Literature, Languages & Linguistics

Abstracts

Fifth Annual International Conference on Literature, Languages & Linguistics
9-12 July 2012, Athens, Greece

Edited by Gregory T. Papanikos

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Preface

This abstract book includes all the abstracts of the papers presented at the *5th Annual International Conference on Literature, Languages & Linguistics, 9-12 July 2012,* organized by the Athens Institute for Education and Research. In total there were 93 papers and 105 presenters, coming from 37 different countries (Algeria, Bahrain, Belgium, Brazil, Canada, China, Croatia, Cyprus, Egypt, Estonia, FYROM, Georgia, Germany, Guam, Hong Kong, Iran, Iraq, Japan, Jordan, Korea, New Zealand, Oman, Palestine, Poland, Portugal, Qatar, Romania, Russia, Saudi Arabia, Singapore, South Africa, Spain, Taiwan, Thailand, Turkey, UK and USA). The conference was organized into 23 sessions that included areas such as Language Learning, Formal Linguistics and Sociolonguistics, Literary History, Language Studies, Formal Linguistics e.t.c As it is the publication policy of the Institute, the papers presented in this conference will be considered for publication in one of the books of ATINER.

The Institute was established in 1995 as an independent academic organization with the mission to become a forum where academics and researchers from all over the world could meet in Athens and exchange ideas on their research and consider the future developments of their fields of study. Our mission is to make ATHENS a place where academics and researchers from all over the world meet to discuss the developments of their discipline and present their work. To serve this purpose, conferences are organized along the lines of well established and well defined scientific disciplines. In addition, interdisciplinary conferences are also organized because they serve the mission statement of the Institute. Since 1995, ATINER has organized more than 150 international conferences and has published over 100 books. Academically, the Institute is organized into four research divisions and nineteen research units. Each research unit organizes at least one annual conference and undertakes various small and large research projects.

I would like to thank all the participants, the members of the organizing and academic committee and most importantly the administration staff of ATINER for putting this conference together.

Gregory T. Papanikos
President

FINAL CONFERENCE PROGRAM
5th Annual International Conference on Literature, Languages & Linguistics, 9-12 July 2012, Athens, Greece
PROGRAM

Conference Venue: **Metropolitan Hotel of Athens**, 385 Syngrou Ave., 175 64, Athens, Greece

ORGANIZING AND SCIENTIFIC COMMITTEE

1. Dr. Gregory T. Papanikos, President, ATINER.
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3. Dr. Nicholas Pappas, Vice-President of Academics, ATINER & Professor, Sam Houston University, USA.
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7. Ms. Nicoleta Calina, Lecturer, University of Craiova, Romania.
8. Dr. Bahman Gorjian, Department of TEFL, Abadan Branch, Islamic Azad University, Abadan, Iran.
9. Ms Raluka-Eugenia Iliou, Lecturer, Ploiesti University, Romania.
10. Ms. Vasso Kondou Watson, English Teacher, University of Sunderland, U.K.
11. Dr. Hala Tawfik Sorour Maklad, Lecturer, Sadat Academy for Management Sciences, Egypt.
12. Dr. Ioanna Papadopoulou, Lecturer, Democritus University of Thrace, Greece.
13. Dr. Alina-Stela Resceanu, Lecturer, University of Craiova, Romania.
14. Dr. John Spiridakis, Professor, St. John University, USA.
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18. Ms. Lila Skountridaki, Researcher, ATINER & Ph.D. Student, University of Strathclyde, U.K.
19. Mr. Vasilis Charalampopoulos, Researcher, ATINER & Ph.D. Student, University of Strathclyde, U.K.

Administration: Fani Balaska, Stavroula Kiritsi, Eirini Lentzou, Konstantinos Manolidis, Katerina Maraki & Celia Sakka

C O N F E R E N C E   P R O G R A M
(The time for each session includes at least 10 minutes coffee break)

<u>Monday 9 July 2012</u>

07:45-08:30 Registration

08:30-09:00 Welcome and Opening Remarks

- Dr. George Poulos, Vice-President of Research, ATINER & Emeritus Professor, University of South Africa, South Africa.
- Dr. Gregory T. Papanikos, President, ATINER.
- Dr. Gilda Socarras, Head, Literature, Languages & Linguistics Research Unit, ATINER & Associate Professor, Auburn University, USA.

09:00-10:30 Session I (Room A): Language Learning Chair: Pappas, N., Vice-President of Academics, ATINER & Professor, Sam Houston University, USA.	09:00-10:30 Session II (Room B): Formal Linguistics and Sociolonguistics Chair: Poulos, N., Vice-President of Research, ATINER & Emeritus Professor, University of South Africa, South Africa.	09:00-10:30 Session III (Room C): Literary History Chair: Socarras, G., Head, Literature, Languages & Linguistics Research Unit, ATINER & Associate Professor, Auburn University, USA.
1. Awad, Z., Professor, University of Jordan, Jordan & Yaghi, H., Professor, University of Jordan, Jordan. Error Analysis of EFL Coommunication in Video-Conferencing. 2. Teng, H.C., Professor, National Taiwan University of Science and Technology, Taiwan. Analysis of Communication Strategies Used by EFL Learners. 3. Çetinkaya, G., Assistant Professor, Nigde University, Turkey & Uzun, L., Professor, Ankara University, Turkey. Identifying and Classifying the Readability Levels of the Turkish Texts. 4. Guillen-Nieto, V., Lecturer, University of Alicante, Spain. Assessing The Effectiveness of Using the It's A Deal! Serious Game in Business English Teaching. 5. Guimaraes, C., Ph.D. Student, University of Minho, Portugal, Cruz-Santos, A., Professor, University of Minho, Portugal & Almeida, L., Professor, University of	1. Hou, X., Professor, Harbin Institute of Technology, China. A Sociolinguistic View of Chinese Internet Hot Terms. 2. Westphal, G.F., Associate Professor, UMBC, USA & Robinson, R.L., Researcher, UMBC, USA. On Post-Pubescent Language Acquisition. 3. Kyratji, H., Head Mistress in Primary Education, Ministry of Education and Culture, Cyprus & Pelekani, C., Special Scientist, University of Cyprus, Cyprus. Phonological Awareness in two transparent languages: The impact of Turkish Phonological Awareness on the Development of Greek Phonological Awareness. 4. Rotenstein, S., Researcher, Alexandru Ioan Cuza University of Iasi, Romania. Sociolinguistic Aspects on the Interaction between Greek and Romanian.	1. *Ferro, M., Assistant Professor, Coimbra University, Portugal. From Hesiod to Miguel de Galhegos: The Theogony vs. the Gigantomachy. 2. He, J., Professor, Nanjing University of Aeronautics and Astronautics, China. T.S Eliot's Mission of Salvation through Myths. 3. Romero Mariscal, L.P., Lecturer, University of Almeria, Spain. A Society: An Aristophanic Comedy by Virginia Woolf. 4. Oancea, M.L., Lecturer, University of Bucharest, Romania. Mocking Epic and Tragic patterns in Apollonius of Rhodes' Argonautika.

Minho, Portugal. Development of the Language Use Inventory: An Assessment for Pragmatic Skills in Portuguese.		

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1. Liu, C., Professor, Nanjing University of Aeronautics and Astronautics, China. A Study on China's Student Self-Assessment in Oral English Teaching & Learning. 2. Li, H., Associate Professor, Harbin Institute of Technology, China. A Tentative Study on Bingo Online EFL Composition Rating System. 3. Tsimenis, M., Lecturer, University of Toronto, Canada. Let's Chat and Learn": Motivating the Digital Learner. 4. Dourakhshan, A., Assistant Professor, Fahangian University of Mashhad, Iran & Baghaei, P., Associate Professor, , Fahangian University of Mashhad, Iran. Comparing the Psychometric Qualities of Multiple Response Multiple-Choice Items with Canonical Single Response Multiple-Choice Items.	1. Nakin, M., Lecturer, South Africa. Terminology Development through Corpus Planning (Sesotho Case Study). 2. Bensalah, B., PhD Student & Lecturer, Kasdi Merbah University, Algeria. Pinkwomansmelling and Womanpinksmelling tell the Old Verities of the Heart. A Relevance-Theoretic Approach to Faulkner's Compounds. 3. *Boruszko, G.S., Associate Professor, Pepperdine University, USA. My Words + Your Words = Our World@Literature.global. 4. Garcia, C., PhD Research Student, Universidad de Leon, Spain. The Nueva Gramática de la Lengua Española (RAE's New Grammar of the Spanish Language). A Great Step towards the Global Hispanization of the Language. The Case of the Verbal Periphrases.	1. *Darchia, I., Associate Professor, Institute of Classical, Byzantine and Modern Greek Studies of Tbilisi State University, Georgia. Bost's Medea – For the Comic Interpretation of the Argonauts Myth. 2. Salieva, L., Associate Professor, Lomonosov Moscow State University, Russia. Rhetoric of L. Sterne's novel "A Sentimental Journey through France and Italy". 3. Cevik, Y., Assistant Professor, International Balkan University Former, Yugoslavia Republic of Macedonia. The Motifs of Blindness and Invisibility within the Influence of Post-War Existentialism As Reflected In Invisible Man by Ralph Ellison. 4. Changprasert, K., Lecturer, Mahasarakham University, Thailand. Defense Mechanisms of Three Main Characters in Tennessee Williams' A Streetcar Named Desire. 5. Chen, X., PhD Student, The Chinese University of Hong Kong, China. Woman and her Voice in Edith Wharton's Fiction.

12:00 -13:30 Session VII (Room A): Language Learning **Chair:** Kyratji, H., Head Mistress in Primary Education, Ministry of Education and Culture, Cyprus.	12:00 -13:30 Session VIII (Room B): Language Studies **Chair:** *Boruszko, G.S., Associate Professor, Pepperdine University, USA.	12:00 -13:30 Session IX (Room C): Poetry **Chair:** *Darchia, I., Associate Professor, Institute of Classical, Byzantine and Modern Greek Studies of Tbilisi State University, Georgia.
1. Shih, C.-M., Assistant Professor, Nanyang Technological University, Singapore & Li-Yi, W., Researcher, Nanyang Technological University, Singapore. The Impact of Teacher Cognitions on Classroom Assessment Methods. 2. Aimchoo, P., Lecturer, Srinakharinwirot University, Thailand. Literature and the Effectiveness of Efl Students' Writing and Thinking Skills. 3. Molina Munoz, P. J., Lecturer, University of Cyprus, Cyprus. Digital Portfolio. Improving Portfolio in High Education Levels 4. *Sabatin, I., Assistant Professor, Al Quds Open University, Palestine. Learning Strategies: Perceptual Styles and Brain Hemisphericity. 5. Matoori, H., Department of TEFL, Khorramshahr Branch, Islamic Azad University, Khorramshahr, Iran. The Effect of Speech Rate on Listening Comprehension of Iranian EFL Learners.	1. Zhou, Z., Professor, Harbin Institute of Technology, China & Li, X., Professor, Harbin Institute of Technology, China. Understanding the College English Teaching Reform in China through the Three National English Teaching Syllabi since 1985. 2. Wang, A., Associate Professor, University of Electronic Science and Technology of China, China & Dong, B., Professor, University of Electronic Science and Technology of China, China. Epistemological Holism and Meaning Holism. 3. Uzun Balci, M., Instructor, Level & Project Coordinator, Marmara University School of Foreign Languages, Turkey & Eksi, G., Test Writer, Marmara University School of Foreign Languages, Turkey. ESP Course Evaluation. 4. *Valada, F.M., Conference Interpreter and Independent Researcher, Institutions of the EU, Belgium. Portuguese Language Orthographic Agreement of 1990: Inconsistency and Homographs. 5. Moodly, A., Professor, Walter Sisulu University, South Africa. Capacitating Community Newspapers: Effective	1. Collins, W., Associate Professor, Nagasaki University Center for Language Studies, Japan & Briganti, J., Assistant Professor, Nagasaki University School of Medicine, Japan. Cross-Cultural Poetry Study-Projects in a Japanese University EFL Setting. 2. Apaeva, A., Postgraduate, National Research University: Higher School of Economics, Russia. Poetry of F. Holderlin in M.Heidegger's Vision.

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14:30-16:30 Session X (Room A): Comparative Literature **Chair:** *Valada, F.M., Conference Interpreter and Independent Researcher, Institutions of the EU, Belgium.	14:30-16:30 Session XI (Room B): Language Studies **Chair:** *Sabatin, I., Assistant Professor, Al Quds Open University, Palestine.	14:30-16:30 Session XII (Room C): Gender **Chair:** Muhamad Alaadin, T., Assistant Teacher, Salahaddin University, Iraq.
1. Al-Mutawa, A., Assistant Professor, Qatar University, Qatar. The Massacre at Paris: between English and French Perspectives. 2. Salamat Bavil, L., Assistant Professor & Faculty Member of Islamic Azad University, Central Tehran Branch, Iran. Comparison between Seven Stages of Mithraism ans Seven Stages of Iranian Theosophy in Persian Poem. 3. Rein, K., Lecturer, University of Tartu, Estonia. Ancient and Modern Greek Literature in Estonia(n). 4. Sanjari, S.S., Faculty Member, Department of Literature, Roudsar & Amlash Branch, Islamic Azad University, Roudsar, Iran. A List of Persian	1. Mallak Behbahani, O., Assistant Professor & Director, Department of Ancient Iranian Languages and Cultures, Insitute for Humanities and Cultural Studies, Iran. The Long Journey of a Word from Gathic Avestan to Modern Persian. 2. Chen, M.C., Postgraduate Student, National Cheng Kung, Taiwan, R.O.C. & Shelley Hsieh, C.Y., Professor, National Cheng Kung University, Taiwan, R.O.C. A Comparative Study of Politeness-Please in Mandarin Chinese and English. 3. *Mutasa, D., Professor, University of South Africa, South Africa. Linguistic Challenges Faced by Transnational Migrants. 4. Yalciner, R., Lecturer, Hacettepe University, Turkey. Words-for-World: Language, Hermeneutics and the Cosmos. 5. Gandhioke, S., Voice and Accent Lecturer, Shantou	1. Han, X., Professor, Harbin Institute of Technology, China & Hailan, Z., Professor, Harbin Institute of Technology, China. The Effect of Gender Difference of The Host on News Interview Conversation Mechanism - A Case Study of CCTV9 Dialogue Program.

Mythical Women.	University, China. Creative Expfression and Cross-Cultural Sensitivity in Language Acquisition. 6. Salavati, P., Chief of English Literature, Faculty of Sanandaj, Payam-e-noor University, Iran, Kurdistan, Sanandaj. Literature; A Bridge to Identity.	

16:30-18:30 Session XIII (Room A): General Issues
Chair: *Mutasa, D., Professor, University of South Africa, South Africa.

1. Wang, X., Associate Professor, Naning University of Aeronautics and Astronautics, China. 84.   Social and Sexual Alienation of Women in Mansfield's Bliss.
2. Terzioska, J., Assistant Professor, St. Thomas University, USA. Education under Franco's Regime in Spain.
3. Lansky, S., Visiting Faculty, Miami University, USA. The Broken Finger Episode A-8 or the Cigarette Break.
4. Huang, Z., PhD Student, the Chinese University of Hong Kong, China. The Core and Peripheral Lexical Bundles in Conversation Across World Englishes.
5. Ahmad, Z., Professor, Hankuk University of Foreign Studies, Korea. A Constraint-Based Analysis to Malay Onset Swapping Language Game.
6. Mazloomi, S., Faculty Member, Islamic Azad University, Iran. For Type A: A Connectionist, Emergentist View.
7. Zhang, P., Associate Professor, Nanjing University of Aeronautics and Astronautics, China. Listening Self-Efficacy, Efforts, and Listening Achievement among Chinese College Students.

21:00-23:00 Greek Night and Dinner (Details during registration)

Tuesday 10 July 2012

08:00-10:00 Session XIV (Room A): General Literature Chair: *Gomez, R., Associate Professor, University of Guelph, Canada.	08:00-10:00 Session XV (Room B): Language Studies Chair: *Fang, P.T., Assistant Professor, I-Shou University, Taiwan.
1. *Gomez, N., Associate Professor, Grand Valley State University, USA & Sauer, C., Professor, Grand Valley State University, USA. A Literary/Creative Blog in an Intermediate Latin American Literate Spanish Class: The Journey of Understanding The Importance of Studying Literature. 2. Matas, G., Assistant Professor, University of Split, Croatia. Love and Politics in the Novels of Toni Morrison. 3. Yu, Y., Lecturer, Harbin Institute of Technology, China. Impossible Balance: Textual Instability in The Handmaid's Tale. 4. Muhamad Alaadin, T., Assistant Teacher, Salahaddin University, Iraq. Humiliation	1. Ceia, C., Professor, New University of Lisbon, Portugal. Advanced Research Projects in the Humanities: New Trends on Literature, Languages & Linguistics Studies. 2. Wang, J., Assistant Professor, Harbin Institute of Technology, China. Analysis of Localization of English And How Does Chinese English Developing Phenomena Work on College English Teaching. 3. Mahadeo Doorgakant, Y., Lecturer, Mauritius Institute of Education, Mauritius. Language Educational Policy in Mauritius: Nationalistic v/s Nationistic Choice.

and Social Negotiation: A Study of Austen's Pride and Prejudice.
5. Mulaudzi, P.A., Associate Professor, University of South Africa, South Africa. What Do Members of Community Say about Marriage? The Role of Indigenous Wedding Songs in Modern Times.
6. Wood, T., Associate Professor, University of the Western Cape, South Africa. Towards a Hermeneutic Pragmatics of Fictional Communication.
7. Mozaffari, A., MA Student, University of Kashan, Iran, Rahimi, A., Assistant Professor, University Kashan, Iran & Khodabakhshi, S., MA Student, University of Kashan, Iran. Construction of Reality and Naturalization of Ideology through the discourse of Cinema: A critical discourse analysis of a Separation.
8. Dominguez-Romero, E., Lecturer, The Complutense University of Madrid, Spain. Imperfect Blending for Intended Readers's Mental Spaces: A Cognitive Approach to Reception

10:00-11:30 Session XVI (Room A): Language Learning Chair: *Marzouk, N., Lecturer, Fayoum University, Egypt.	10:00 -11:30 Session XVII (Room B): Formal Linguistics Chair: *Gomez, N., Associate Professor, Grand Valley State University, USA	10:00 -11:30 Session XVIII (Room C): Translation Chair: Ordiz, I., PhD Research Student, University of Leon, Spain.
1. Ali-Bulushi, A., Assistant Professor, Sultan Qaboos University, Oman. Investigating Out-of-Class English Language Learning Strategies by Omani Learners. 2. Tomak, B., Instructor, Marmara University, Turkey. The Perspectives of EFL Learners on the Video Use in Language Classrooms. 3. Lozovska, A., Instructor, Hacettepe University, Turkey & Antonova-Unlu, E., Instructor, Middle East Technical University, Turkey. The Acquisition of Gender in Russian as L3 by Native Speakers of Turkish. 4. Tehan, P., Lecturer, Kocaeli University, Turkey & Inan, B., Associate Professor, Kocaeli University, Turkey.	1. *Gomez, R., Associate Professor, University of Guelph, Canada. What can we learn about People's Attitudes towards Each Other from Linguistic Features: The Case of Palatals and Rhotics in Andean Spanish. 2. Zaretsky, E., Researcher, Ruhr University, Germany. Of Mice and Men and Other Irregular Plural Form.	1. *Fang, P.T., Assistant Professor, I-Shou University, Taiwan. From the Myth of Translation to the Task of the Translator: A Multimedia Application for Translation Teaching and Learning. 2. Bai, L., Instructor, The Chinese University of Hong Kong, Hong Kong. Patronage and Translation: A Case Study.

Attitudes of Students towards Literature Courses in an ELT Program.
5. Gorjian, B., Department of TEFL, Abadan Branch, Islamic Azad University, Abadan, Iran, Hayati, A.,Professor, Islamic Azad University, Iran, Nourozi, A., Professor, Islamic Azad University, Iran, Abolghasemi, A., Professor, Islamic Azad University, Iran, Rezapour, G., Professor, Islamic Azad University, Iran. The Effect of Teacher and Peer Corrective Feedback on EFL Learners' Development in Reading Comprehension.

:30-13:00 Session XIX (Room A): Language Learning Chair: *Marzouk, N., Lecturer, Fayoum University, Egypt.	11:30-13:00 Session XX (Room B): Formal Linguistics Chair: Yannopoulos, P., Academic Member, ATINER & Professor, Brock University, Canada.	11:30-13:00 Session XX1 (Room C): Literary History Chair: Wood, T., Associate Professor, University of the Western Cape, South Africa.
1. Li, B., PhD Student, University of Auckland, New Zealand. A Tale of Expectations and Perceptions: Non-native English Speaking Students in Masters Level TESOL Programs. (Tuesday, 10th of July, 2012) 2. de Araujo Cunha, A.P., Professor and Head of the Graduate Program in Verbal-Visual Languages and Technologies, Sul-rio-Grandense Federal Institute of Education, Brazil. Perspectives of In-service and Pre-service Teachers of English as a Foreign Language (EFL) toward the Teaching of Grammar: Focus on Form vs. Focus on Forms. 3. Quan, C., Associate Professor, University of Guam, Guam. The Promise of SCRATCH in the Applied Linguistics	1. Yoon, J., Associate Professor, University of North Texas, USA. What Verbal Components Tell About Spanish Verb-Noun Compounds: Frequency Effects in Compound Processing. (Tuesday, 10th of July, 2012) 2. Okami, Y., Lecturer, Chuo University, Japan. Indirect Modification in Situ: Non-Movement Analysis of Adjective Ordering. 3. Zanuy, E., Teacher, National University of Education, Spain. English Learning Generators: Neurolinguistic Programming and Learning Styles in Foreign Language Acquisition. 4. Bozrikova, S., Literature Chair, Saratov State	1. *Lee, J., Associate Professor, University of North Texas, USA. The Greek and Roman Influence in the Study of Prehispanic Indigenous Song in Mexico. (Tuesday, 10th of July, 2012) 2. Terian, A., Assistant Professor, Lucian Blaga University of Sibiu, Romania. Is Non-narrative Literary History Possible? The Case of Contemporary Transnational Literary Histories. 3. *Lemay, E., PhD Student, UCLA, USA. Investigation as to Manuscript Tradition of Paul of Aegina, 7th C. Medical Author.

Classroom.	University, Russia. Narrative Journalism in America and Russia.	

13:00-14:00 Lunch

14:00-16:00 Session XXII (Room A): Literary Criticism and Reviews **Chair:** *Lemay, E., PhD Student, UCLA, USA.	14:00-16:00 Session XXIII (Room B): Education and other Essays **Chair:** Changprasert, K., Lecturer, Mahasarakham University, Thailand
1. *Marzouk, N., Lecturer, Fayoum University, Egypt. Hayy Ibn Yaqzan and Robinson Crusoe. Re-Reading Two Classic Survival Narratives. 2. Lupa, M., Teacher of English as a Foreign Language, Poland. Margaret Drabble's Affair with the Past in the Witch of Exmoor, the Peppered Moth and the Seven Sisters. 3. Ordiz, I., PhD Research Student, University of Leon, Spain. Pictures of Otherness in Richard Matheson's Novel I Am Legend and its Subsequent Film Adaptations. 4. Popa (Lupu), D.G., PhD Student, Al. I. Cuza University, Iasi, Romania. The Concept of Innocence in Henry Jame's International Novels.	1. Shukhoshvili, M., Chief Specialist of Quality Assurance Service of Ivane Javakhishvili, Tbilisi State University, Georgia. Plato and Liberal Education. 2. Dolma, K.C., Assistant Professor, University of Bahrain, Bahrain. Learning to Plan and Teach the Integrated Curriculum: Significant Learning Experiences of 2nd Year English Language Teacher-Trainees.

17:00-20:00 Urban Walk (Details during registration)

20:00- 21:00 Dinner (Details during registration)

Wednesday 11 July 2012
Cruise: (Details during registration)

Thursday 12 July 2012
Delphi Visit: (Details during registration)

Zaharani Ahmad
Professor, Hankuk University of Foreign Studies, Korea

A Constraint-Based Analysis to Malay Onset Swapping Language Game

This paper attempts to account for the regular patterns observed in the phonology of the so-called 'onset swapping' language game in Malay. The analysis proposed in this study is couched in the theoretical framework of Correspondence Theory (McCarthy and Prince 1995), set within the constraint-based approach of Optimality Theory (Prince and Smolensky 1993). The game involves some type of reversal movement between syllable onsets of the base word (i.e. /buku/ → /kubu/ 'book' and /sekolah/ → /kesolah/ 'school'. The analysis manages to bring together various patterns including those appear to be irregular in the surface under a unified set of constraints. The formal account relies on the basic tenet of Optimality Theory that is the optimal output is the output candidate that best satisfying the language's constraint hierarchy. The different outcomes for monosyllabic (i.e. /yu/ → /yu?u/ 'whale' and /dan/ → /da?an/ 'and') and V-initial polysyllabic words (i.e. /itu/ → /ti?u/ 'that' and /utara/ → /tu?ara/ 'north' as compared to C-initial polysyllabic words are explained via the notion of Emergence of the Unmarked (McCarthy and Prince 1994). The paper also demonstrates the close relationship between the ordinary grammar of the Malay language and the grammar of the game language by illustrating how the patterns in the latter are analysable with the help of constraints in the former.

Prapaipan Aimchoo
Lecturer, Srinakharinwirot University, Thailand

Literature and the Effectiveness of Efl Students' Writing and Thinking Skills

This paper aims to present the findings of the study on Literature-base Instruction to the Effectiveness of EFL Students' Writing and Thinking Skills. This study was conducted with a belief that literature can improve not only writing skill but also thinking skills of Thai students. This study employs literature as a tool to explore writing strategies that students used in writing an essay, to investigate grammatical errors and types of errors in the writings, and to examine the students' thinking skills as appeared in the writing. The participants of this study is 15 English-major students who were in their fourth year of study. The study took place in 2010 when the participants took the course EN 452: Contemporary Literature in their first semester. The participants were assigned to write essays reflecting their ideas toward the selected short stories and excerpts of novels at the end of each lesson. Five papers of each participants were collected and marked by rubrics for writing strategies and thinking skills. Statistics used in the study are means, paired t-test, and standard deviation.

The study shows that the participants' writings were inconsistent, from the first to the last paper, in terms of writing format. There is a difference on every items at .05 statiscal significance, except for the item on paragraph components. The writings reflects a difference among the 3 levels of thinking skills which are comprehension, analysis and synthesis at .05 statiscal significance. However, there is no difference among the other three skills which are knowledge, application and evaluation. The writings also reflect grammatical errors in three categories of English grammar, which are Global, Local and Others. The difference found in the first and the last essays belong to the global and others types of grammar at .05 statiscal significance.

Ali Ali-Bulushi

Assistant Professor, Sultan Qaboos University, Oman

Investigating Out-of-Class English Language Learning Strategies by Omani Learners

Foreign Language (FL) learning and acquisition are complex processes determined by several explicit and implicit factors and strategies. The literature on the field has highlighted the importance of foreign language strategies in improving learners' command of the target language and has shown that learners employ different strategies to foster their learning and acquisition of a target language.

Today, EFL learners in Oman and elsewhere are surrounded more than ever by various out-of-class English sources that can potentially influence their English language learning and acquisition. While the literature has highlighted the importance of some strategies, it has paid scant or no attention to others.

This study is the first of its kind to research the use of out-of-class strategies by Omani EFL school learners. A 33-item questionnaire was developed, validated, piloted and e-mailed to all SQU freshmen in September 2010 to investigate their perceptions about the strategies they employed when they were at school and which they thought had helped them improve their English.

Analysis of the data has shown that more passive/receptive strategies than active/productive strategies were adopted by the participants. The findings have implications for teacher practices and roles in the Omani and other similar or identical EFL classrooms.

Abdulaziz Al-Mutawa
Assistant Professor, Qatar University, Qatar

The Massacre at Paris: between English and French Perspectives

The Saint Bartholomew's Day Massacre in Paris was perhaps one of the most famous tragedies which occurred in the 1570s. It involved the conflict between Catholics and Protestants with the massacre of a large number of Protestants. Christopher Marlowe's representation of the massacre is seen in his play, The Massacre at Paris (1592?). This play is being compared with two other plays by French playwrights. These are François de Chantelouve's Gaspard de Coligny (1575) and Pierre Mathieu's Le Guisiade (1589).

This paper conducts a detailed comparison between the English and the French dramatic representations of the event. It is primarily concerned with how each playwright treats the subject of the massacre, and represents it dramatically. The paper endeavors to contextualize each text, while conducting its close reading to demonstrate how the massacre reflects the kind of propaganda of each playwright, through his attempts to represent it. While the French playwrights seem more determined to represent their characters in order to strengthen their propaganda, Marlowe's play implies that he wrote it to focus on one specific character, Guise, more than to present Protestant propaganda.

The comparison between Marlowe's play and Mathieu's is significant in that there is possibility that Marlowe may have read mathieu's play, which makes his play a counter text, and opens the way to study certain aspects of intertextuality. There are scenes where Marlowe seems to bring the same ideas that Mathieu does, but with some significant alterations, which the papers deconstructs. This could help identify the sources Marlowe may have used when writing about the massacre, and posits certain concepts of text and counter text or counter readings.

Alena Apaeva
Postgraduate, National Research University, Russia

Poetry of F. Holderlin in M.Heidegger's Vision

After 'the turn' Heidegger has come to using the possibilities of language, and primarily, the poetic language, to understand what Being is. Interpreting Hölderlin's poems Heidegger tries to construct the mythical and poetic picture of Being. In the first poem *'Heimkunft/An die Verwandten' ('Homecoming')* the concept of Homeland is developed, and in the second poem *'Wie wenn am Feiertage' ('As on a holiday')* dwells upon the concept of Nature. But the concepts of Homeland and Nature are considered in their relations with Being, which is the main subject of Heidegger's philosophical thought.

The glowing holy faces of Homeland greet the poet. At Home he is met by angels: the 'the angels of Home' and 'the angels of Year'. The angel of 'Home' is a 'the brightening earth', 'the earth houses the peoples in their historical space'. The second angel, the angel of "Year", is, in broad sense, is the angel of time. The four seasons don't simply pass into each other, but they are in a constant game of overflowing substances. 'The angels of Year' are shining angels. God is the highest light and he lives in the invisible light, in 'pure opening', that is the eternal joy and that is the first Being.

In Homeland the whole world is deployed out of the depths of the earth. The world as openness and the land as closeness, playing and waging war with each other, are two main visible sides of existence of Nature. Heidegger, following Hölderlin, poeticizes the essence of Nature, calling her smiling. Her arousal takes place in the eternal cycle of sleep and cheerfulness. And the purpose of the poet is to be in the co-presence with Nature in her states of concealment and unconcealment. The poet should capture all the nuances of Nature's feelings.

The poet preserves in his poetry the world of the nature. If he wants to get closer to the language of Nature and truly reflect it in its own language, he must be prepared for shocks. Holy without shocks is impossible to cognize and retain. Through the words of the poet as by the weapon the Holy chaos tends to invade the world in order to disrupt the established laws, which seem unshakeable to people. Hölderlin writes, that the poetic word sounds like the 'clang of arms', because in the ringing awakens again chaos as a great shock.

"Hölderlin's poetry is that of Being's self-concealing sending". His poetic speech is the speech of Holy, because the very holy seeks to enter into his words. For what is a new coming of Holy, on which indicates with confidence Hölderlin in his poetic world? It must adopt the

beginning of new incalculable time in the history. The arousal of Nature is the beginning of this invasion of Holy in the world.

Heidegger interprets Hölderlin's philosophical poems '*Homecoming*' and '*As on a holiday*' using philosophical method, which is phenomenological hermeneutics. But, of course, his philosophical interpretation of the poems is only an attempt to come closer to understanding their eternal meanings.

Zahra Awad
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&
Houssein Yaghi
Professor, University of Jordan, Jordan

Error Analysis of EFL Communication in Video-Conferencing

This study is an investigation of the typology and the frequency of errors in university students' video chat in a foreign language. It focuses on the performance of Jordanian university students in a video-conferencing program sponsored by Soliya, an American NGO. The objective of the study is to check empirically to what extent their EFL skills have improved. The main concern here is accuracy as manifested in the nature and the frequency of errors made before and after participating in the program. The data was collected through pre- and post-TOEFL IBT speaking performance, video chat transcripts, pre- and post-participation questionnaires, students' diaries and structured interviews. The results showed that there has been a significant improvement in students' EFL proficiency after participating in the program. It was noticed that the frequency of errors significantly decreased and their types were of a less serious nature. Based on these findings, several recommendations are made in relation to modes of language instruction and future involvement in international cyber forums.

Liping Bai
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Patronage and Translation: A Case Study

Patronage is an important social and literary phenomenon widely discussed in various fields of the humanities and the social sciences. This article mainly discusses the relationship between patronage and translation through a case study in twentieth-century China. The article reveals the prior function of a patron, i.e. to support instead of hindering the work of a translator, and demonstrates that a patron-translator relationship can be a harmonious collaboration, especially when the translator and his/her patron share some common principles and purposes. In the field of translation studies, patronage thus could be understood as the action of persons or organizations that offer financial support or use their influence to advance a translation activity.

Baya Bensalah
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Pinkwomansmelling and Womanpinksmelling tell the Old Verities of the Heart. A Relevance-Theoretic Approach to Faulkner's Compounds

For many years, Faulkner's language, precisely diction, has been the wonder of researchers. It has been labelled fulsome, inexorable, neurotic, fanciful, crowded, circumlocutory, exasperating verbose …merely reflecting the writer's mannerism and deliberate complexity. Applying a thematic criterion, many critics have come to the conclusion that this peculiar language is the result of conscious choices and intentional manoeuvrings but none (to our knowledge) has rendered a scientific account of its intentionality and relevance. Our objective in this paper is to provide explanations for the particular choices made by the writer, their relevance and pragmatic effects and to determine to what extent they are intentional. We have selected Compounding as a sample of Faulkner's vocabulary to be the object of a Lexical Adjustment analysis within the framework of Relevance Theory. Our analysis points at the processes by which linguistically specified word meanings are modified in use and illustrates the flexibility of lexical narrowing and broadening. We demonstrate that one concept may have multi entries (semantic, social, cultural, encyclopaedic…etc), each of which opens doors of endless speculations. Many of these are just weak implicatures while the ad hoc concept (which is obtained once the lexically adjusted meaning reduces processing cost, eases accessing intended assumptions by making the modifier (in the compound) the holder of the most accessible interpretation), is the most relevant and the one intended by the writer. We conclude by considering the implications of Relevance Theory for teaching Literature in ESL/TEFL pedagogical situations.

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My Words + Your Words = Our World@Literature.global

Contemporary urban communities are the likely scenarios where the constructions of personal identities are achieved within a bilingual or multilingual sociolinguistic environment. The use and choice of language plays an important role in this process as a medium to communicate, to express the self, and to represent the world.

Biculturalism and bilinguism deconstructs a unified block of representation originating a new synergized portrayal. An individual outlook at society determines this unique linguistic and sociopolitical representation as society itself exercises influences over the individual. Tradition acts as a negotiator between these forces that chisel a modified shape to an individual that seeks to immerse the self into a new collectivity. Between the fear to loose the already acquired identity and the forging of a new identity, there are words and worlds that need to be expressed within a discussion on the use of self-translation as a linguistic bridge to reach the other.

The decision to embrace bilinguism is based on the desire to explore beyond their "village" and engage in broader conversations. Independently of the reasons of the individual to decide to be immersed in another culture, the decision implies the acceptance of modifications to the somewhat monolithic vision of the "self" and the "other". To get immersed in bilinguism is the first step to penetrate a biculturalism that is bound to leave marks on the chore of the self as another referent is taken alongside the self even in a competing way or at least in a comparative approach. That cumulus of life transcends to others through words that reveal a personal mysterious world that is in constant formation and transformation.

In this paper I explore the experience of the self and the stranger in relation to linguistic and artistic exile in literature. The multicultural and multilingual author, Nancy Huston chose literature, the land of words, a place where to establish her inner personal worlds. Words and worlds create a fascinating synergy as they interact with the illusion of a certain identity. "Self and the other" engage in conversations that lead to reinventing the self through the use of languages.

The situational "exile" of the author is then expressed at multiple levels as the concept of national and foreign, original and translation, individual and collective, fidelity and infidelity, identity and otherness, and mother tongue and foreign language all play interchangeable roles in the "illusion of a unique identity".

Svetlana Bozrikova
Literature Chair, Saratov State University, Russia

Narrative Journalism in America and Russia

Narrative journalism is a phenomenon that has become very popular all over the world lately. Though scientists cannot agree on a definition of the concept ("literary journalism", "immersion journalism", "intimate journalism", "factual fiction", etc) as well as on its nature (a genre, a subgenre, a form, a style, a method, etc), they concur in the main categories of journalistic narrative: the dramatic structure instead of "the inverted pyramid", the literary prose style rather than the newspaper style, a deeply personal point of view. They also emphasize "immersion" as a basic principle of research strategy.

The leader in producing high-quality journalistic narratives is the USA. Narrative articles are regularly published in The New Yorker, the New York Times Magazine, Rolling Stone, the Atlantic Monthly, etc. There are special journals, publishing just journalistic narratives: Creative nonfiction, Fourth Genre, River Teeth. There are also sites and forums for narrative journalists: Nieman Storyboard, Brevity, Athlantic Unbound; Salon, Slate, etc.

Notable narratives are rewarded with many prizes: The Pulitzer Prize, The Worth Bingham Prize for Investigative Journalism, J. Anthony Lukas Prize Project, Taylor Family Award for Fairness in Newspapers, etc.

Literary journalism is taught at many American Universities (there is even a special prize, which honours exceptional, in-depth reporting by students: The Christopher J. Georges Award for Excellence in Student Journalism). Master's degrees are offered, doctoral dissertations are completed.

International Association on Literary Journalism Studies (founded in 2006) holds annual conferences and publishes a scientific journal "Literary Journalism Studies". Though the Association has "international" status, most of research is done by American researchers.

In Russia, narrative journalism is just starting developing. Natural processes of borrowing are taking place. That is why many Russian journalistic narratives present copies (nor always successful) of American texts. Nevertheless, good journalistic narratives are created in Russia too.

Now I am going to consider in more detail basic elements of journalistic narrative, and to analyze them on the material of true-crime stories written by American and Russian journalists.

Carlos Ceia
Professor, New University of Lisbon, Portugal

Advanced Research Projects in the Humanities: New Trends on Literature, Languages & Linguistics Studies

Following my own experiencing in supervising PhD theses in literature, languages, linguistics, and teacher education, I will focus on new trends of advanced research projects that have been contributing to reinforce the importance of research in these areas in a time of crisis in the Humanities. The organization and funding of science and scholarship in Europe has been promoting anything else but social sciences research, including educational areas. I will follow the recent call from the Board of Trustees da Academia Europaea to redirect policies towards the organization of "multidisciplinary research projects founded by the European Research Council, to ensure that through such European cooperation the critical but endangered small subjects can continue to be nurtured and studied in Europe." Among these so-called "small subjects", we will find original, inspired and valuable research projects in the Humanities. It is worth mentioning that the crisis that has been diminishing this type of scholarship strangely cohabits with several policies promoted by the European Commission and the Council of Europe to develop programmes for plurilingual education and linguistic diversity, new framework strategies for multilingualism, and the use of new technologies for language teaching and learning, for example. Many research projects in literature, languages, linguistics, and teacher education have been following this path, no matter the lack of scientific funding at all levels, and new trends have been trailed: comparative literature, literary theory, literary history, cyberliterature, *didactic transposition, literacies, electronic production of coursebooks*, intercultural learning, corpora in foreign language teaching (FLT), new information and communication technologies in FLT, interlingual inferencing, national standards for foreign language education, FLT for specific purposes, digital narratives in education, CLIL, language learning behaviour, etc. These small subjects and many others prove that advanced research in literature, languages, linguistics, and teacher education can also be very useful to help the growing tendency towards further internationalisation in other sciences (beyond human and social areas) traditionally linked to politics, business and industry (computing, chemistry, biology, medicine, etc.), something that can only be attained with a strong attention to multilingualism, multiliteracy and further education.

Yildiray Cevik

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The Motifs of Blindness and Invisibility within the Influence of Post-War Existentialism As Reflected In Invisible Man by Ralph Ellison

Invisible Man by Ralph Ellison introduces the major themes that define the novel. The motifs of invisibility and blindness allow for an examination of the effects of racism on the victim and the perpetrator. Because the narrator is black, the whites refuse to see him as an actual, three-dimensional person; hence, he portrays himself as invisible and describes them as blind. The novel also places itself within larger literary and philosophical contexts. Especially apparent is the influence of existentialism, a philosophy that originated in France in the mid-twentieth century, which sought to define the meaning of individual existence in a seemingly meaningless universe. At the time of Invisible Man's publication in 1952, existentialism had reached the height of its popularity; Ellison's book proposes to undertake a similar examination of the meaning of individual existence, but through the lens of race relations in postwar America. In existentialist works, physical infirmities frequently symbolize internal struggles; Ellison locates the tension of race relations in similar conditions: invisibility and blindness.

The motif of invisibility pervades the novel, often manifesting itself hand in hand with the motif of blindness—one person becomes invisible because another is blind. While the novel almost always portrays blindness in a negative light, it treats invisibility much more ambiguously. Invisibility can bring disempowerment, but it can also bring freedom and mobility. Indeed, it is the freedom the narrator derives from his anonymity that enables him to tell his story. The motif of blindness recurs throughout the novel and generally represents how people willfully avoid seeing and confronting the truth. The narrator repeatedly notes that people's inability to see what they wish not to see—their inability to see that which their prejudice doesn't allow them to see—has forced him into a life of effective invisibility. But prejudice against others is not the only kind of blindness in the book. Many figures also refuse to acknowledge truths about themselves or their communities, and this refusal emerges consistently in the imagery of blindness. The positive program of existentialism calls for the individual to affirm his or her own worth and sense of meaning despite the absurdity of the universe. The narrator's realization of the world's absurdity prepares him to write his memoirs and eventually cast off his invisibility at the end of the novel.

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Defence Mechanisms of Three Main Characters in Tennessee Williams' A Streetcar Named Desire

This study employs defence mechanisms in Freud's psychoanalytic theory to investigate the inner self and personality development of three main characters in Tennessee Williams' A Streetcar Named Desire: Blanche, Stanley, and Stella. It attempts to clarify and explicate the causes and motives to unconsciously develop defense mechanisms in each of the three main characters. This study also discloses how different characters handle their traumatic experiences, bury their painful feelings or escape from agonized reality. The process of doing so is usually unconscious. There are a variety of ways to deal with those difficult experiences, anxieties, or fear of loss the main characters, specifically Blanche, encounter, and those different ways comprise as the term Defence Mechanisms. Since the author of the play, Tennessee Williams himself also put into his play the autobiographical style of work, this study consequently examines Tennessee Williams' personal life alongside with the analysis of the three main characters' personalities in order to give link to the portrait of each character in depth. Defence mechanisms are considered a tool to conceal many different feelings from anger to love to sadness, and in most cases to maintain self-image. The use of a defence mechanism is a normal part of personality function, not a sign of psychological disorder, unless it is used excessively or rigidly. Thus, it is universal that one can be appeared with a peculiar character trait pervasively in world community no matter where and in what life-context they are. The subject matter of the result of this study helps readers gain deeper understanding, show compassion, and respond to those behaviors positively, instead of despise or blame those individuals of their particular personality. This also may help world inhabitants in some way live their lives harmoniously in the current society.

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&
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A Comparative Study of Politeness-Please In Mandarin Chinese and English

Please, as politeness marker, in both Chinese and English is a key element in maintaining harmony social interaction. This study focus on examining the syntactic and semantic nature of please in both Chinese and English. Our research purpose is to understand the distinctive characteristics of language system and reflect underlying culture specific values and thinking logics. The research questions are as the following: (1) What are the structural features in English and Chinese? (2) What are the semantic differences exists between two languages? (3) What are the underlying culture values in two languages? Chinese and English data used in this study are collected from the Academic Sinica Balance Corpus of Modern Chinese and the British National Corpus, respectively.

The result shows that English has fewer syntactic restrictions than Chinese. Semantically, both language with varied set of expressed meanings on please but they have shared features on more hearer-oriented utterances, and the preference of modal verbs. Similarly, two languages convey politeness addressing interlocutor's positive face by showing respect and addressing interlocutor's negative face through mitigating the effect of request. However, each culture has specific patterns in performing request and invitation, distinctive strategies used and the way of speaking. This reflects the culture-specific thinking logics for Chinese culture as collectivism and English culture as individualism. The outline follows the format: introduction, literature review, methodology, the result and the discussion and the conclusion.

Xianmei Chen
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Woman and her Voice in Edith Wharton's Fiction

To the American writer Edith Wharton, an intelligent and articulate woman was far more attractive than a silent and obedient type. This observation challenged the patriarchal male view of her time. Margaret Aubyn, a writer, a woman of articulacy, was considered masculine, and therefore unattractive from Stephen Glennard's perspective. The love letters she wrote to Stephen were ignored and unappreciated, until after her death when Stephen realized that they could be sold for monetary value. Similarly, Kate Orme, when confronted with her fiancé's moral degeneracy, commanded a strong voice and tried, though in vain, to persuade her lover to make amends for the wrong he had caused. Both women seemed to have failed miserably in their influence with the man they each loved, but their moral triumph came eventually through another person in that man's life. In Stephen Glennard's case, it was the wife that he was attracted to, and in Kate Orme's case, it was her son Dick. In these two novellas, The Touchstone (1900) and Sanctuary (1903), Edith Wharton taunted the Victorian ideal of woman as the morally superior guardian angel and "sanctuary" to man. When the moral message failed to come across to man, what was woman's function in the home, or in the relationship? Woman could never find her own voice if she was treated by man as merely a sex mate or a physically attractive but intellectually inferior companion. Wharton was strongly concerned with how woman could find her own voice in many of her works. Marriage would turn out a disaster if woman lost her voice in it. Thus in her fiction, the silent and dumb asylum of marriage and the imposed innocence on young girls prior to and even after their marriages were severely condemned. In The Touchstone, the paradigmatic wife of Stephen, Alexa, came to find her own voice through reading the published letters of Margaret Aubyn; while in Sanctuary, after the complicated psychological struggles and sufferings on Kate's part, she found out that her son who carried her blood turned out to be the moral expiation that she had dreamed about years before and, therefore, she finally came to be in possession of her individual voice. This paper is to explore the relationship between woman and her voice in Edith Wharton's two novellas in order to exemplify her view that the Victorian type of silent and obedient woman should be replaced by the articulate and intellectually independent type.

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&
James Briganti
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Cross-Cultural Poetry Study-Projects in a Japanese University EFL Setting

The compatibility of Literature and Foreign-Language learning has long been the subject of debate among EFL professionals with many educators questioning the ability of students of English as a foreign language to understand the culture-specific frames-of-reference underlying much poetry. But given that poetry from various language-backgrounds often shares universal themes such as change, personal growth, loss, and filial love, poetry can be an excellent tool for facilitating student L2 communication in a cross-cultural learning context, particularly through collaborative learning-activities such as literature circles and group mind-maps. In addition, given the unique power of poetry to stimulate reader-response and reflection, student-selected poetry and follow-up reflective-writing exercises enable students to bring personal values and experiences into class discussions. Finally, the use in poetry of creative language-play such as metaphor and imagery in encoding culture-specific schemas and norms offers students the opportunity to notice these values and explore them in class and online discussions.

This presentation reports the results of a three-year study conducted in an EFL University setting concerning the impact of cross-cultural poetry study projects on increasing students' written and spoken L2 output, and on developing students' expressive range in the L2 through fostering connections between universal themes in poetry and students' personal experiences.. The study was conducted at Nagasaki University and included freshman Japanese non-English majors, 3rd year Japanese English majors in cross-cultural communication and exchange students from China, South Korea, Thailand, Turkey and Kenya. The three main components of the study were: (1) Literature circles and group mind-maps; (2) online multi-thread student forums focusing on student-selected poetry; and (3) student presentations on poetry from their home-cultures as tools for increasing student discussion and reflection on universal themes in poetry from different language-backgrounds;

Irine Darchia
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Bost's Medea – For the Comic Interpretation of the Argonauts Myth

The Argonauts myth and its most famous interpretation, Euripides' Medea, had a greatest impact on world literature and art. The Argonauts myth and namely Medea remains an unexhaustible source of inspiration for many artists, and as a true literary masterpiece, offers many possibilities of interpretation.

As far as I know, Bost's (that is Mentis Bostantzoglou's) Medea is among the rarest cases, if not the only one, of the comic interpretation of the Argonauts myth, where Medea dooms her sons to death not because of Jason's unfaithfulness, but because of their misbehaviour. Bost's play can be regarded as Aristophanean interpretation of Euripides' Medea. And it is not accidental that Bost is referred to as modern Aristophanes, a modern Greek writer carrying on the tradition of ancient comedy.

Even without reading the work, a mere account of the plot suffices to realize that tragedy transformed into a comedy is modified not only in terms of its genre affiliation, story-line and style, but in conceptual terms as well. The well-known mythological plot is desacralized, the problem is essentially transformed and is completely embedded in a political and social background, acquiring a comic, or rather satyric-grotesque colouring.

Laugh can be caused by different impulses – invective, or derision, a mimic scene, grotesque look, profanity and so on. Bost's Medea includes all of these divices. Bost mocks at everything and everybody – every layer and circles of society. He mocks but at the same time loves and believes in his country.

Although Aristotle called Medea the most tragic tragedy (poetic, 1453, a29), tragedy as a genre implies a subtle comic potential and Euripides Medea's transformation into a comedy. This issue as well as some genre peculiarities of Bost's Medea will be discussed in the presented paper.

Ana Paula de Araujo Cunha

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Perspectives of In-service and Pre-service Teachers of English as a Foreign Language (EFL) toward the Teaching of Grammar: Focus on Form vs. Focus on FormS

The attention to linguistic forms within the context of communicative interaction has been labelled "Focus on Form" (Long, 1988, 1991). Such a concept contrasts with those most traditional types of form-focused instruction (referred by Long as "Focus on FormS"), in which specific linguistic features are isolated for intensive treatment, frequent in non-communicative activities. Based on issues concerning this thematic, the present research comprises a qualitative investigation whose main purpose is to identify and analyze the perspectives of in-service and pre-service teachers of English as a Foreign Language (EFL) toward some aspects concerning grammar teaching and learning in the classroom context, especially in relation to traditional approaches of isolated focus on forms and the proposal of a new approach which would comprise a dual focus form/meaning in communicative interaction. The data that constitute the analysis corpus come from questionnaires and interviews structured towards the elicitation of the subjects' perspectives on topics such as the meaning of being proficient in an FL, the relevance and ways of approaching the target-language grammar. The collected data are analyzed in the light of theory conveyed in important studies in the field of Second Language Acquisition whose scope covers topics such as form and meaning-focused instruction, linguistic competence and interaction, among which we underline those developed by Ellis (2001), Long (1991), Long & Robinson (1998), Larsen-Freeman (1997), and Spada & Lightbown (1999).

Karma Choepel Dolma
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Learning to Plan and Teach the Integrated Curriculum: Significant Learning Experiences of 2nd Year English Language Teacher-Trainees

This research explores the significant learning experiences of 2nd year teacher-trainees who are enrolled in a course entitled "Planning and Teaching Integrated Language Arts across the Curriculum" offered through the Bahrain Teachers College at the University of Bahrain. Recently, the Ministry of Education, Bahrain, has adopted a prepackaged integrated English language curriculum called the "Backpack" for the primary grades. The prepackaged English language curricula poses a shift in the emphasis on the skills pre-service teachers need to develop - a decrease in lesson planning and materials development skills, and an increase in teaching real life skills to 21st century learners. In addition, the teacher-trainees have had limited exposure to integrated curriculum during their pre-college education; therefore, the concept and practice of learning through or teaching an integrated curricula is both innovative and novel to them.

The trend in teaching young learners through the context of an integrated curriculum has been gaining momentum over the last decade, especially in the primary schools. The integrated curriculum takes shape and form in different ways, depending on the needs of the learners, goals of curriculum planners, and resources made available by the school to the teachers of different specializations and grades. It also provides important advantages, in contrast to the traditional curriculum, through its emphasis on differentiated learning, reflective teaching, and use of realia, technology, and methods such as problem-solving, project development, and thematic linking. Teaching an integrated curriculum is also not without its challenges, requiring more resources, time, logistics and collaboration from the teachers. Research indicates that students learn best through an action-oriented combination of communicating, collaborating and reflecting so that multiple senses, intelligences and thinking strands are actively involved, and therefore the cumulative experience of learning through an integrated curriculum becomes both memorable and useful for students in their everyday lives.

The research methodology includes an investigation of student works produced through this course, such as student-developed curriculum unit, lesson plans, micro-teaching, and reflective essays. In addition, a survey questionnaire will chart the teacher-trainees'

questions and understandings conceptualized through the course duration. The research findings explores significant learning experiences of teacher-trainees gained through course activities on approaches to teaching integrated curriculum that is relevant to 21st century learners.

Alireza Dourakhshan
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&
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Comparing the Psychometric Qualities of Multiple Response Multiple-Choice Items with Canonical Single Response Multiple-Choice Items

Multiple-choice (MC) tests are scored easily, quickly, and objectively either by human-beings or scoring machines. The possibility of economical and objective scoring has made multiple-choice format a dominant test format for a wide variety of purposes ranging from achievement tests to large-scale standardized tests. One major disadvantage of MC format, however, is that it is prone to guessing and cheating which affects MC tests' reliability and validity. One possible solution to solve this problem is to construct multiple response multiple-choice (MRMC) items, i.e., MC items which have more than one correct reply. In such items examinees are required to mark all the correct options of MRMC items. Points are allotted when all the correct options and none of the detractors are selected, although other scoring schemes are also possible. In this study the psychometric qualities of MRMC items are compared with canonical single response MC items. Two versions of an English grammar test for freshmen undergraduate English students were constructed. The stems and part of the options of the items in the two tests were identical. In one version the items contained four options with one correct reply and in the other version the items contained four options with two correct replies. The two tests were randomly distributed among 300 undergraduate English students. The two tests were compared in terms of reliability, item difficulty, and item discrimination. Implications of the study for MC test development are discussed.

Po-Ting Fang
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From the Myth of Translation to the Task of the Translator: A Multimedia Application for Translation Teaching and Learning

As the task of translator, the reproduction of a source text is made for exploring more textual styles, forms of presentation, and even literary genres. A well-designed target text can disperse the myth of one-to-one correspondence during the pursuits for 'true language', and can certainly expand the textual performability to create different types of reading experience and learning process.

In this research, poetry is selected as a particular genre to experiment with different translation styles and methods. Poetry is the core of culture and language. Every semantic unit of poetry plays a significant role, addressing the sense, the emotion which the poets encounter and experience in the world. Naturally poetry reading becomes a kind of journey of self-reflection; different readers have different interpretations of the poetic text, therefore, various journeys would be generated through reading the same poem by many readers. Besides, readers may also have different responses to the same description or image due to their cultural differences; hence, more deviated differences are always found during the translating process. That is to say, there is no adequate TT which can reflect all dimensions of the ST. Translating poetry is to transfer one's own response to the text. From this viewpoint, here a set of class plan and teaching methodology are designed to develop a multimedia learning environment for English major students to learn Translation Studies. In my design, over two consecutive semesters, the language instructor dynamically customizes and re-designs teaching contents through the multimedia tool and the platform Blackboard. Off-class assignments are given in different forms, i.e. translating, rewriting, filling-in, text-analysis, and theoretical application. Students have to download the assignments and fulfill the missions individually and also within their group.

Through this digital experiment, various translation processes can be guided and developed, and a discussion can be generated to provide learners with an opportunity to rethink the essence of translation and therefore to redefine translation. Reading poetry via this innovative technology is available to help target readers to experience the textual meaning across cultural and linguistic barrier. Translating poetry then is to explore various dimensions of textuality, and to grasp the essence that the poet has tried to convey. This type of translation practice offers

the possibility of meaningful multi-layered environment for the target text to live in, breaking down the constriction of the spatial frame of the source text. In this paper, the examples will be attached with source character and phonetic symbols, and an interactive version will be described with sufficient details and provided in the form of multimedia presentation.

Manuel Ferro
Assistant Professor, Coimbra University, Portugal

From Hesiod to Miguel de Galhegos: The Theogony vs. the Gigantomachy

If the Greek inheritance in the most important and well-known Portuguese epics, The Lusiads, by Luís de Camões, has been studied along the centuries and even today there is always something new to say, the same cannot be said about the Gigantomachy, by Miguel de Galhegos, the first great mythological epic poem in the Portuguese literature, that has not been very considered by the critics. Composed in the Portuguese Baroque and published in 1628, the Gigantomachy deals with the struggle of the ancient mythological giants and even though it was inspired in the Theogony of Hesiod, the subject got a new and deeper meaning because the Portuguese poem was written in a critical political context, when Portugal lost its independence and was ruled for 60 years by the Spanish kings. Therefore, in this paper, it is intended to analyze not only the way how Manuel de Galhegos takes advantage of the structures and suggestions available in the Theogony, as well of the codes of the epics, but also the way how he updates aspects and problems that affect, influence, condition and trouble men of his own time.

Sohani Gandhioke
Voice and Accent Lecturer, Shantou University, China

Creative Expression and Cross-Cultural Sensitivity in Language Acquisition

The research program aims to stimulate creative expression, thereby leading to critical thinking and enhancing the innovative learning process of language acquisition.

The study explores the influence of culture on inclusive values when communicating within an international community. We will share authentic experiences, which help to create autonomous critical thinkers in the institutions of higher learning and will express the effect of the cultural influences on communication.

Furthermore, the present research has developed and assessed, the reliability and validity of the English language as a means to promote understanding and crossing cultural boundaries.

The research explores the potential development of interest in intercultural communication attitudes, cross-cultural sensitivity and intercultural awareness, and its ultimate influence on the learning environment.

Based on research conducted on 107 case studies of Chinese origin, the importance of sensitivity towards the use of language and cross-cultural curiosity was generated.

The assessment was based on interaction attentiveness, peer assessment, self monitoring and language sensitivity.The test results showed that besides these, many other co-related aspects existed. For instance, an individual's self esteem, attitude towards the communication process, willingness to communicate and acceptability in the communication arena.

Of the 107 participants, individuals with high scores also showed high Cultural Sensitivity. It proved that acquisition of language skills cannot be done in isolation and needs culture studies for the understanding and appreciation of language as a means of communication.

The result showed the case studies expressing an ardent desire to overcome the cultural divides and developed a strong curiousity for studying other cultures in relation to the country of their origin.

The instructional strategies used during the research made the learning process fun, resulting in an increased attendance and receptivity of the students.

The Paper demonstrates the experiential pedagogical aspects of enhancing creative expression while acquiring language skills. The presentation aims to create effective learning environments in a multi-cultural world.

Christina Garcia
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The Nueva Gramática de la Lengua Española (RAE's New Grammar of the Spanish Language). A Great Step towards the Global Hispanization of the Language. The Case of the Verbal Periphrases

Since its beginnings in 1951 and its ratification in the I Academies Congress celebrated in Mexico, the Spanish Language Academy Association has been taking into consideration the polycentric character of the Spanish standard, and developing a pan-hispanic policy which has influenced every new publication.

This is the case of the recent "Ortografía de la lengua española" ("Orthography of the Spanish Language", 2011) or of the "Diccionario panhispánico de dudas" ("Panhispanic Dictionary of Doubts", 2005), but more specifically of the "Nueva gramática de la lengua española" (2009). This work has caused great expectation, since the last official publication was made public in 1931. It is, thus, the only Spanish grammar which has considered every variety of the language, showing new uses, characteristics and grammatical constructions which are not necessarily Peninsular. My work intends an analysis of the 28th chapter of the Grammar, "El verbo (VI). Las perífrasis verbales" ("The verb (VI). The verbal Periphrases"), trying to establish the effectiveness of the presence of the Spanish American variety which it aims to illustrate.

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&
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Identifying and Classifying the Readability Levels of the Turkish Texts

This study aimed to identify and classify the readability levels of Turkish texts. The sample in the Correlation Survey model included 32 Turkish instructional texts. The texts included in the sample of the study were administered to groups of 30 students, extending from the fifth class to the twelfth class. The cloze readability procedure was used in this research. Obtained data were analyzed in the SPSS programme.

In this research, the relationship between the readability of texts and variables such as average word length, average sentence length, number of polysyllabic words, and the rate of repeated words was determined by the Pearson product-moment correlation analysis. As a result of this analysis, "the rate of repeated words" and the rate of polysyllabic words, which expresses the similar meanings with average word length and -.677 with the readability index, as measured by the cloze scores, weren't included in the multiple regression analysis.

As a result of multiple regression analysis, regression equation is:

CS= 118,823 – 25, 987 x AWL - .971 x ASL

According to this, one unit of change in average word length causes -25.987 unit change in readability score, and one unit of change in average sentence length causes -.971 in readability score. On the other hand, the coefficient determination of the equation was .739.

Later, the averages of exact score for every class were analyzed by ANOVA test. As a result of this ANOVA test, resulting education level and cloze test scores are higher. Moreover, in order to determine the significant differences among the classes, multiple comparisons were made. According to this, there weren't any significant differences among the classes 5-6-7, between the classes 8-9, and among the classes 10-11-12.

Finally, as a result of the regression analysis and ANOVA tests, the conversion table was composed.

Natalia Gomez
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&
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A Literary/Creative Blog in an Intermediate Latin American Literate Spanish Class: The Journey of Understanding The Importance of Studying Literature

Many Spanish programs at the Undergraduate College level have adapted a Survey of Latin American Literature at an intermediate level. This course can be used for minors as an elective and in most of the cases it is a requirement for majors. This is a course that teaches students the most fundamental literature works from the oral tradition of the pre-Hispanic cultures to more recent writing. This class is challenging for many reasons and as a result some students are reluctant to take it. One of the most challenging aspects of teaching this class is that the majority of the students are not interested in literature and they do not see the value of it. Some of the reasons for this lack of interest are: a.) Students do not feel confident reading, understanding and interpreting literature. b.) Literature is not transcribable (Bakhtin indicates) c. Literature is not connected to their own reality.

So, how do we as educators help students to see the importance of literature and most significantly how do we assist the students to feel comfortable with the literature texts? How do students gain confidence when reading literature and are they eventually engaged in the process of critical interpretation? How are students interested in exploring texts and how do they start creating their own compositions?

We are presenting a Literary/ Creative Blog that was designed for a Latin American Survey Class and was part of the class requirements. Three students collaborated in its creation during the entire fall semester using the literary texts presented for that particular semester. When de semester was over, all the students took a questionnaire about the blog. After studying the results of this questionnaire, we are support the idea that students need to feel ownership with the literature texts to successfully overcome their anxiety when studying literature and as a result, they become more engaged in the study of literature.

Rosario Gomez

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What can we learn about People's Attitudes towards Each Other from Linguistic Features: The Case of Palatals and Rhotics in Andean Spanish

Earlier studies on Ecuadorian Andean Spanish (Toscano Mateus: 1953, 1963, Arguello:1978, Quilis: 1993, Lipski: 1994) have concluded that the assibilation of rhotics as well as yeísmo (the delateralized palatal realizations of orthographic -ll-) were markers of Andean Spanish and predicted their widespread use among all members of society. Although people were subconsciously aware of the social significance of these markers, there were no studies that explicitly revealed the underlying attitudes of people within this speech community. Subsequent Sociolinguistic research carried out using young speakers (16-29 yr olds.) (Gomez, 2003) showed that although the aforementioned assibilated realizations did in fact exist, they were highly stratified socially and were not as widespread as once thought. In certain groups of speakers, the assibilation of rhotics and palatal laterals was actually declining, while it was maintained in others.

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The Effect of Teacher and Peer Corrective Feedback on EFL Learners' Development in Reading Comprehension

This research investigated the effect of teacher and peer corrective feedback on English as a foreign language (EFL) learners reading comprehension. 160 students from different high schools in Izeh, a city in Khuzestan, were selected through non-random judgment sampling for this study. To select students with the same homogeneity, a proficiency test was administered. Then sixty students with the same homogeneity were chosen for the instruction. Students were randomly divided into two groups including 30 students. Then two groups took part in an independent pre-test with 22 multiple- choice items and the results of this test were recorded. At the next stage, during 2 months of treatment, students participated in eight sessions for instruction. During this period, they worked on twelve reading passages, one group with peer corrective feedback and the other group with teacher corrective feedback. In peer corrective feedback class, students themselves corrected each other and in the other class, the teacher corrected student's mistakes. At the end of instruction, two groups participated in a post-test with 28 multiple-choice items. T-test analysis was used to analyze data to compare the results of both pre-test and post – test. Findings indicated that class with teacher corrective feedback outperformed the peer corrective feedback group. Thus, there was a significant difference between the two groups ($p<0.05$). In other words, teacher corrective feedback may be a helpful technique in teaching a reading comprehension.

Victoria Guillen-Nieto
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Assessing The Effectiveness of Using the It's A Deal! Serious Game in Business English Teaching

The aim of this paper is to investigate the effectiveness of using a serious game called It's a Deal! for the purpose of teaching intercultural communication to Spanish students of business English. This paper hypothesizes that the immersive, all-embracing and interactive learning environment provided by the video game to its users may contribute to develop and enhance their intercultural communicative competence. The game participants who volunteered to take part in the study were students in the degree of English Studies and postgraduate students in the masters in International Trade and Banking Economy at the University of Alicante in the academic year 2010-2011. Over two hundred students completed both the pre-test and the post-test questionnaires, and played It's a Deal! A sample of fifty students of English Studies (Group 1) and a sample of 50 postgraduate students (Group 2) were selected randomly for the empirical study. The results obtained in the tests performed were compared and contrasted, both qualitatively and quantitatively, intra-group and inter-group in order to find any statistically significant difference that may confirm whether or not there is an improvement in the students' intercultural communicative competence in business English as a result of the implementation of the It's a Deal! serious game. Findings of this study demonstrate that the video game is an effective learning tool for the teaching of intercultural communicative competence between Spaniards and Britons in business settings in which English is used as a global language of communication. The study also documents correlating factors that make serious games effective, since it shows that the learning effectiveness of It's a Deal! stems from the correct balance of the different dimensions involved in the creation of serious games.

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Development of the Language Use Inventory: An Assessment for Pragmatic Skills in Portuguese

Pragmatic abilities are viewed as the first communicative skills that babies develop. When these skills are not developing in a typical pattern, a developmental delay can also be observed in other language skills such as semantics, phonology, morphology and syntax. The identification and assessment of children at risk for language disorders are crucial in order to carry out an effective early intervention.

Given the relevance of pragmatics as a component of language and the lack of assessment tools in Portugal to assess these abilities, one of the primary goals of this study rely in the adaptation and validation of the inventory "Language Use Inventory - LUI" elaborated by Daniela O'Neill (2009).

The LUI is a standardized parent-report measure designed to assess pragmatic language development in children with 18- to 47-month of age. The inventory is completed by parents / caregivers of children with a completion time at 20 to 30 minutes. Consists in 14 subscales to assess child's communication in wide range of settings and for broad variety of functions including, for example, requesting help, sharing focus of attention, asking and commenting about things and people; guiding interactions with other people; sharing humor; talking about language and words; adapting communication to perspectives of other people; and building longer sentences and stories.

The first step of this process consisted on a pilot-study with the purpose of analyzing internal reliability. Taking this account the LUI – Portuguese version was completed by 100 parents recruited from day care centers and kindergarten in several districts of Portugal.

This study is based on a quantitative research, using procedures to analyze descriptive and inferential statistics. Some preliminary results will be presented in order to validate the LUI.

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The Effect of Gender Difference of The Host on News Interview Conversation Mechanism - A Case Study of CCTV9 Dialogue Program

The data for this research are from the dialogue program on CCTV9 China, which is broadcasted every evening from 19:30 to 20:00. We selected and recorded 10 editions of the program, 5 editions (150 minutes) for the male host and 5 editions (150 minutes) for the female host. In order to control the variables in the study, some criteria are abided by for the selection of these ten editions. For the convenience of this study, videos are all transcribed into texts. Both qualitative and quantitative methods are used.

We come to the following conclusions through the analysis and discussion of the data: To begin with, the effect of gender difference of the host has not been reflected in the opening section and closing section of the news interview, because the structure and organization in these two sections is highly fixed. Yet in the Q&A section, the effect of the gender difference of the host is fully reflected. The male host's news interview conforms more rigidly to the ideal way of conducting news interview, which gives the host the dominating power: 94% of its adjacent pairs are "one question and one answer"; 99% of its turn exchanges take place with the rule of naming; the male host interrupts the guests sometimes（28%, but guests never interrupt the host and seldom interrupt each other（3%. Insertions and minimal responses from the listener to the speaker are few (5%,12%). Compared with the male host, the female host's program has more "one question and several answers" pairs (11%) because she has less control over the news interview conversation; there are more turn exchanges with the rule of self-selecting (7%) because the female host gives more freedom to the guests; there are more interruptions from the guest to the host (7%) and between the guests (12%) because the female host has less power; the fact that there are more insertions and minimal responses in the female host program (37%, 90%) shows that the female pays more attention to the communicative environment. Therefore with this study we can see that the gender of the host is a crucial variable in influencing people's communicative behavior in news interview.

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T.S Eliot's Mission of Salvation through Myths

As a writer of strong sense of social responsibility in the western literary world, T.S. Eliot showed great concern about man and society and tried to save man and society from degradation through the use of myths and legends. Myths and legends used as unifying themes in his poems and plays are so abundant and to such a perfection that they become an indispensable part in the study of him and his works.

The essay deals with T.S. Eliot's mission of salvation in his major literary works through elaboration on the social conditions of the modern society, his return to religion, his effort to preserve tradition and his use of myths and legends in his writings. The modern society of Eliot's time was marked by belief crisis and cultural crisis in which people were losing religious beliefs and traditional values. To find some remedies for these crises, Eliot used Christian myths such as the Resurrection of Christ, the Holy Grail in his poems and Greek myths such as Orestes, Ion, Oedipus at Colonus, and Alcestis in his plays.

The author is convinced that Eliot through the use of myths attempts to reach the depth of modern man's psyche, to bring about a cosmic order into the modern society by constructing a continuous parallel structure between contemporaneity and antiquity, and finally to stop modern man from going away too fast from the past, to keep modern society from going chaotic and to deter the artistic world from being too much experimental and modernistic. Ultimately, he wanted to accomplish his mission of salvation.

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A Sociolinguistic View of Chinese Internet Hot Terms

Internet hot terms in the focus refer to the words that are born in the net and popularized by netizens, but demonstrate cultural and social influence in the real world. In recent year, Chinese have witnessed a surge of hot terms created in internet context. From 2007, internet terms begin to surge up and gradually come to play an important role in the public media. Terms coined by netizens demonstrate great influence in both virtual and real world. People are getting used to saying "打酱油", "很**傻**很天真", "被捐款", "玩的就是寂寞"and such like expressions. These words carry with them multifunction. People use them to have fun, to catch fashion, to criticize and sometimes to let out certain emotions. According to the investigation, the digitalized world promote the decentralization of the traditional social power, people call for new culture, entertainment and even speech freedom. One significant change for the internet language is that words or letters are not used in its primary function, namely the symbolic function. They are treated as puzzles of a picture, hence iconicity is promoted to an important place. Either they have the iconic feature on the aural level, or they are iconic on the visual level.

For this reason, the origin and the motivation of internet hot terms can help us find its social significance and be beneficial for the future study in the area. Data for the research will be collected from forums including famous ones such as Baidu and Tianya (which is the most used by Chinese people). Qualitative research method will be adopted in the thesis. The paper intends to classify the hot terms in virtual world and hence proposes an analysis of these terms from sociolinguistic perspective, in hope of that the research will disclose the particular social values lying behind these terms and the ways Chinese people treat social and cultural events.

Zeping Huang
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The Core and Peripheral Lexical Bundles in Conversation Across World Englishes

This research investigated the core and periphery of lexical bundles in a particular genre, face-to-face conversation, by studying six varieties of English from the International Corpus of English (ICE Corpora). The aim of the project was twofold: 1) to explore the proportion of lexical bundles overlapping between individual corpora; 2) to discover the linguistic features of lexical bundles which all the six varieties had in common.

The quantitative investigation pointed to an interesting result that although there was not much difference in the proportion of lexical bundle across the six corpora, the percentage of the overlap bundles appeared to be more consistent and similar between ICE-GB, ICE-CA and ICE-NZ; conversely, the dimension of overlap bundles between the native varieties and the Asian Englishes showed disparity. In particular, ICE-HK seemed to be most distinctive from the other five varieties of English, and displayed more deviations in the use of lexical bundles from the Inner Circle English than Philippine English and Singapore English. Bundles overlapping in the six, five, four, three and two corpora and the non-overlap bundles were also observed. All the six varieties of English shared the same 3-word bundle as the most frequent recurrent word unit. Linguistic features of the core overlaps (overlapping in the six corpora) were reflected in terms of tense and syntactic structures.

The findings bridged the gap between previous research on multi-word units and World Englishes by exploring the similarities and differences in lexical bundles across different varieties of English, which pedagogically shed light on L2 English teaching and learning material development in the era of English as a global language.

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Phonological Awareness in two transparent languages: The impact of Turkish Phonological Awareness on the Development of Greek Phonological Awareness

As insider researchers, in this paper, we decided to investigate the phonological reading abilities in beginners of L1 (Turkish) in L2 (Greek). In order to find out how the Turkish (L1) phonology influences Reading Development in Greek language (L2) we explored the reading abilities of eight-year olds immigrant Turkish children in Greek (L2) using curriculum based phonological assessment. Three phonological tests were given to the children (letter recognition, alliteration and segmentation). The results were analyzed in the framework of differences and similarities between Turkish (L1) and Greek (L2) languages' phonology as well as the teaching methodology used for teaching Greek to beginners in Cyprus. Children had difficulty in reading the Greek phonemes /φ/, /δ/, /θ/,/β/,/φ/,/λ/,/ψ/ and /ξ/. Deleting the initial phoneme in Greek words was extremely difficult for the Turkish children. Learning reading in Turkish language facilitated learning reading in Greek as knowledge of similar sounds of phonemes attained in L1 (Turkish) were transferred in L2 (Greek). On the contrary, phonemes that were not taught in L1 were difficult for learning to read in L2.

Steven Lansky
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The Broken Finger Episode A-8 or the Cigarette Break

The production team, with funds from The Ohio Arts Council, includes poetic scholars, active regional musicians (Midwest USA), performance artists, trained and untrained visual artists, photographers, and printmakers, most of whom identified (anonymously) as disabled in some way. The disabilities include: Depression, Schizophrenia, Dyslexia, BiPolar Disorder, Alcoholism, and Post Traumatic Stress Disorder.

Steven Paul Lansky planned and supervised every part of the project, which took four years from screenplay to presentation. He did most of the drawings, supervised all others, took the landscape photos, supervised the Chinese restaurant photos, co-wrote the screenplay, played one of the voices, supervised the sound editing, and did all the video editing.

The video is an illustrated radio drama that follows Charlie Chan, a 1930s detective with a Russian accent, as he confronts Willie Sutton, legendary bank robber, through a series of brief black and white psychedelic vignettes that parody the paranoia of our times. The narrative allows characters to pointedly "other" each other, with progressively conflicting consequences. The story is fractured, comedic, anachronistic with laugh out loud visual gags, and grainy photos that offset stylized drawings. The piece plays on "what you see is what you get," as narrative presents a colorful voiceover while the visual treatment is spare and grayscale. Cigarettes, Zen philosophy, Thomism, and hylomorphism are presented in contrast to a "blond joke." The familiar Charlie Chan tropes: "Number One Son," and "Honorable Father," are cast in a decidedly odd way. Brand names are spoofed, as are logos, historical figures, and stereotypes. Objects are pictured in repeated patterns suggesting the pop-iconic style of Andy Warhol. There is a nod to Alfred Hitchcock. Most of all, the drawings and sound stylings are playful, charismatic, lilting, comical, and comic-like.

Jongsoo Lee
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The Greek and Roman Influence in the Study of Prehispanic Indigenous Song in Mexico

Right after the conquest of the Aztec empire, Spanish chroniclers and missionaries studied and interpreted indigenous traditions from a European cultural perspective. By considering Aztec society as primitive, they frequently compared the Aztecs with the Greeks and the Romans who founded European civilization. The study of indigenous song in Mexico is perhaps one of the most conspicuous examples of this Europeanization. Colonial chroniclers compared Aztec song practice to Greek and Roman literary traditions and examined some indigenous themes in the light of European philosophical thought. Building on this colonial tradition, many current scholars continue to study Prehispanic indigenous song as a primitive form of European-style literature. Angel María Garibay K., for instance, restructures and interprets indigenous songs following ancient Greek poetic and dramatic traditions. My study examines how the Greek and Roman artistic traditions have influenced in the study of indigenous song in Mexico from the conquest to the present.

Eloise Lemay
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Investigation as to Manuscript Tradition of Paul of Aegina, 7th C. Medical Author

Paul of Aegina is a physician of great renown who flourished in the 7th century, especially as pertain to surgery. Of what he has written, reached us only a seven-volume long work on medicine (which bears no title, but is commonly known in English as the Epitome and in Latin as De Re Medica), intended to be a vademecum of ancient medical lore for medical practitioners to use.

A major figurehead at a turning point in history, Paul of Aegina was practicing at Alexandria, a city synonymous with medical studies and practice, at the time when it passed from Byzantine hands to Arabic. The West looked towards the East for recovering the lore of antiquity. Byzantine writings became known, read, translated and commented. These efforts culminated in the Renaissance, of course, but there were earlier periods during which the West held a heightened interest in the East and the science that it could bring, or was in especially close contact with the rest of the Mediterranean cultures.

I examined the manuscript tradition of Paul of Aegina, so as to better determine and quantify what must have been his reception at later periods of Byzantine history and in the Latin West. I tracked down some 70 Greek manuscripts, examining their provenance, dating, filiation with other manuscripts of Paul of Aegina, what other authors the codices comprised, what portion of Paul of Aegina's writing has been copied, and, when apparent, for what purpose the codices were made. This study has also allowed me to shed some light on the encyclopedic practices of the Byzantine scholars. For the West, I tracked down the Latin translations that predate the first printed texts, along with drawing a history of the edition efforts of the 16th c. humanists.

From the manuscripts, a picture emerges:

- the fairly large number of manuscripts attests to Paul of Aegina's popularity.
- his work was mostly recopied in its entirety, even though it is sizeable (7 books)
- for incomplete copies, the book on surgery is the most likely to be recopied, attesting to Paul of Aegina's renown as a surgeon
- the encyclopaedic genre was thriving, and fragments from Paul of Aegina figure widely in medical anthologies, alongside famous physicians such as Galen and Hippocrates, and Byzantine encyclopaedists Dioscorides and Oribasius. These fragments are sometimes linked by a common theme (a particular ailment,

medical procedure, etc, such as disease aetiology, fevers, or veins and phlebotomy. Phlebotomy, or blood-letting, appears to be a favourite amongst these compilations. This is hardly surprising considering the importance that it had come to play in medicine as cure-all, since the time of Galen). Excepts from Paul of Aegina can also be found in miscellaneous works pertaining to botany, philosophy, astrology or natural history. All in all, he can be found excepted, summarised, and quoted extensively.

- From the 14th c. to the 16th c. comes the majority of the manuscripts. There was obviously a intense interest in Paul of Aegina, judging by the copyists' activity. For one manuscript subbranch, we do find already in the 11thc. a sudden increase in the number of manuscripts. For some other subbranches, there was no swelling in the number of manuscripts through time.
- Paul of Aegina met with limited popularity in the medieval West, in the form of a few partial
- Latin translations. Thus, there was some contact, as early as the 9th c. (and possibly earlier), between the East and the West medical traditions.
- In the West, interest for Paul of Aegina blossomed in the 16th c., no doubt as a result of the 15th c. political upheavals in Constantinople that drove Byzantine scholars westward, and due to the humanists' interests in textual edition.
- The Aldine of 1528 marks the editio princeps of Paul of Aegina's work in its entirety. Older editions are partial. Paul of Aegina was amongst the first medical writers to garner the interest of the 16th c. humanists. He was barely preceded by the major editions of Galen and Hippocrates by the Aldine Press (1525 and 1526 respectively, both also editiones principes).
- The 16th c. saw the participation of several key printers and humanists figureheads in the edition, commentary, and translation of Paul of Aegina.
- Since then, interest has waned

Beidi Li
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A Tale of Expectations and Perceptions: Non-native English Speaking Students in Masters Level TESOL Programs

Second language teacher education has been regarded as central to ensuring the quality of the English learning experience of many students around the world. In recent years, an increasing number of non-native English speaking teacher trainees have gone to English-speaking countries to attend post-graduate level teacher education programs. One central consideration is whether or not these large number of non-native speaking teacher trainees receive adequate preparation from these programs. The present study investigates this pivotal concern by evaluating one masters level TESOL program in New Zealand. This study employed qualitative evaluation of in-depth interviews with a group of non-native English speaking participating students from Asian backgrounds, focusing on their expectations and perceptions of the program. Findings demonstrated that the program has many strengths, such as improving English reading and writing proficiency, cultivating subject knowledge related to applied linguistics and promoting research engagement. However, there are also weaknesses with the most salient one being lack of practice teaching. Study findings have indicated a need for language teacher education programs which both incorporate exploration of students' expectations and the establishing of built-in procedures for students' evaluation of the entire program rather than just of separate courses.

Huijie Li
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A Tentative Study on Bingo Online EFL Composition Rating System

Chinese tertiary students are facing a dilemma that they are eager to improve their EFL writing capability but they are given insufficient writing tasks. The reason is that it is impossible for teachers to read and rate all their compositions every week since each teacher usually has around 100 students at hand. BingoEnglish online composition rating system is developed by Chinese technicians and scholars with the aim to provide timely feedback on students' English writings. It is intended for Chinese EFL learners at tertiary level. The use of the system to a large extent stimulates students' interest in writing and the rating comments are expected to give direction for improvement. In the study, 98 students submit their compositions 5 times during an academic term . They get grades as well as the rating comments given by the system. This paper makes a tentative study on the effectiveness of the rating system. The paper is going to discuss firstly the advantages of using the system, such as the comprehensive grading standards, and then analyses the reliability and validity of the rating. Two identical compositions are submitted and the grades are the same, which means the reliability is guaranteed. A correlation analysis between online grades and teacher-made grades is carried out, and the result indicates that they are significantly correlated. Students' feedback on the system is collected through their answers in a questionnaire, which gives positive attitude towards the software. The paper also voices some concerns over the use of the system.

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A Study on China's Student Self-Assessment in Oral English Teaching & Learning

In recent decades, formative assessment has gotten more and more favor of scholars and educators in China. Student self-assessment, as a member of formative assessment, grants students the rights to evaluate themselves independently and regulate the process of their study continuously. It is one of the learners' essential characters with great practical significance. This thesis is meant to make an investigation of the present situation of student self-assessment in college oral English class and explore the effective ways to cultivate students' awareness and ability to do self-evaluation in the course of their oral English learning.

An investigation was first made through questionnaires and interviews with students from some oral English classes and it was found out that teachers had not laid enough emphasis on formative evaluation of their students so far, let alone self-evaluation, and therefore students' awareness and ability to do self-evaluation are still far from enough. Considering the present situation, further research is launched in two English classes aiming to explore how to improve student self-evaluation.

Some strategies of promoting student self-assessment in oral English learning are put forward on the basis of summary of the theoretical foundation, characteristics, functions, principles and methods of student self-assessment. Then an oral English class was chosen for the writer to carry out an empirical experiment in which a pretest and a pre-questionnaire are conducted to see the present situation of student self-assessment. Then a pedagogical practice is carried out in the experimental class using some strategies to arouse students' awareness of doing self-evaluation and to promote their ability to do so. The experimental statistics are finally collected and analyzed and some findings are listed.

The major findings of this research are: 1) The validity of student self-assessment can be ensured with teachers' guidance; 2) As a part of formative assessment, student self-assessment can promote college students' oral English learning effectively; 3) Student self-assessment improves learner autonomy in many respects like motivation, attitude, study habits, autonomous reflection, etc. 4) Student self-assessment is not a magic bullet that will guarantee student oral English learning or involvement. Like other learning strategies, student self-assessment needs to be taught, coached, and supported.

Finally, this study explores the problems that exist in the implementation of student self-assessment and reveals some pedagogical implications. The limitations of the study are also pointed out and some suggestions for further studies are made.

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The Acquisition of Gender in Russian as L3 by Native Speakers of Turkish

According to L2 research, the acquisition of grammatical gender is considered to be one of the most challenging domains for learners of different foreign languages. However, as far as L3 research is concerned, until recently, the acquisition of gender by L3 learners has not been much investigated. The aim of the present study was to find out whether or not the prior knowledge of English as L2 has an impact on the acquisition of the Russian grammatical gender by native speakers of Turkish. The data for this piece of research were collected from two groups of native speakers of Turkish studying Russian for three years. While all the participants had been exposed to equal amount of formal instruction in Russian, their levels of English were significantly different. The first group had the below-elementary level of English; second group, in contrast, was determined to have an intermediate or above level of proficiency in English. The acquisition of the Russian gender by the native speakers of Turkish was examined using a number of tasks: determining the gender of a noun, choosing the correct agreement between a noun and its dependent words and free-writing compositions. The results of the study revealed no significant difference between the two groups on recognition tasks; however, the students of the groups were found to demonstrate significantly different results in their free-writing compositions. Relying on the findings of the study, it was suggested that the sufficient prior knowledge of English as L2 had a positive impact on the Russian gender acquisition and metalinguistic awareness of the L3 learners could be a plausible explanation for the better performance of the second group.

Marta Lupa
Teacher of English as a Foreign Language, Poland

Margaret Drabble's Affair with the Past in the Witch of Exmoor, the Peppered Moth and the Seven Sisters

Margaret Drabble in an interview for The Oklahoma Review, having referred to writing a novel, stated that "I should have an incident or a theme or a story line that carries that idea, rather than just telling people what I mean".1 Indeed, Drabble never directly says what she means. Instead, she represents the meaning by plot, characters or, more importantly for this paper, by references to the past. I use the term past rather than "authors" or "works" purposefully since Drabble uses literary history, or I should probably say history in general, in a much broader sense. The author employs former literary texts, genres, characters, scientific theories and cultural archetypes not only to subvert their conventional notion but, first of all, having referred them to contemporary plot and protagonists, to somehow "transcribe" them into postmodern reality.

In this paper I would like to present three different strategies of her "cooperation" with the past, namely the reference to a genre, a scientific theory and a particular text. First, I would like to focus on The Witch of Exmoor where she refers to the traditional understanding of fairy tale and demonstrates its irrelevance to contemporary reality. Second, I am going to move on to The Peppered Moth in which characters' growth is illustrated by allusion to industrial melanism being an example of the "survival of the fittest".2 Third, I am planning to concentrate on The Seven Sisters as the reflection of Aeneas' quest. Moreover, as Drabble's later novels are rich in links to other works, authors and ideas, I would like to demonstrate how she signals which of them are essential for the uncovering of meaning.

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1 Sherrey Cardwell, Margery Kingsley, Von Underwood, "An Interview with Margaret Drabble", in *The Oklahoma Review*, 1 (2000) http://www.cameron.edu/okreview/vol1_2/drabble.html [accessed 29th February 20012].

2 The term "industrial melanism" refers to the process that occurred in the nineteenth century Britain where significant pollution contributed to gradual disappearance of white form of moths in aid of the black ones which were better camouflaged from predators against the sooty trees and buildings; simultaneously it was the example of natural selection and "survival of the fittest".

Yesha Devi Mahadeo Doorgakant
Lecturer, Mauritius Institute of Education, Mauritius

Language Educational Policy in Mauritius: Nationalistic v/s Nationistic Choice

Despite the fact that it is not the mother tongue of Mauritius, English is the official medium of instruction in Mauritius. It is the government's nationistic choice that is the subject of this paper. Over the years, English has been considered by the government as being an obvious choice because of its neutrality and its function as gateway of economic prosperity. Yet, the high rate of failures in the Certificate of Primary Education (CPE) examinations, is attributed by some to the fact that the medium of instruction is not the mother tongue but a second/ foreign language.

Taking into consideration Fishman's (1969) distinction between nationalism and nationism, the investigation of motivations for the choice of language education policy and the reasons for the maintenance of English as the medium of instruction will help fulfill the aim of this paper; the aim of which is to discuss how the language educational policy in Mauritius is one of the key mechanisms in the structure of its power. To this effect, documentary research has been carried out. Educational reports which have had a direct bearing on the choice of language educational policies have been reviewed and analysed. Moreover, observation has been used as another tool to enable the collection of data. There has been a close follow-up of the ongoing linguistic debate raging in Mauritius. The analysis of the data sheds light upon the motivation for the choice of a nationistic language educational policy by the Mauritian government.

Omid Mallak Behbahani
Director, Institute for Humanities and Cultural Studies, Iran

The Long Journey of a Word From Gathic Avestan to Modern Persian

In this article the Persian word "bu(i)", meaning smell, is studied from an historical perspective; its meaning is defined from the Gathic Avestan language to the modern Persian, and its usage, once as a religious term, in the middle Iranian languages, is indicated. The word has existed in different branches of the Iranian languages, and has survived from ancient times to modern era, although with changes in meaning and usage.

In this study, the semantic, and usage variations of the word are discussed with the help of examples from different periods and branches of the Iranian languages. The given examples then indicate ways, through which the word has travelled, developed, and assumed new meanings, and consequently new usages. By contemplating on the examples, the cultural, social and religious influences which have brought about these changes are also argued.

Nabila Marzouk
Lecturer, Fayoum University, Egypt

Hayy Ibn Yaqzan and Robinson Crusoe. Re-Reading Two Classic Survival Narratives

This paper was triggered by David Cook's essay "The Muslim Man's Burden: Muslim Intellectuals Confront their Imperialist Past." Many intellectuals attack Arab Muslims in new unexpected ways. "Islamophobia", "The Green Threat" has replaced the Soviet or "Red Threat."

The aim of this paper is to react to Cook's essay, by assessing the two texts in question, not as self-contained texts, but as cultural products that have not dropped from nowhere. From a historical view, both texts are colonial; the former was written while Muslims occupied Andalusia. Both texts are viewed against historical and philosophical contexts that reveal how basic issues are considered. Ibn Tufayl's aim is to prove man's ability to reach the "Ultimate Reality" relying on his intellectual capacity with no guidance of prophets or holy books. He contradicts fundamentalism and the possibility that one belief could be superior to another. Crusoe presents 18th century capitalism and individualism with Crusoe employing his practical knowledge to master environment, while Yaqzan, who regards "mystical experience" as the highest form of knowledge, considers himself an integral part of the universe. Crusoe presents the aristocracy of color and race while Yaqzan, written in an era that celebrated science and philosophy, presents the aristocracy of thought with Hayy despising people who cannot digest the abstract. Shutting out society, Ibn Tufayl prescribes a negative role for the enlightened individual.

The researcher contradicts the Europeans claim that "Arabs and Muslims were relegated to the depths of intellectual depravity because they never participated in the enlightenment" using Yaqzan as a proof.

Man's life on earth started with two traumatized individuals who survived in isolation, Adam and Eve. Ever since people had to fend for themselves and their opinions in a dialogue that was meant to have only a beginning because it can never end.

Gordan Matas
Assistant Professor, University of Split, Croatia

Love and Politics in the Novels of Toni Morrison

The subject of love is one of the central themes in African American literature, especially in female African American literature. Toni Morrison explores various aspects of love in all of her novels. This paper positions the literature of Toni Morrison within the broader context of African American literature and provides guidelines for understanding the general framework in which Morrison has lived and worked. In nearly all of her novels black women are the main characters, and love is the focal point of their lives. The images of black women loving represent a significant force in her work and there is a good reason why Morrison decided to use love so frequently in her novels. Together with the obvious goals such as empowering black women and fighting stereotypes about African Americans (especially women), Toni Morrison has a political agenda on her mind. Determined to fight various prejudices, racism and stereotypes, Morrison uses a seemingly innocent theme of love to achieve her political goals. Morrison's very use of the word love in her titles (Love, Beloved) and characters' names make us realize at once how important this issue is for her writing. This paper discusses Morrison's use of historical and sociological framework in her writing and argues that Morrison writes about love in a way that sees love not only as a fulfillment of personal goals, but also as a realization of different political issues aimed at affirming African Americans. At the same time, this paper will show how an entire corpus of African American novels can be read through the concept of emotions, even though that specter of themes has been marginalized in literary theory.

Hossein Matoori
Department of TEFL, Khorramshahr Branch, Islamic Azad University, Khorramshahr, Iran

The Effect of Speech Rate on Listening Comprehension of Iranian EFL Learners

This research examined the effect of speech rate on listening comprehension of Iranian EFL learners. Initially, a sample of 108 sophomore EFL learners majoring in English translation was selected based on systematic random sampling from Abadan Islamic Azad University. Then based on an ECCE proficiency test 62 were chosen and divided into two homogeneous groups of 31. One group had exposure to natural speech rate and the other one was exposed to slow speech rate of listening materials. After thirteen academic sessions, pre-test and post-test results and comparison showed that those who had exposure to natural speech rate listening materials had greater improvements in their listening comprehension. However, exposure to slow speech rate could also make some improvements on EFL learners but not comparable to that of natural one. Paired t-test analysis of the pre-tests and post-tests of the two group means showed that both differences (group one: -2.83 and group two: -1.22) were significant at 0.05 levels ($P < 0.05$). These findings suggest that each speech rate, whether natural or slow, could improve EFL learners listening comprehension; however, natural speech rate could demonstrate greater improvements than slow speech rate in EFL learners' listening comprehension.

Siamak Mazloomi
Faculty Member, Islamic Azad University, Iran

For Type A: A Connectionist, Emergentist View

Type A syllabi, including structural, functional/notional, situational, topical, lexical syllabi, have usually been severely criticized for dismantling the language/ communication into their components and presenting them gradually and linearly so that the learners have to accumulate and assemble these separate pieces to establish the whole language. This paper intends to demonstrate that such criticism and even others are not supported by current findings of the connectionists and emergentists since these cognitive models of learning as well as the Competition Model, through their elaborate research, have manifested that learning actually happens through gradual development and strengthening of the neural interconnections by repetition and hypothesis making due to cue validity and frequency. The required modules for the whole language learning naturally emerge in the different zones of proximal development through frequent interactions with the social environment. Therefore, the notorious Type A syllabi could be even more adequate and practical especially for the beginners due to their teach ability and learn ability as well as their ease of assessment, compared to those celebrated Type B ones.

Pedro Jesus Molina Munoz
Lecturer, University of Cyprus, Spain

Digital Portfolio. Improving Portfolio in High Education Levels

This paper has as main objective to introduce the "digital portfolio" as a tool for monitoring and evaluation in Spanish language courses that currently taught at the University of Cyprus. What do we mean when we say digital environment? Can be our language class a digital environment in which we are all in and nobody out? That was our main objective at the University of Cyprus when we decided to create a website as a base from which to work all together: teachers and learners.

Currently, at the University of Cyprus, we work with the A1 and A2 of the CEFR, so we wanted to create an affordable, manageable and comfortable place to work and where our students could cope in a more or less easy way and advance in their learning of the language and the world around it. Also, one of our permanent objectives throughout the years at the University of Cyprus is to promote the autonomous and meaningful learning for our students.

Since the creation of the website "La clase de español (Ucy)", we have developed a variety of activities that allow us to work all the skills. So the student receives, in many different ways, an input and is capable, in turn, of producing an output (orally or written).

The achievement of the contents worked will be collected in a digital dossier with activities and reflections, which will remain active and alive throughout the learning process. This favors the teacher-student interaction beyond the classroom.

The student receives feedback and can modify their products to improve his work in the same place where he created, no need to redo the work from the beginning.

Thus we noticed how important is for the students to have an individual work space that can be shared as they want. They can collect those special exercises and productions which they share with other students and the teacher as deemed. Of course, all in one place, without need for multiple programs and files.

It is important that the student, in addition to the feedback received, think about his learning process in different ways (significant questions, evaluative balloons ...) which will reflect his involvement and help him in his evaluation.

This whole process will give the student a more continuous view of his "starting point" and his "final point" and may evaluate its entire evolution.

In closing, the student will create a digital portfolio, accessible from anywhere, anytime, that reflects the significant steps in their learning process (what he has done and how he did it) and shows what he can do now.

Adele Moodly
Professor, Walter Sisulu University, South Africa

Capacitating Community Newspapers: Effective English Language Techniques in the Training of Journalism Students at Walter Sisulu University – South Africa

Community newspapers in the Eastern Cape Province of South Africa have an important function in local communities. They play a critical role in community empowerment, where other sources of information are lacking or completely absent. Part of this role includes, bringing relevant socio-economic issues to communities so as to empower communities on issues that affect their daily lives. Walter Sisulu University(WSU) through its Media Studies Department, has identified the empowerment of communities through developing capacity within local independent newspapers. The development of journalism students' writing skills through various techniques using the medium of English, not only as a language of instruction and learning, but also as a language to transfer skills to local independent newspapers, has been identified as critical to the development of these newspapers. This paper focuses on the language techniques used to develop the skills of journalism students in their second year of study. The article outlines the qualitative approach used to collect data on students', the specialist media consultant's and editors' perceptions of the effectiveness of the intervention.

Ali Mozaffari
MA Student, University of Kashan, Iran,

Ali Rahimi
Assistant Professor, University Kashan, Iran
&
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Construction of Reality and Naturalization of Ideology through the discourse of Cinema: A critical discourse analysis of a Separation

The aim of the current contribution is twofold: first, it is aimed at investigating the influence the discourse of cinema can have on viewers, and showing how realities are produced and social norms are renormalized through the discourse of cinema. To this end, the researchers employed critical discourse analysis to study Ashghar Farhadi's A Separation, the critically-acclaimed 2011 Iranian film drama. The second aim of this paper is mainly concerned with discursive strategies and linguistic techniques that employed to exert influence on the addressees. The current study, therefore, also investigated the comments and reactions that this popular film received based on Fairclough's theoretical framework. An attempt is made to reveal the hidden ideology and ulterior motives of commenters and show how one can make use of discursive strategies and linguistic techniques as well as derogation and euphemization to make the addressees believe what he/she thinks.

Truska Muhamad Alaadin
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Humiliation and Social Negotiation: A Study of Austen's Pride and Prejudice

Phalandwa Abraham Mulaudzi
Associate Professor, University of South Africa, South Africa

What Do Members of Community Say about Marriage? The Role of Indigenous Wedding Songs in Modern Times

Davie Mutasa
Professor, University of South Africa, South Africa

Linguistic Challenges Faced by Transnational Migrants

Owing to economic exigencies, civil wars , political instability and natural disasters many people are forced to abandon their homes, brave 'fear of the unknown' and seek refuge in other countries with or without guarantee for their safety, employment opportunities and refugee status.   Often economically dominant countries, which normally are viewed as greener pastures, do attract starved nations. For some of the migrants language poses a further challenge if the migrant's home language is not spoken in the host country. This seemingly has repercussions on the individual's employment prospects, access to information and health services. One also surmises that linguistic challenges may make a person a target of immigration officers' insults, police brutality and illegal deportations. Hence, this paper aims to explore the linguistic challenges faced by transnational migrants and to suggest strategies to deal with those challenges and promote harmonious co-existence of migrants and host nations.

Rosalia Moroesi Nakin
Lecturer, South Africa

Terminology Development through Corpus Planning (Sesotho Case Study)

Language extinction occurs when a language is not used. Sesotho, like other indigenous languages of South Africa has been marginalised and therefore not used in the field of science and technology as well as other related fields. It was in 1994 when these indigenous languages became official languages, just like English and Afrikaans. Their elevation to an official status exposed their underdevelopment as they lacked the relevant terms in scientific and technical fields. Their new status called for language planning. A need for terminology development in these languages beyond school subjects became imperative. In this article the researcher argues that technical terms for Sesotho should be developed. Processes of terminology development such as borrowing, compounding, prefixing, suffixing are discussed with examples from terminology lists published by the National Department of Arts and Culture. The aim is to illustrate that it is possible to develop technical terms in Sesotho and this would in turn enable the use of this language in other domains. The developed terms should be preserved and disseminated for public use. Vigorous terminology development in African languages in general, and Sesotho in particular will increase the vocabulary of these languages specifically in the field of science and technology. As such Sesotho will be seen as resource not a problem.

Maria-Luiza Oancea
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Mocking Epic and Tragic patterns in Apollonius of Rhodes' Argonautika

Although the Argonautika can be read as a classical epic poem with competing heroes, the poetical grill leaves room for doubt: Does the hero truly follow the rules of conduct demanded by his status? Our interpretation will perhaps come as a surprise to Argonautika scholars. We propose a new reading grill that underlines the characters' and their actions' negative traits. Ultimately, we believe that the epic poem is a poetical banter through which Apollonius mocks the epic and tragic models of the age.

The mise en scène of the Apollonian expedition is ludic and has a minimalist character. As a worthy disciple of the School of Alexandria, Apollonius condemns the Classical epic poem as it is tributary to long and tiring heroic cycles or phantasmagorical digressions.

The conclusion of our research is that the author of the Argonautika had the intention, from the very start, to minimize heroic status, personal merit and the social institutions of hospitality, purification or ablution, sacrifice, marriage etc. Moreover, the constant 'values' of Apollonius' poems are lying, illusion, ruse, chiaroscuro and derision. Traditional values thus become non-values. In this way, Odysseus' many counsels praised by Homer turn into perverse farce-like acts. The tragic couple Jason - Medea is reduced to infants undiscerning of the gravity of their deeds, always acting confusedly, lending themselves to farces, sneaking away from their parents' nose, ever anxious for new adventures. The epic poem seems to spring from the hypothetical game that puts its stamp on every childhood: the game of "I could play Mother and you could play Father".

Yurie Okami
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Indirect Modification in Situ: Non-Movement Analysis of Adjective Ordering

Adjectival ordering restrictions have been discussed broadly in the literature (Sproat and Shih 1991, Cinque 1994, 1999, 2010, Bosque and Picallo 1996, among many others), but they still contain various problems. The distinction of two types of modification (Cinque 2010) has brought out a clear contrast between Romance and Germanic languages concerning the asymmetric distribution of the adjectival positions. However, sporadic mention has been made to the indirect (reduced relative clause) modification adjectives.

In some languages like English or Spanish, depending on its interpretation, adjectives can appear in pre-/post-nominally. The difference of adjectival position is derived by an appropriate movement which is triggered by some feature, like agreement of Case, or of person, gender and number (Bosque and Picallo 1996, Laenzlinger 2000, Demonte 2001).

On the other hand, in a strict head-final language like Japanese, all the adjectives, including adjectival nouns, must precede its head noun in attributive use. As a result, Japanese adjective has to distinguish the meaning like direct/indirect modification not with its syntactic position, but with its form or with different lexical items.

In this paper, I would like to argue that the indirect modification adjectives always assumes the predicative relation, and therefore has a clausal status. And once it is derived, this clausal status of indirect modification prevent it from further movement to a higher position. In its base position, the indirect modification adjective evokes an attributive relation with a nominal phrase that consists of a head noun and, if any, a direct modification adjective (i.e., all adjectives standing right of the indirect modification adjective and a head noun are modified as one entity) (6). And the indirect modification adjective is exempted from the adjective hierarchy in terms of Sproat and Shih(1991), and stayed in situ. Cross-linguistic variation of adjective ordering will be emerged by further merger or movement of direct modification adjectives, but not by movement of indirect modification adjectives.

Ines Ordiz
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Pictures of Otherness in Richard Matheson's Novel I Am Legend and its Subsequent Film Adaptations

Despite their apparent differences, Gothic and Science-Fiction narratives share many relevant qualities: both types of fiction respond to a wish of expanding the borders of reality beyond the ordinary by the use of imagination, while also working as fantastic reflections of the real world and its contemporary concerns. Richard Matheson's I Am Legend can be analyzed as a novel belonging to both genres. The text depicts the terrifying isolation of Robert Neville, the only survivor of a plague that turns the rest of humanity into zombie-like vampires, and his everyday fight for endurance. The vampires show legendary characterizations, but the explanation for the origin of the disease is ultimately scientific.

Being a key text belonging both to the Gothic and to the Science-Fiction tradition, I Am Legend can be effectively analyzed as a distorted mirror of the author's contemporary world. However, the novel has also been adapted into cinema in different moments of time, resulting in three different Hollywood films: The Last Man on Earth (1964), The Omega Man (1971) and the recent I Am Legend (2007). Vincent Price, Charlton Heston and Will Smith have, respectively, embodied the character of Robert Neville in these film versions which represent three key moments of American history. Each text portrays a different kind of vampire that reflects upon distinct conceptions of alien "Others" that embody the country's historical and/or alleged enemies: the Russian and Korean communists, the Islamic fundamentalists, the illegal immigrant. My paper proposes an analysis of the novel and films' depictions of otherness as resources to portray the country's concerns about the Cold War, the Vietnam War and post 9/11 views on capitalism and religion.

Pinkie Phaahla
Lecturer, University of South Africa, South Africa

Language and Identity: Critical Trajectories from the Emotive Supplication to Epistemological Grounding

This article explores the theoretical intricacies embedded in issues of languages vis-à-vis identity. To answer the research question a definitional approach will be used. The article contends that language is often seen as being essential to establishing an individual's or speech community's place in society. Some linguists go to an extent of arguing that language stands at the nexus of the individual, his/her cultural heritage and society; and has profound psychological significance for the individual member of a group and assert that an understanding of language without consideration of identity is seriously flawed and can never hope to be complete. The theoretical underpinnings about the importance of the language-identity nexus are discussed arguing that language and identity are ultimately inseparable. Those who hold this view pronounce that, "each of us is engaged with language in a lifelong project of constructing who we are, and who everyone is that we meet, or whose utterances we hear or read". While those who think differently view the language status as one of the 'primordial bonds' of group identity. It was found out that language is critical in defining individual identity, culture and community membership.

Diana-Gabriela Popa (Lupu)
PhD Student, Al. I. Cuza University, Iasi, Romania

The Concept of Innocence in Henry Jame's International Novels

The international theme was one of Henry James's biggest concerns. He varied infinitely on the contrast of American and European, and the differences in the mould of personalities which the grain of each of the two worlds created. In his international novels, James used the idea of innocence and loss of innocence in connection to his American characters, as opposed to the personality of the Europeans. He explored the differences between the two civilizations and the effect that these have on the identity of the innocent coming from the New World. The Americans represented beauty, innocence, vitality, and freshness and they seemed to be more morally evolved, in comparison to the Europeans, who were defined by experience, cynicism, corruption and sophistication. The tragedy inherent in the Americans' innocence inspired Henry James and determined him to create such characters as Isabel Archer, Milly Theale, Maggie Verver, Roderick Hudson, Christopher Newman, Lewis Lambert Strether. Being presented by the author as childlike, unaware human beings, Henry James's heroes come to Europe to learn something of 'life', but they can't preserve their innocence as they are forced to recognize that the world is ambiguous and divided in an area of vice and complexity. The American character has to deal with the challenge to become a subjective 'I', accepting the uncertainty and ambivalence of this state. Their drama is a result of the resistance to acknowledge the foreignness of the 'Other'. For James, the concept of innocence reflects the naivety and lack of experience of his characters rather than their ethical and social 'purity'. In his international novels, there is a continuous concern with manner, style, social codes and structures into which the innocent individual is placed, with or without the illusion of living free from them.

Clarisa Garcia Quan
Associate Professor, University of Guam, Guam

The Promise of SCRATCH in the Applied Linguistics Classroom

Students and student-teachers of the applied linguistics course (LN400/G) at the University of Guam continue to explore the promise of SCRATCH, a free downloadable program from MIT (Massachusetts Institute of Technology). For the past two fall semesters, students and student-teachers were required to design class projects with Scratch. They were instructed to integrate principles of second language teaching/learning and or other subfields of applied linguistics into their projects, and told that they should be able to use these in the language or literature classroom. A CD Rom of their individual projects, accompanied by written reports evaluating Scratch, were submitted at the end of each semester.

The program and student-teachers' projects continue to show promise in assessing student learning outcomes of the course. SCRATCH projects reflect future teachers' individual creativity and ability to integrate and apply what they learned in applied linguistics to actual teaching situations. This Fall semester, students will be required to include their computer projects into the lesson plans that they will submit for elementary school, middle school, and high school students. This presentation will propose criteria for evaluating student projects and list student-teachers' evaluations of and comments about the computer program.

Kaarina Rein
Lecturer, University of Tartu, Estonia

Ancient and Modern Greek Literature in Estonia(n)

When speaking about translations from Greek into Estonian, one can talk essentially about the 20th and 21st centuries, although the first translations from Greek into Estonian are probably translations of New Testament, dating from the end of the 17th and beginning of the 18th century.

It was the period after the Second World War, which finally brought to Estonia complete translations of Homer's "Iliad" and "Odyssey" and of Sophocles' "Oedipus the King". Shortly after publishing these translations, the first books translated from Modern Greek into Estonian were published as well.

If we count separate books translated from Ancient Greek into Estonian during 1960-2009, the number will be 15, whereas there are 17 books translated from Modern Greek during the same period. It is surprising that there seems to be more translations of Modern Greek literature in Estonian than there are translations from Ancient Greek into Estonian.

One can conclude that there are too few translations of Ancient Greek literature in Estonian. On the other hand there are amazingly many translations of Modern Greek Literature in Estonian, considering that Estonia is a small country, which does not have tight connections with Greece and Greek culture.

The presentation tries to give a survey of the translations from Greek language into Estonian and to enlighten the background of them – e. g. the interest and expectations of readers and translators.

Elena Dominguez-Romero
Lecturer, The Complutense University of Madrid, Spain

Imperfect Blending for Intended Readers's Mental Spaces: A Cognitive Approach to Reception

There is no uncontaminated or pure culture. Peter Stockwell (2002) states that it is common to see how a text relies heavily on another single identifiable text, through direct citation or through the transposition of plot into a different world. Literary texts lift characters, plots, settings and themes out of their original environments and place them into new blended spaces where an emergent structure develops independently. Hence the structure of the blend allows new insights to appear as well as a new understanding of the elements of the input spaces. The aim of this paper is to claim this to be an imperfective process in the sense that, as De Mulder and Brisard (2007) claim for the French "imparfait" within the framework of Langacker's cognitive grammar, blending presents the designated situation (characters, plots, settings and themes) as a "virtual reality", i.e., as situated with respect to a centre of conceptualization, or a second ground, different from the actual speaker. The designated situation is to be located in the past, but also the centre of conceptualization from which the situation is being conceived. Examples taken from reception in Shakespeare will be used for that purpose.

Lucia P Romero Mariscal
Lecturer, University of Almeria, Spain

A Society: An Aristophanic Comedy by Virginia Woolf

A Society, by Virginia Woolf, was published in 1921. By this time the writer had notoriously proved not only her well-known opposition to the recent Great War but also her outspoken criticism against the inferiority of women writers and artists. She was also well acquainted with both the ancient Greek language and literature, and she continually referred to them in her private diaries and letters, as well as in her novels, short-stories and essays. As a matter of fact, she had already had a review printed on a pro-suffrage adaptation of Aristophanes' Lysistrata (1910) and had read and discussed the translation that her friend Roger Fry had prepared in 1918. The content of this paper is that A Society deploys the mechanisms and plots of famous Aristophanean comedies, such as Lysistrata and Women of the Assembly, in order to enhance its own utopian and critic message. Taking the genre of ancient comedy as a foil, the development of the story, from the comic idea to the various references to historical, as much as personal, events acquires an enriched dimension that illustrates the writer's learned and refined art of allusion. All in all, it is a witty and hilarious example of Virginia Woolf original and creative art of reception of the Greek classical tradition.

Sabina Rotenstein
Researcher, Alexandru Ioan Cuza University of Iasi, Romania

Sociolinguistic Aspects on the Interaction between Greek and Romanian

The article focuses on the Greek constituents of the Romanian anthroponomastics and on their being inserted to the Romania pre-modern and modern derivational system. Our choice relies on the historical context of the 17th and 19th centuries when there has been a direct, ethnic contact with the Greeks, different from any other previous interaction. The connection between the Romanians and the Greeks had an increased social and linguistic significance due to capitalization/ depreciation of some anthroponyms: hence onomastics becomes an indicator of the structure of the society and the interaction processes of the community while using social motivation to choose specific linguistic forms. The abundance of Greek origin anthroponyms (Ruset, Caragea, Hiotu, Hrizoverghi, Iamandi, Mavrichi etc.) having been detached from the 17 and 19 centuries documents explains the strong influence of that period upon the Romanian onomastics. Greek anthroponyms — such as given names and patronyms — have been often absorbed as they were by the Romanians, but they underwent inherent phonetic changes while passing from one language to another and brought about a significant number of suffixes which resulted in a changed Romanian anthroponymic system. These suffixes (gr. -avkh" > rom. -achi, -ache; gr. -ivdh" > rom. -ide, -id; gr. -avto" > rom. -at, -atu etc.) start operating within the Romanian onomastic system while they are being attached to different names of Romanian or foreign origin. Within the Romanian system, and in a permanent relationship with the mobile structure of the society, the Greek suffixes are being endowed with onomastic and stylistic values, different from those of the language from which they have been taken from (Greek hypocoristic suffixes had initially appreciative values, but they would later become pejorative, to be further neutral when being inserted to the structure of the family name), or they help modernizing the Romanian patronymic system(Greek patronymic suffixes have replaced the old Romanian patronymic system, based on syntactical constructions, with a derivational one). The diachronic research of the suffixes of Greek origin represents an essential stage to formation and stabilization process of the Romanian modern anthroponymy.

Ibrahim Sabatin
Assistant Professor, Al Quds Open University, Palestine

Learning Strategies: Perceptual Styles and Brain Hemisphericity

This study investigates the learning strategies used by Palestinian female students, drawn from different proficiency levels, in relation to their perceptual styles and brain hemisphericity.

A total of 348 female students participated in this study from three different proficiency levels; 120 from the preparatory government schools, 128 students from preparatory private schools and 100 university students who were studying English at Hebron University.

The study employed three different questionnaires for data collection: the Strategy Inventory for Language Learning, the Barsch Learning Style Inventory, and the Brain Dominance Inventory.

The main aim of this study is the determination of the effect of perceptual styles and brain hemisphericity on the subjects' choice and use of learning strategies and to investigate the relationship between the subjects' learning styles and their level of achievement.

This study will answered the following questions:

1- What is the relationship between the subject's language proficiency and strategy use?

2- What is the relationship between the subject's hemisphericity and strategy use?

3- What is the relationship between the subject's perceptual styles and brain dominance and strategy use?

The results of the study revealed a number of interesting findings. The dominant brain hemisphericity of Palestinian females was found to be the left brain while their dominant perceptual styles were the visual and the visually dominant ones. The university students were found to use memory, cognitive, compensation and metacognitive learning strategies more frequently than their younger counterparts.

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Comparison between Seven Stages of Mithraism and Seven Stages of Iranian Theosophy in Persian Poem

"Mehr" or "Mithra" is one of the Gods of ancient times that was mentioned in Achaemenian's inscription of Iran. We also observe the name of "Mehr" in the written work of historians like Herodot, Plutarque and Xenephon , "Mehr" was a Greek-Roman God named "Mithras" and Mithraism was considered as a Mysteria religion.

There is no doubt that Greeks and Romans were closely familiar with the culture of Iran and knew Iranian religious believes. Belgian "Frants Cumont" is one of the most famous orientalists and the first Mithraism researcher who explained the effect of Iranians culture on the culture of Greece and Rome in his books and he considered the culture of Iran and Rome-Greek to be two main elements of the western and eastern civilization.

"Mehr" religion started at Achaemenian's era and lasted until Sassanians' and meanwhile it was considered to be the extensive religious systems which its remainder signs show wonderful acceptance among people in Europe. Many temples and sanctuaries named "Mithraum" in Europe explain the importance of this religion.

On top of this religion there was a Lord and the goal of his followers was to be united with him. The main purpose of this religion was reaching inner insight for ultimate salvation. Followers of this religion were obligated to keep the group's believes as a secret then the nominated to join this religion had to be baptized for confidentiality. This religion has special visiting rituals which the membrane candidate had to do them. In this religion there were some signs and secrets which was observed in caves and temples of Mehr followers as figures like torch, cow, shell and … .

The most important principal of this religion was cleansing, endurance, pain, ascetic and finally intuition. The acceptance condition was to endure pain, the language of Mehr religion followers in rituals and in Mehr's seven stages naming was Greek. In Mehr religion, number seven was considered to be sacred and noteworthy. In this religion there were seven stages that the disciple had to pass to reach innocence and salvation. These seven stages consisted respectively: Corax, Nymphus, Miles, Leo, Perses, Heliodromus and Pater.

In their belief, the sky had seven floors and each floor was considered to be related to a planet, human's spirit when landing from

heaven to the earth got his spiritual characteristics from planets. In this religion there was a seven-stage ladder and the material of each consisted of seven metal types. Newcomer neophyte, who entered Mehrian's congregation after success in different exams and attesting, gradually pass these seven stages. Each stage had its own special difficulty.

One of the Iranian poets and theosophists named "Attar" in his Book "Manteghotteir", explained the seven stages that a disciple must pass to reach his destination and aim. These seven stages are matched with seven stages of Mehr religion. One passing these seven stages must endure lots of pains to reach his desired. These seven stages are Demand, Love, Insight, Magnanimity, Monotheism, Wonderment, Poverty and perdition.

Demand stage was the stage of asking and searching for the desired and is considered to be the first stage of theosophists' bearing and is comparable to the Corax status in Mehr religion. Attar's second stage is love which completes the demand stage and it is the most difficult one that a disciple steps into and it is comparable to Nymphus status. Third stage is insight. It is a learning stage and comparable to Miles status in Mehr religion.

In the fourth stage which is Magnanimity, God is needless of everybody and everything and it is comparable to Leo status. The fifth stage is Monotheism, belief in the unity of lover and beloved and it is comparable to Perses status. The sixth stage is wonderment which is the result of God recognition and it is like Heliodromus and the last stage is poverty and perdition, it is the absolute perdition of worldly pleasures and staying in the presence of God, It is comparable to Pater status in Mehr religion. In this article Attar's poem and seven stages in Iranian theosophy will be compared to seven stages of Mehr religion.

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Literature; A Bridge to Identity

If one looks back hundreds years ago to search for any innovation and invention and that how they came to existence and developed, s/he very soon finds out that through language man has been able to teach and transfer his knowledge to others through ages.

Language is among the important factors that shapes the identity of each individual. Who a person is and how s/he is characterized in others' viewpoint, can be revealed by language. From the first words a neonate tries to imitate from what s/he hears in her/ his surrounding, her identity is going to be shaped. When a person speaks an ethnic language, s/he has adopted that ethnic identity. In the same way, when s/he speaks and uses a national or official language of a country, s/he tries to communicate and be considered as a part of that nation or country. In this way, international languages, which are spoken by numerous people all over the world, give the speakers international identity and unity. They gather people like the members of a family and bestow them coherence and harmony. Among the other ways, literature written in these international languages is considered as one of the best tools to unify people all over the world and make them acquainted with one another's conditions.

Since literature is the reflection of life, it portrays the life of people, their manners and attitudes. On the other hand, the medium of written literature is words. So what an author writes reveals her/ his own identity and that of the characters s/he creates in her/ his works because the characters' identity is shown through the language the author uses. In this way, the author depicts ethnic, national or international identity according to the diction and language s/he chooses for her/ his narrative and his characters.

People, no matter where they live, can be informed about the other people's identity through the books written in international languages in which those people play roles. When a vision of people's life is portrayed in literature, other people are informed about what makes their identity; their customs, life, habits, rules, sufferings and happiness.

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Rhetoric of L. Sterne's "A Sentimental Journey through France and Italy"

The key to the rhetoric of L. Sterne's "A Sentimental Journey…" is the rhythm of graphic units of three types: syntagms + phrases, discourse types and paragraphs. These rhythms are built into one another. The rhythm of paragraphs corresponds to the implied author's level of discourse, the rhythm of types of discourse - to the travel accounts of the Reverend Mr. Yorick (this level is mystification), the rhythm of syntagms and phrases – to the inner speech of the Reverend Mr. Yorick. The level of Yorick's inner speech makes it possible to turn this speech, and through it the processes taking place in his consciousness and soul, into the subject of description, i.e. the main theme of the novel. Close reading of the first chapter made it possible to analyze all three levels of discourse and reveal the structural principle of the novel and the author's point of view.

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A List of Persian Mythical Women

Human being's everyday life and his life related to his rites requires a direct contact with universal and legendary heroes and holy great people`s ancient roots, and reflects attitudes of people who admired distant creatures such as sky ,sun and stars. They have received erudite antitype through divine religions and beliefs after a while, being firmly enrooted in community`s culture and literature. Hence, a countless number of manifestations of nature, because of their power and divinity, have been used as women`s names in the course of history. In this article, the writer tries to review these manifestations religious aspects and beliefs belonged to people of Guilan regarding this issue.

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The Impact of Teacher Cognitions on Classroom Assessment Methods

Although there has been a growing interest in classroom assessment methods in TESOL in the past decade, few studies have applied the theories of teacher cognitions to investigate this issue. The present study intends to fill this research gap, using Borg's (2003) model as its theoretical framework. 40 secondary school teachers of English in Singapore were interviewed about their classroom assessment practices. 5 out of the 40 interviewed teachers were later selected for classroom observations. Assessment policies, quizzes, and examination papers were reviewed. Findings showed that teacher cognitions played a key role in shaping teachers' assessment practices. Numerous factors affected teachers' choices of assessment methods, especially the educational contexts within which teachers were teaching. This was especially true at Singapore secondary schools because teachers had to prepare students for the high-stakes entrance examinations. In addition, most schools had standardized assessment materials, procedures, and rating rubrics, so teachers were not allowed a lot of latitude in using their own assessment approaches. Although assessment methods among teachers seemed to be uniform due to this reason, some varieties were still observable. For example, alternative assessment methods, such as portfolios, peer assessment, and self assessment, were still used by some teachers. This phenomenon might spring from professional training such as assessment courses and workshops, teaching experiences including their teaching practicum, and previous schooling history. Since this is a qualitative study which has involved only a small number of research participants, future research can use quantitative methods to complement the shortcomings of the present study.

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Plato and Liberal Education

The humanity began to search ways and methods of knowledge transfer in very ancient times. From ancient times until today different educational systems were founded, some of which continued to operate and the others became part of history of pedagogic.

One of the unique educational systems indisputably is so called Liberal Education, which takes its origins from Antiquity and, in particular, from Ancient Greece.

The aim of paper is to discuss several aspects related with meaning, concept and goals of Liberal Education in times of Plato and today.

The principles of Liberal Education first are introduced in works of ancient Greek philosopher Plato. Plato still is considered as a founder of concept of Liberal Education. So I'll shortly represent the basic concept and goals of Liberal Education in Plato's works. The paper considers Plato's educational plan – curriculum and its relation with modern curriculum.

Plato describes education as an art to make perfect man. When Plato speaks about education he means liberal education. Liberal education is education whose end is man himself. When men are trained vocationally we may expect better products, but we have no right to expect better men in the wide sense of this term. That's why this product may not be useful for society.

From the 21th century liberal education has new defenders, but the concept and goals of liberal education are the same: to prepare human being to live responsible, productive, and creative, to be ready for lifelong learning.

After Plato's ideas the modern equivalent of a liberal education is discussed. I'll try to show similarities and differences between Plato's model of education and modern liberal education.

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&
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Attitudes of Students towards Literature Courses in an ELT Program

After reviewing the previous work on this topic, we believe it would not be inappropriate to argue for the presence of a tacit agreement among teachers and researchers in the field of second or foreign language teaching regarding the value of using literature. This might be because of the fact that the use of literary works, for hundreds of years, "was looked upon as a venerable tradition" (Sivasubramaniam, 2006, p. 254). The use of literature in language teaching is appraised is due to (a) its assumed role in developing linguistic knowledge both on usage and use level; (b) its motivating quality; (c) its potential contribution in learners' understanding of the target culture; and (d) its role in developing skills of cognitive and critical thinking. However we sometimes observe resistance among students who have to take literature courses while learning English, especially in English Language Teaching (ELT) programs.

This study investigated the attitudes and opinions of students towards the use and place of literature course in language teaching. Semi-structured interviews were conducted with three groups of students: (a) the students who had not taken any literature courses before (n=7), (b) the students who were taking a literature course at the time of the study (n=7), (c) the students who took the course recently (n=7). The interviews included questions about the place, importance and use of literature. The results of the study revealed that the students had mixed views about the use of literature and had some reservations about its inclusion in the mandatory course catalogue. However it would also appear that many students, particularly those who are currently enrolled in a literature class, understand the logic and even importance of its use. From here we draw conclusions as to how educators can approach the use of literature as a learning tool when assuming the presence of such varied student preconceptions.

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Analysis of Communication Strategies Used by EFL Learners

According to Littlemore (2003), the steps taken by language learners in order to enhance the effectiveness of their communication are known as communication strategies. The purpose of the present study is to analyze the communication strategies used by EFL college students. The major research questions include: (1) What are the communication strategies used by EFL learners? (2) How do EFL learners perceive their communication strategy use? The participants were one senior class of 30 English majors at a university in northern Taiwan. With the task of concept identification (Chen, 1990), each student was required to communicate one concrete and one abstract concept to an interlocutor in an interview situation. Since the students were not allowed to use the exact target words, they would be forced to make use of communication strategies. The speech production of concept identification was videotaped, and the participants' narrations and responses in the task were transcribed. A coding system based on Tarone's taxonomies (1981) was adopted to identify the communication strategies used in the transcriptions. The system included nine communication strategies, i.e., topic avoidance, message abandonment, approximation, word coinage, circumlocution, literal translation, language mix, appeal for assistance, nonverbal signals. Then, an interview was held with ten participants to probe their perceptions of communication strategy use. By providing empirical evidences and descriptions, the current study can facilitate our understanding of the communication strategies used by EFL learners, and further to assist Taiwanese college students to become more effective EFL speakers.

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Is Non-narrative Literary History Possible? The Case of Contemporary Transnational Literary Histories

In the last decades, the traditional model of literary historiography, inherited from the nineteenth century (the model of a national, organic and narrative literary history), was the object of extensive criticism approached from different perspectives. For example, the Annales School representatives disapproved of its insistence on the individual factors, which thus minimizes or even ignores the tectonics of the latent structures; Hayden White emphasized the fact that narrativity involves, by its mere mise en oeuvre, a specific ideology which is not always known to the historian; whereas David Perkins believed that literary history was "an impossible genre". In this study, I intend to examine the extent to which the contemporary literary historiography has managed to provide alternatives to the traditional historic model. In view of this, my starting point will be represented by the theoretical programs described in the collective volume edited by Linda Hutcheon and Mario J. Valdès (Rethinking Literary History, 2003) and I will analyze three of the most important contemporary transnational histories: Mario J. Valdès and Djelal Kadir's Literary Cultures of Latin America. A Comparative History (3 vol., 2004); Marcel Cornis-Pope and John Neubauer's History of the Literary Cultures of East-Central Europe (4 vol., 2004-2010); and Fernando Cabo Aseguinolaza, Anxo Abuín Gonzalez and César Domínguez's A Comparative History of Literatures in the Iberian Peninsula (vol. 1, 2010). More specifically, my approach will focus on three issues: (1) the extent to which the three histories mentioned dismiss/substitute narration by other modalities of historiographical representation (description, explanation etc.); (2) the extent to which this tendency influences the "historicity" of the historiographical discourse; (3) the type of ideology latently promoted by residual narrations within the three histories and how it influences the ideological perspective to which the coordinators of the projects mentioned are committed.

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Education under Franco's Regime in Spain

Some features of Spanish society during Franco's period can be understood through knowledge of the way in which that society has developed through the centuries. The most important historical event that served Franco in the development of his ideological dogma was the notion of nation building; the unification of the country in the period to the fifteenth century under the pressure to drive out the Moors who had invaded and occupied it for seven centuries. The centuries-long struggle to expel the Moors helped consolidate a number of separate peoples into one nation: the Castilians, the Asturians, and so on — but its greater importance was its effect on emphasizing religious orthodoxy. The greatness of Spain was short-lived. It started with the final victory over the Moors in 1492, the same year in which Columbus discovered America, and ended a century and a half later. Franco's focus was the historical aspects from the period of 1492 and on. Keeping this in mind, he was opening the interest for the origins and the authenticity of the Spanish person and society. This interest dictated a search for a new national image that was going to unite the people of Spain. The heroic and historical figures of the Cid, of Colón, Hernán Cortes and of the Reyes Católicos played a major role in the ideological development of the New State because of their contribution of establishing a powerful nation in the Middle Ages. The expulsion of the Moors from Spain marked the beginning of the imperial Spain of the Reyes Católicos. Because they formed an empire that was unique, centralized, pure and Catholic, it appeared, without any doubt, as a definite model for Franco to follow. He used the fame and power of this once strong nation as a source of manipulation. Considering these elements, Franco wanted Spain to be re-born under his leadership. With such an achievement, he would gain power over the entire nation. He wanted to make Spain unique without the existence of regional distinctions, a notion that was made clear when he prohibited schools from teaching Catalonian and Basque languages in these regions. In order to transmit such an ideology, Franco's approach began with the educational apparatus. In this setting, the students were introduced to the notion of a powerful empire through literature, patriotic slogans, anthems, illustrations, and other means. More importantly, he specifically focused on historical and heroic figures that played a role in shaping a strong, unique empire such as the figure of the Cid. Utilizing Umberto Eco's theory on interpretation, this work will explain how the Educational Apparatus during Franco's era used some heroic figures at a satisfactory level to help build the image of the dictator.

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The Perspectives of EFL Learners on the Video Use in Language Classrooms

With the improvement in technology in recent years, language teaching methodology has changed to a certain extent. Thus, teachers have started to make their lessons more efficient with the integration of the recent technology in the lessons. To illustrate, videos have started to be used in classes instead of audio players and tape recorders. The importance of video use in language classes has already been mentioned and it is a well-known fact in the field (Ur, 1984; Singer & Singer, 1983; Canning-Wilson,2000). However, nobody knows what happens when the videos brought to the class have been created by the students themselves and their pedogogical implications. This study has been conducted whether the students have benefited from the videos that they have created due to the project assigned to them and a comparison between the videos brought by the teacher and the student videos has also been made on the benefits of both. In order to figure out the educational benefits, students were given a project which required them to create a video in which they were playing by using the vocabulary and the structures they had learned so far. They were given a questionnaire before the videos were shown. Then, both the student videos and videos brought by the teacher were shown. Another questionnaire was given just after these presentations. It has been found out that students prefer videos brought by the teacher rather than the ones created by themselves because of several reasons. They have also prefered to have videos related to the target culture. Furthermore, there are some practical implications of the video use for education as well.

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Let's Chat and Learn": Motivating the Digital Learner

Thoughtfully embedded virtual communication among students can significantly enhance their learning experience by providing a familiar space for a type of dialogue that can be more easily transposed to their face-to-face in-class exchanges. Drawing from my own students' experience in two different advanced French language courses, I will discuss the benefits of incorporating on-line discussions on the effectiveness of the in-class instruction, on the quality of the learning environment and on the enhancement of the students' learning experience. I will show how this cost-free pedagogical tool can help students to take responsibility for their learning and to further enhance their engagement in the course and in the material taught. I will also discuss the challenges and limitations of such teaching tool in the context of second language learning.

More specifically: (a) I will describe the various steps taken for setting up this interactive tool to ensure a safe virtual environment amenable to the type of interaction intended by this technological tool; (b) I will present the different ways in which the students' virtual exchanges were used to reinforce course content and to enhance face-to-face instruction and peer collaboration, and (c) I will reflect on the benefits and challenges of implementing such a teaching tool in language courses.

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ESP Course Evaluation

The aim of this study is to evaluate the English for Specific Purposes (ESP) courses offered in the School of Foreign Languages of a state school in Istanbul. These ESP courses, offered during the second semester of the English preparatory year as a part of the general English courses, are mainly designed to equip the students with the skills which will assist them to follow their departmental courses in the following years. In these courses, the students are introduced to the basic terminology and some concepts of their disciplines which they are likely to encounter in their departmental courses. In the short run these courses cater for the academic needs of the students, while they cater for the occupational needs of the students in the long run. In order to gather information about the teaching practice and learning in these classes and their impact, and to restructure the already existing program, it is necessary to make an overall evaluation of the courses. An evaluation of the courses will also give the course designers an opportunity to identify whether there are any problems with any aspects of the courses, and the students are really equipped with the proper skills to pursue their departmental courses. To this aim a questionnaire examining different factors such as students' perceptions of ESP courses, course objectives, course content, used materials, course organization, instructors, and assessment procedures has been prepared and administered to the students who are currently enrolled in the courses in their departments, but had ESP courses in the previous years at the preparatory level. The courses will be evaluated in relation to the factors mentioned above and it will be determined if the results change by departments. The findings will be provided, and suggestions regarding the reconstruction of the courses will be discussed in the full paper.

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Portuguese Language Orthographic Agreement of 1990: Inconsistency and Homographs

This paper addresses the historical background of Portuguese orthography, ranging from the emergence of scriptae to the Language Orthographic Agreement of 1990 (AO 90). Some references to the main controversial aspects of Portuguese orthography are made, concerning the political inception and promotion of a "unified" orthography in the Portuguese-speaking world, from the 19th century until 2011.

However, the core issue relates to the orthographic inconsistency created by AO 90, with oblique references to the impossibility of coexistence between the political will for unification and the text of AO 90, outlining the serious technical problems at stake. The fact that these problems have been pointed out in opinions since the 1980s does not staunch the political determination behind its implementation.

Base IV promotes the deletion of silent letters by respecting an ad hoc "phonetic (or pronunciation) criterion" (AR 1991: 4383) and base IX establishes the deletion of acute accents. Both bases promote orthographic inconsistency and base IX may also give rise to problems in terms of syntax and semantics.

The conclusion of this paper points two solutions for the problems created by AO 90. Since the deadline for full implementation is May 13th 2015, there is time to reassess all of the orthographic implications of an instrument that, although politically motivated, should focus on its main purpose: orthography.

orthographic inconsistency and base IX may also give rise to problems in terms of syntax and semantics.

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Epistemological Holism and Meaning Holism

This paper aims to discuss the relationship between epistemological holism and meaning holism. We begin with the definitions of the two kinds of holism and then come to the point. For Quine, meaning holism can be inferred from confirmation holism (belonging to epistemological holism). But Quine's inference is based on some wrong assumptions. This paper argues that epistemological holism does not lead us to meaning holism, the main reasons of which are that the two kinds of holism belong to quite different categories ; though meaning has some epistemological properties, not all epistemological properties constitute the meaning of a linguistic expression. To achieve our goal, we will employ Searle's background theory, Cozzo's theory of epistemology of meaning and Cornwell's notions about appearance beliefs and skill concepts.

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Analysis of Localization of English and How Does Chinese English Developing Phenomena Work on College English Teaching

English, having already developed into a world language, has given rise to many localized varieties, one of which is Chinese English. Studies on Chinese English mainly focus on the differences between Chinese English and "Chinglish" as well as the characteristics of Chinese English. During the localization of English and in English teaching in China, it is of great significance for the students to understand the nature of language learning, to enhance their sense of identity with the mother tongue and to have a clear understanding of the purpose of using languages. In pace with continually accelerating globalization, English has already become the most wide-ranging language in the world. According to statistics, "approximately 25% of the world's population has reached a fluent or highly skilled level of English; in addition, this number has steadily increased to 1.2 to 1.5 billion people by the end of the 1990s." This number includes native, second language, and foreign language English speakers all over the world. English is widely spreading all over the world and at the same time is being influenced by local language, customs, and culture. Gradually, it develops into special, local English varieties such as South African English, Indian English, and Singaporean English. Therefore, its name changes from English to "World Englishes." In this way, it also carries conflicts with it, especially the question about whether an objective Chinese English exists. Within the background of the localization of English, it will have important significance for the teaching of English in China that Chinese English's characteristics, definition and position be stipulated as soon as possible.

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Social and Sexual Alienation of Women in Mansfield's Bliss

Katherine Mansfield's Bliss, as many critics have pointed out, is somewhat superficial because of the actual events or occurrences narrated are so insignificant as to be almost trivial The female protagonist Bertha is so simply depicted as to appear entirely devoid of any depth or personality. However, they only noticed the "surface" value of Bliss, and neglected the "deep" value of the tale. Aimed at readdressing that kind of bias, this essay tries to demonstrate how the delicately elusive surface of Mansfield's short story Bliss only serves to hide more subversive themes and attitudes which show the author's deep concern over historical as well as social issues. Under the delicate and light-hearted surface story of a day in Bertha Young's life, the author includes and incorporates more somber subtexts which question the heroine's bliss. Because of the patriarchal ideology prevailing at that time, Bertha embodies "a rare fiddle" with all the material possessions a woman may wish for, but secluded from the society, a stranger to her own child, neglected by her husband, and betrayed by the woman she admired. For all the heroine's insistence on her happy state of mind, the story of Bliss is one of social and sexual alienation of women, of the ideology that silences women's voices and represses their own desires. The apparent economy of words and simplicity of plot and characterization are only deliberate stylistic devices that hold deep political and psychological connotations.

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&
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On Post-Pubescent Language Acquisition

This paper deals with the well known fact that language acquisition becomes increasingly less efficient after puberty --a fact attributed to language lateralization in the brain by Lenneberg (1967), although today we know that the brain is lateralized for language around the age of 5 (Krashen (1973), Dennis and Whitaker (1976)). In addressing this issue from the perspective of current linguistic theory, the paper will argue that pre-pubescent language acquisition involves parameter setting as proposed by Chomsky (1995 and elsewhere), whereas post-pubescent language acquisition involves the development of a new set of parameters in --unconscious-- reference to those already set during childhood. Additionally, from a neurologic perspective, the paper will argue that child language acquisition correlates with increased synaptogenesis in the temporal lobe, whereas the relative attrition of the language acquisition capacity after puberty correlates with increased temporal lobe synaptic pruning, which mostly takes place between the ages of 10 and 15 --correlations thus far not noted in the literature. In closing, the paper will elaborate on how post-pubescent language acquisition is actually possible given the limitations imposed by the temporal lobe synaptic pruning that has taken place. To this effect, the paper will show that post-pubescent synaptogenesis --which is stimulus dependent and slower than child synaptogenesis as the technical literature indicates-- crucially correlates with the presence of the postpuberally acquired language --a new set of parameters linguistically speaking--, as fMRI images of bilingual and monolingual temporal lobe activity strongly suggest.

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Towards a Hermeneutic Pragmatics of Fictional Communication

This paper is concerned with fictional communication as the act of an author in relation to a reader. It is argued that fictional discourse exhibits certain complexities that are not observable in other forms of discourse. For example, the author's act is mediated for the reader by that set of persons called characters. This fact immediately generates a range of relations, firstly the triad of author-reader, author-character, and reader-character. But closer observation reveals that this mediation may be such that it gives way to another, deeper set of relations. At a deep level one may postulate reader's relation to author's self-relating and author's relation to reader's self-relating.

In literary studies the notion of authorship has been effectively proscribed in recent times in favour of studies of pure textuality, particularly following the work of Barthes and Foucault amongst others. But this is not an appropriate step from the point of view of pragmatics, where we are concerned with the nature of the performed act, not only the produced artifact. For this we require an adequate notion of agency. It may be, however, that for pragmatics to be adequate to the task of explaining fiction, certain new developments in the field will become necessary. Certain established approaches in pragmatics, such as speech act theory, are not in themselves fully adequate. For one thing there is the fact that authorship is not only conventional – it is that – but it is also unique and individual, as authors such as M. M. Bakhtin have shown. A hermeneutic pragmatics is one that will accommodate itself to this uniqueness and to the various relations of (mis)recognition that may arise in the performance of the act.

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Words-for-World: Language, Hermeneutics and the Cosmos

Language has always been a critical leitmotif of determining and interpreting the lived experience of the world not only as a mode of immanent affection within the ethnos, but also as a transcendent modality of civic intersubjectivity within the demos. Language, as a dialectical mode and modality of ethno-cultural and civic experience, might also be regarded as a primary point of interest while interpreting the quest for cosmopolitanism by reference to its interpenetrative and symbolic horizon of being in the 'world'. In effect, language brings forth the hermeneutical potentia of interpenetrating the instrasubjective and immanent modes of the 'own-world' with the intersubjective and transcendent modalities of the 'with-world'. Cosmos, accordingly, underpins a hermeneutic possibility of fusing the particular and universal contexts of the lived experience within the linguistic void of being in the 'world'.

By distancing itself from the Janus-faced remedies sought by the Cartesian logic of dualism between res cogitans and res extensa, this paper sets out to interpret the central importance of language within contemporary political philosophy. With an interdisciplinary framework positing a primary emphasis on the role of the symbolic - language or the 'big Other'- in Lacanian psychoanalysis, Bourdieu's conceptions of 'habitus' and 'symbolic power', Heideggerian and Gadamerian hermeneutic phenomenology, and the debates on 'identity' and 'alterity' in contemporary political theory, this paper questions the future possibilities of expounding the hermeneutic horizons of linguistic experience as a prospect for cosmopolitanism. By going through a hermeneutic redefinition of Deleuzian desiring-machines, this paper finally discusses whether it is possible to expand and further the idea of Ludwik L. Zamenhof's Esperanto movement with the hope for a humanitarian and cosmopolitan translation-machine which simultaneously produces words-for-world.

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What Verbal Components Tell About Spanish Verb-Noun Compounds: Frequency Effects in Compound Processing

This study examines Spanish verb-noun compounds in terms of the role played by, and the relationship between, metonymy and metaphor in generating them. Spanish verb-noun (V + N) compounds, of which sacacorchos 'corkscrew (pulls-out-corks)' and lavaplatos 'dishwasher (washes-dishes)' are typical examples, are known to be very productive (Barcelona 2008; Tuggy 2003; Val Álvaro 2000). In spite of their everyday use and the regular creation of novel compounds, however, not much has been known about the cognitive operations regulating their usage and creation (cf: Yoon 2009). This study identifies a variety of referent types denoted by Spanish verb-noun compounds such as instrument, agent, place, plant, animal/insect, and causer event, then analyzes sample examples of Spanish [V + N] compounds in each referent type for their conceptualization patterns. The data are drawn from six dictionaries published between1984 and 2005. Five hundred verb-noun compounds from these sources are selected as sample data for the analysis. Among them, [V + N] compounds whose verbal components are the most common types (e.g., abre 'opens', busca 'seeks', corta 'cuts', cubre 'covers', and guarda 'keeps') are examined in terms of the conceptual operations of metonymy and metaphor, based on the two-domain models proposed in Lakoff 1987; Panther & Thornburg 2002; Barcelona 2005; Ruiz de Mendoza & Peña 2005, Ruiz de Mendoza & Mairal Usón 2007, among others, as well as on the model proposed in the Combined Input Hypothesis for the analysis of metaphors involving multiple inputs (Ruiz de Mendoza & Díez 2002; Peña & Ruiz de Mendoza 2009). The analysis of the data shows that there are at least four metonymic and metaphoric patterns involved in Spanish verb-noun compounds and that these patterns are productive. The four patters are: i) only metonymy is involved; ii) target-in-source metonymy is derived from metaphor; iii) metaphor is derived from target-in-source metonymy, and iv) metonymy is derived from a metaphor which is derived from metonymy.

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Impossible Balance: Textual Instability in The Handmaid's Tale

The intention of the author/ character via their texts does not always safely reach the audience uninterrupted. In order to safeguard their intentions a safe journey to the audience, the authors employs various methodologies or strategies to keep the stability of meaning of the text. The motivation to maintain textual stability originates from the fact of the indeterminacy of textual meaning, textual instability. The relationship of textual stability and instability is mutually dependent. This study tries to argue that the textual instability, the indeterminacy of textuality is the result of the effort of indoctrinization of a single meaning into the text. Its textualization will lead directly to the instability of society. The Handmaid's Tale is illustrated here to exemplify the unstableness of textual meaning, the universality of the impossible balance of textuality.

The study is conducted basically on two levels, the logic level of a text which concerns the study of the intension, extension, and taxonomy of texts and the epistemological level of text, which concerns the study of the understanding, the interpretation and discernibility of texts. Methodologically, this study will start, first of all from categorizing and examining the functions of the texts in The Handmaid's Tale, and then expose how the interpretation and understanding influence the textual stability from the perspectives of the characters in this novel and the author Margaret Atwood, finally discuss limitations of textual meaning in its influence on textual stability in the novel. It aims to find out how the patriarchal text is injected into the minds of the women in the Republic of Gilead, how does the injection function in the lives of the women, how does the patriarchal text compete with the feminist text in its effort of maintaining textual stability to give a full account of the textualization in The Handmaid's Tale. However, the stability of the patriarchal text is frequently challenged by the feminist text. The women and even men frequently violate the rules and regulations textualized with strict enforcement, which leads to the instability of the text.

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English Learning Generators: Neurolinguistic Programming and Learning Styles in Foreign Language Acquisition

In the teaching of foreign languages, Textbooks act as a tool that generates learning, and if we improved them taking into account the different learning styles, we would be creating a real English Learning Generator for all the students. Could we imagine a learning system where all students learned English in a globalised world at their best?

The scope of my work in Second Language Acquisition includes the bestseller publishing houses in teaching English as a second language (Cambridge, Oxford, Longman, Macmillan and Richmond) and each single exercise in these textbooks will be classified on the basis of two theoretical perspectives; Neurolinguistic Programming, which states that information is processed through the senses and analyses the information input in students, and Honey and Mumford's taxonomy of Learning Styles, which analyses the information processing and its output

The major findings that emerged after analyzing textbooks were as follows: a) as far as the NLP is concerned, we should congratulate these publishing houses since the data that have been collected found a great numerical equality of exercises that could help the different systems of neurolinguistic representations and b) as far as the Learning Styles are concerned, we should criticise the publishing houses as there is a big number of exercises from a particular Learning Style.

The higher representation of exercises that could help the Reflector Style shows that all the publishing houses, without exception, follow the natural method. The natural method fails because it has an excess of a single Learning Style, which is the one with the smallest representation among the students (Reflector Style). Now it is time for the publishing houses to pay greater attention to the theories on Learning Styles than to the natural methodologies in foreign languages.

New technologies could act as the perfect individualized learning tool, as they could provide different students with the most suitable learning style for each one. The old books must change into e-books so education will provide each student with this ultimate English Learning Generator.

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Of Mice and Men and Other Irregular Plural Form

Overgeneralizations of certain plural allomorphs and other tendencies in the acquisition of German plural markers are described on the basis of data from over 7000 3- to 5-year-old German and immigrant children tested with a speech and language screening instrument KiSS (Kindersprachscreening) and 476 children tested with the language test SETK 3-5. Classified correct and wrong answers to KiSS and SETK 3-5 plural items were compared with non-parametric tests. The following parallels were found in the error patterns of both Germans and immigrants. (1) The choice of the plural allomorphs depends on their frequency in the input, simplicity, and applicability of the rules, and to a lesser extent on the command of the gender category. (2) The wrong plural forms mostly do not correspond to the accusative, dative and genitive forms of adult language, which means that these are not merely memorized items but the results of actively applied rules or schemata. (3) Both Germans and immigrants stick to the same overgeneralization patterns. (4) The difficulty levels of the plural allomorphs are also the same. (5) Both Germans and immigrants overgeneralize -s, -(e)n, and -e, other plural allomorphs can be encountered only sporadically. The distribution of plural allomorphs in incorrect answers is basically the same, which means that the discrepancies in the error patterns of German and immigrant children are of a quantitative and not of a qualitative nature. Yet, linguistically less proficient groups tend to overgeneralize -(e)n, repeat singular forms, produce quantifiers without pluralized nouns or forms strongly deviating from the rules of the target language. Linguistically stronger groups overgeneralize -s and use more plural allomorphs.

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Listening Self-Efficacy, Efforts, and Listening Achievement among Chinese College Students

The purpose of this study is to examine the contribution made by the self-efficacy component of A. Bandura's (1986) social cognitive theory to the study of listening in EFL settings. A brief overview of Bandura's social cognitive theory and of self-efficacy is first provided, followed by a description of the manner in which listening self-efficacy beliefs are typically operationalized and assessed, then followed by a synthesis of research findings that address the relationship between self-efficacy for listening to English news, efforts put in Listening to English news outside class, and listening outcomes. The study hypothesizes that students' listening self efficacy, i.e., their confidence in their abilities to understand English news and the effort they put in listening positively correlate with their achievements. And self-efficacy positively correlates with students' effort. 70 students participated in the study. They were required to finish a questionnaire designed to evaluate students' self-efficacy for listening to English news and effort put in listening to English News after class, persistence, interest as well as problems in listening to English news. For the purpose of the present study, only the data concerning self-efficacy and effort were analyzed. The students were then tested with a standard national test for listening comprehension. The results from that test were used as the data for students' listening achievement. SPSS 17 is used to process and analyze the data, looking into the relationship among self-efficacy, effort and listening achievement. Nonparametric test, Kruskal-Wallis test was conducted to figure out whether there are differences among different groups of self-efficacy level and listening outcome; whether there are differences among different groups of effort and listening outcome. Spearman test was conducted to figure out correlation among self-efficacy, effort, and listening achievement. The results show that correlations between self-efficacy and achievement, effort and achievement were not statistically significant. However, the correlation between self-efficacy and effort was statistically significant.

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Understanding the College English Teaching Reform in China through the Three National English Teaching Syllabi since 1985

This paper aims at exploring the Chinese college English teaching reform over the last three decades and its future trends through a close study of the three national college English teaching syllabi published in 1985, 1999, and 2004. Supplemented by hands-on English teaching experiences for 24 years in a Chinese university, the authors of this paper point out, through their comparative studies of the three syllabi on the notions, curricula, teaching foci, methods, text books and assessments, that under China's Open-door policy which brought English teaching into a new era, Chinese college English teaching has undergone three distinctive rounds of reform, marked by the three national syllabi, reflecting the designers' understanding about language and language teaching. The 1985 version, the first national English teaching syllabus since China's Opening-up policy, stressed grammatical structures, functions and notions in language use, and reading skills among the four basic language skills, namely, listening, speaking, reading and writing. It was a syllabus indiscriminatingly incorporating different theories and approaches in applied linguistics known to the writers of this syllabus. The 1999 syllabus was a revised version on the basis of the previous one, stressing still the reading skills, but at the same time the other three skills of using the language. It was more realistic, taking into account the needs of the society and the students, and the reality of teaching capacity in different parts of the country, signifying the development of Chinese English Teaching reform. The most recent syllabus, the 2004 version, which is in use today, differs greatly from the other two, in that it gives only general guidelines to universities to design their own courses, promotes computer assisted language learning and self-learning, and emphasizes the teaching of listening and speaking. This syllabus marks the maturity of Chinese English Teaching reform. After probing into the various reasons for the differences of these three syllabi, the authors conclude that Chinese College English teaching reform has been influenced by the development of applied linguistics, but will "advance with the times" – be more realistic and practical in future.