consolidate one’s power and dominate over source language culture and ideology (cf. Peter Fawcett).

Thus, some ideological pressures appear from cultural alter ties and the friction between source language (SL) culture and target language (TL) culture, especially when the SL culture lacks or overflows with the ideology that is not appropriate to a TL culture, arises. In the case of such appearance, some translators have censorship adapted to their works while other translators, who are not in agreement that SL and TL texts should lose coherence, choose to censor translations on their own, however, in the most subtle way possible (in this particular case the translator becomes the censor). In the case of Soviet regime, the translator was influenced either by an external force (i. e., censorial government or its institutes) or internal force (personal beliefs). Therefore, from the view point of the censorial target language, translation was viewed as a tool for manipulation.

Further on, in the case of Soviet censorship, translation had two aims: i) to protect TT readers from the unwanted influence and ideology coming from the SL culture and ii) to support and promote Soviet ideology and beliefs.

In addition, according to a Lithuanian publicist, poet and translator Tomas Venclova, generally speaking it is impossible to avoid deformation and gaps during the translation process. There are various aspects for

breach of coherence between source and target texts, for example, “insufficient competence of the translator or insufficient maturity of the very culture” (1979). However, he claims that the strongest force for the deterioration of coherence between source and target texts “is the conscious and planned ideological deformation characteristic to totalitarian countries” (ibid., 25) where printed material is controlled by censorial institutes more rigorously during wartime rather than peacetime for the fear that censorial TL culture will be violated by SL ideologies. Ultimately, the notion of desirable and undesirable literature appears which does not destroy the TL culture; rather, it creates a completely unique culture that arises from native tradition.

With the main focus on literature, censorship and translation, the article discusses reasons for censorship in different domains of life, ideology of censorship in translation by investigating reasons for censorship discovering the translator as a censor and also describes norms, translatability and cultural approach to translation within discourse as well as its context as the criteria for the translation. Ultimately, we develop a theoretical framework for the analysis of censorship in translation and discuss the meaning loss on the basis of Grice’s conversational maxims.

Keywords: censorship, translation, discourse, context, implicature, Grice’s maxims, cooperative principle, violation, ideological pressures.

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The Four Key Elements of EFL Oral Expression Classroom: The Road to Communicative Proficiency

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Abstract

The dream of any EFL student is to master the linguistic structures of English and communicate it fluently. However, this dream seems to fade away in front of the students' inability to carry on a spontaneous conversation either in the classroom or in any other setting. Oral Expression course, based on its four main constituents: teachers, learners, activities and pedagogical materials, the learners, is suggested, in this paper, as a remedy to enhance the student' speaking skill and a way to communicative proficiency. This paper aims at investigating the role of the four main effective components of Oral Expression course for developing the learners' speaking ability and improving their poor communicative proficiency in EFL classrooms.

Keywords: Communicative proficiency, oral expression, teachers, learners, activities, pedagogical materials.

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Comparative Analysis Of 5th Century Morphological System With Today Persian

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Abstract

This paper will investigate "Making the word of Persian literature in the fifth century Hijri and comparison with Today literature" and based on the model of the germ theory of Chomsky's transformation. Research tool in this article, are most from the books of Bayhaqi, Siyasatnama and four papers from fifth century literature. The two books Evening Sun and hundreds of fiction in Iran, which today are paragraphed prose is given. The results of the hypothesis in this paper show that: 1. a simple word frequency in the fifth century texts with contemporary Persian prose texts and derivative-compound comprising more than words. 2. With the help of a revival of affixes and word combinations used in the fifth century texts that are in decline and dementia can be used today, in the words of Persian literature. 3. Persian is a suffix Language.

Keywords: Word building, vand synergy, postfix-simple, today Persian literature, Morsel prose

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