Contact:
Assist. Prof. Dr. Volkan Cicek,
Vice President for Scientific Affairs
Phone: +964 750 3179477
volkancicek@gmail.com

Ishik University,
100 Meter Street, Arbil, Iraq
CONTENTS

Preface ......................................................................................................................... v
Committees and Sponsors ............................................................................................... viii
Information about the Conference ................................................................................ xi
Program at a Glance ......................................................................................................... ix
Map of conference area .................................................................................................... ii

KEYNOTE PRESENTATIONS

The Second Language User and The Features of Oral and Written Communication ................................................................................................................................. 1
    Assoc. Prof. Dr. Azamat A. Akbarov

Why Assessment, Why Not Assessment; Social and Individual Impacts ......................................................................................................................... 3
    Assist. Prof. Dr. Mustafa Bahar

MORNİNG WORKSHOP CONCURRENT SESSION

1) Evaluating the Performance of EFL Intermediate School Teachers in Terms of their Instructional Qualifications ......................................................... 4
    Prof. Dr. Nahida Taha Majeed and Jawhar Brk Mutër, MA

2) Teaching Discourse .................................................................................................. 6
    Assist. Prof. Amra Ibrahim Sultan

3) The Contribution of First Language Acquisition Case Study to Second/Foreign Language Teaching and Learning ........................................ 7
    Assist. Prof. Dr. Nouroddin Yousofi

4) Common Practices that Pertain to Academics and Curriculum in U.S. Public School System ........................................................................ 9
    Assist. Prof. Dr. Volkan Cicek and Naci Yildiz

5) Second Language Acquisition and First Language Loss in Adult Early Bilingualism ......................................................................................... 10
    Dr. Hiwa Weisi and Khaled Moradi

6) A Passionate Teacher ............................................................................................... 12
    Nurullah Darıcı, MA

7) Creating Environmental Awareness through Education ................................ 13
    Dr. Mehmet Ozdemir

8) Commitment and Dedication to Student Learning .................................. 14
    Çagrı Tugrul Mart, MA

9) An Analysis of the Primary School Math Pre-Service Teachers’ Experiences during the Teaching Practice both in Private and State Schools ......................................................................................... 15
    Dr. Ahmet Cezmi Savas and Mutlay Dogan, MS
10) Educating Children of Healthy Eating Habits
   Dr. Wali Omer

11) Senior Students' Preparation Procedures for Admission to U.S. Colleges
    Assist. Prof. Dr. Volkan Cicek and Taner Ilgin

12) Mental Translation and Strategy Use of Translation in Learning English for Specific Purposes (ESP): The Perceptions of Iranian EFL Students
    Khaled Moradi, MA

13) Learner Satisfaction in a Blended Learning Model
    Bulent Dos, MA

14) New Trends in In-service Training in Education
    Basar Batur, MA

15) Fixed Content or Variety in Content in the Battle of Academic Reading
    Numan Kanar, MA

16) The Tyranny of Technology in John Ronald Revel Tolkien's The Lord of the Rings
    Enas Subhi Amer Abass, MA

17) Cloud Computing
    Shivan Fazil Sabr, MS

18) High School Counselors and Creating a College Going Atmosphere at Schools
    Assist. Prof. Dr. Volkan Cicek and Savriddin Khalilov

19) The Art of Effective English Teaching
    Khaled Moradi, MA and Gelareh Sabeti, MA

20) Investigating Iraqi EFL students' Use of Internet Learning Strategies
    Maysaa Raheed Al-Rubai, MA

21) Definiteness & Indefiniteness in English
    Eman Abdul Salam Al-Khalil, MA

22) Does Concordance Strategy Help EFL Learners Acquire Lexical Collocation?
    Dr. Hiwa Weisi

23) Strategies For Overcoming Cultural Barriers In Translation From English Into Arabic And Vice-Versa
    Muhammed Rasheed Hammood

24) The Effect of Consciousness-Raising on Punctuation Improvement of EFL Students
    Farshid Hesami and Neda Gohardehi

25) Investigation of Effective Staff Motivation, Dissatisfaction and Job Performance
    Atefeh Naderi Asl
26) Virtual Reality on Education and Mathematics Education........... Ismail Keskin

AFTERNOON WORKSHOP CONCURRENT SESSION

27) Problem Based Learning Implementation Outcomes from Students Perspectives.............................................. Prof. Dr. Abdulghani Mohamed Ali Alsamarai
28) Translation: A Review.......................................................................................................................... Ass. Prof. Dr. Nouroddin Yousofi
29) Gender and Instant Messaging in an Iranian Context.............................................................................. Neda Gohardehi and Ass. Prof. Dr. Amer Gheitury
30) Discipline Referral Procedures in U.S. Kindergarten thru 12th Grade Public Schools.............................. Ass. Prof. Dr. Volkan Cicek and Cemal Cakez
31) Importance of Interdisciplinary Fields of Science in Human Life......................................................... Omed Hamah Ameen Hama, MS
32) The Impact of EFL Learner's Skill Preferences in L1 on their English Performance in L2...................... Khaled Moradi, MA and Saleh Sepehrifar
33) The Impact of Poor Handwriting on Students' Performance.... Iman Muwafaq Muslim, MA
34) Use of Authentic Songs in Language Teaching....................................................................................... Ibrahim Nisanci
35) How to Keep Attentions of Young Learners in Biology Lectures............................................................. Dr. Dogan Ozdemir
36) New Educational Systems in the Era of Globalization............................................................................. Gelareh Sabeti, MA and Seyed Erfan Jalali, MS
37) College Level Courses During High School Education............................................................................. Ass. Prof. Dr. Volkan Cicek
38) Some Thoughtful Pedagogical Ideas to Support New Teachers......................................................... Widad Sabir Shakir, MA
39) Exploring Iranian EFL Teachers' Perceptions on Supervision................................................................. Khaled Moradi, MA
40) The Importance of In-Service Trainings................................................................................................. Mustafa A. Bingol, MA
41) How Can Teachers Make Use of Psychology in Education? ..... Cihan Baser, MA
<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>42) A Critical Discourse Analysis of How Iranian Writers Translate the Abstract of Their Papers from English into Persian...</td>
<td>63</td>
</tr>
<tr>
<td>Dr. Hiwa Weisi and Amin Davoudi</td>
<td></td>
</tr>
<tr>
<td>43) Wh-Movement and Interpretation-with Reference to Kurdish.</td>
<td>64</td>
</tr>
<tr>
<td>Rebwar Radha Abdurrahman, MA</td>
<td></td>
</tr>
<tr>
<td>44) Transitions and Interruptions during a Class</td>
<td>65</td>
</tr>
<tr>
<td>Assist. Prof. Dr. Volkan Cicek</td>
<td></td>
</tr>
<tr>
<td>45) Nominals in English and Arabic: A Contrastive Study</td>
<td>66</td>
</tr>
<tr>
<td>Abeer Hadi Salih, MA</td>
<td></td>
</tr>
<tr>
<td>46) A Comparison of EFL Teachers and EFL Students’ Understandings of Highly Effective Teaching</td>
<td>67</td>
</tr>
<tr>
<td>Khaled Moradi, MA</td>
<td></td>
</tr>
<tr>
<td>47) Stress and Affixes</td>
<td>69</td>
</tr>
<tr>
<td>Rawand Sabah Ahmad, MA</td>
<td></td>
</tr>
<tr>
<td>48) The Role of Passion in Student Achievement</td>
<td>70</td>
</tr>
<tr>
<td>Mustafa Albay, MA</td>
<td></td>
</tr>
<tr>
<td>49) Politeness in English, Kurdish, and Persian: A Sociopragmatic Approach</td>
<td>71</td>
</tr>
<tr>
<td>Dr. Hiwa Weisi</td>
<td></td>
</tr>
<tr>
<td>50) Academic Cheating Among Undergraduate Students: Prevalence, Methods, and Influencing Factors</td>
<td>73</td>
</tr>
<tr>
<td>Mostafa Nazari Montazer</td>
<td></td>
</tr>
<tr>
<td>51) Communication Strategies and Teacher Talk Time</td>
<td>74</td>
</tr>
<tr>
<td>Behcet Celik</td>
<td></td>
</tr>
<tr>
<td>52) Linguistics mechanisms of Power in Ibsen’s world: Applying Fairclough’s Theory of Language and Power</td>
<td>75</td>
</tr>
<tr>
<td>Vida Ashraf and Neda Gohardehi</td>
<td></td>
</tr>
</tbody>
</table>
Dear Colleagues,

On behalf of Organizing Institutions, we are happy to meet you at the 4th Ishik University International Visible Conference on Educational Sciences.

In the preparation process of this conference, we collaborated with many local and international institutions and we greatly appreciate their help and support such as Burch University of Bosnia and Herzegovina and Zirve University of Gaziantep, Turkey. We believe that this international meeting will serve as a medium for academicians, students, teachers and officers from universities, K-12 institutions and other governmental or private institutions to share their experiences with one another.

On behalf of the conference committee, we welcome you to Arbil, the capital of Kurdistan Region of Iraq and one of the most dynamic and rapidly developing cities in the Middle East. We hope you will enjoy your participation at our conference and your visit here in Arbil.

Assist Prof. Dr. Volkan Cicek
Conference Co-Chair
VP for Scientific Affairs

Dr. Mehmet Ozdemir
Conference Chair
VP for Academic Affairs

Prof. Dr. Ahmet Oztas
Conference Honorary Chair
Ishik University President
COMMITTEES

Honorary Chair of the Conference
Prof. Dr. Ahmet Oztas, Ishik University President

Conference Chair
Dr. Mehmet Ozdemir, Vice President for Academic Affairs

Conference Co-Chair
Assist. Prof. Dr. Volkan Cicek, Vice President for Scientific Affairs

Editorial Board
Assist. Prof. Dr. Volkan Cicek
Dr. Mehmet Ozdemir
Cagri Tugrul Mart

Scientific Secretaries
Ibrahim Nisanci, Lecturer at English Language Teaching Department
Mustafa Albay, Lecturer at English Language Teaching Department

Organizing Committee
Alan K. Amin, Head of Computer Engineering Department at Ishik University (Webmaster)
Aumed Hama Amin, Representative of Board of Trustees (Protocol)
Numan Kanar, ELT Department Lecturer (Advertisement)
Mümtaz Salih Erdem, Head of Continuing Education Center (Guidance to conference participants)
Hasan Rüstemoğlu, Head of Media Relations Office ((Photo and video recording) and Advertisement and sightseeing tour)
Çağrı Tuğrul Mart, Lecturer in Education Faculty, (Ishik University sponsored guest speakers and participants)
Basar Batur, Vice General Secretary (Name tags, certificates, etc.)
Fatih Cura, Lecturer in Business Administration (Information desk)
Mehmet Kocaaga, Vice General Secretary (Concurrent sessions and Logistics)
Cihan Başer, Lecturer in Education Faculty, (Name tags, certificates, etc.)
Bünyamin Çelik, Director of Preparatory School, (Opening Ceremony)
İsmail Tokar, Preparatory school Lecturer (Registration desk)
İlker Bulut, IT Manager (IT and technology)
Kemal Yayıl, Behcet Çelik, Mustafa Bingöl, ELT/Preparatory school Lecturers (lecture theatres)
Khabbab Habib Muhammed - Dosti Media (Graphic Design and Printing)

Academic Advisory Committee
Prof. Dr. Adnan Kısa, President of Zirve University
Prof. Dr. Fatih Töremen, Dean of Faculty of Education, Zirve University
Prof. Dr. Bayan Salim Obaid, Head of Ishik University Civil Engineering Department
Prof. Dr. Yaseen Alhiti, Lecturer in the Civil Engineering Department
Prof. Dr. Arif Yavuz, Istanbul University
Assoc. Prof. Dr. Deniz Ekinci, Istanbul University
Assoc. Prof. Dr. Behçet Oral, Dicle University
Assoc. Prof. Dr. Mikail Söylemez, Dicle University
Assist. Prof. Dr. Azamat Akbarov, Burch University
Assist. Prof. Dr. Bayram Aşılıoğlu, Dicle University
Assist. Prof. Dr. Selim Bilgin, Dean of Dentistry Faculty at Ishik University
Dr. Hüseyin Çakılıkoyak, Dean of Faculty of Law and Head of International Relation Office
Dr. Doğan Özdemir, Vice Dean of Faculty of Dentistry
Dr. Suleyman Basaran, Dicle University
Dr. Sara Kamal, Suleymaniye University
Dr. Lütfi Ilgar, Istanbul University
Dr. Şengül Ilgar, Istanbul University
Session Chairs
Prof. Dr. Nadhim Al-Wattat
Prof. Dr. Bayan Al-Salim
Prof. Dr. Bayan Al-Salim
Dr. Huseyin Cakillikoyak
Dr. Dogan Ozdemir
Dr. Duran Kala
Dr. Salim Ibrahim Mustafa
Dr. Wand Kahlis Ali
Semih Aydin
Mutlay Dogan
Fatih Cura
Mustafa Ilhan
Al-Dawoodi Ako Subhi Ghazae
Parwin Muhamad Karim

Financial Sponsors:
Ishik University, Arbil, Iraq
Bankasya Arbil Branch
Altinsaray Hotel, Arbil
Fezalar Institutions, Arbil, Iraq
N&T Stores Arbil Branch
INFORMATION ABOUT THE CONFERENCE

Location
Conference will start with a reception dinner at 19.00 pm of 12th of April, Friday at Altinsaray Hotel, Iskan Street, Arbil for the speakers, session chairs, sponsors and members of the organization and academic advisory committees. RSVP to the conference secretaries will be required to attend the reception dinner.

Conference sessions will be held at 100 meter campus of Ishik University in Arbil, Iraq on the 13th of April, Saturday.

Opening ceremony will be held at the main entrance of the main building and sessions will be held on the second floor in halls numbered 201, 202, 207, 209, 212, 213 and 214. Rooms 201 and room 202 hold up to 90 audiences. Rooms numbered between 207 and 214 hold between 45 and 60 audiences.

Optional city tour will start from a common location, which will be announced during the second day of the conference on the 13th of April.

Registration
Speakers, session chairs and members of the organization and academic advisory committees will have the chance to register at the conference reception dinner at 19.00 pm on the 12th of April, Friday.

The registration desks will open at the main entrance of the 100 meter campus at 8.00 am on the 13th of April for participants.
All participants must sign in or check-in at these registration desks before leaving to another location to receive their conference bag, which will include the abstract book, name badges, conference program, promotional items, etc.

Registration for the optional Arbil City tour may also be completed at the registration desks both on the 12th and 13th of April.

Program
Abstract book includes a “program at a glance” section that the participants may use as a guide throughout the duration of the conference.

Badges
Badges are important since one benefit of having such a conference is to share experiences with one another and name badges help to carry out that goal.
Speakers, session chairs and members of the organization committee will have noticeable badges to be easily distinguished if needed.
Language
English is the language of 3rd International Visible Conference. For assistance in Kurdish, Arabic, and Turkish languages you may contact the members of the organization committee or registration desks.

Lost and Found
For lost and found personal belongings, please contact any member of the organization committee.

Coffee, Tea and Snacks
Coffee, tea, and snacks will be served after the keynote presentations both in the morning and in the afternoon.

Meals
Lunch will be served to all participants on the day of conference that is 13th April, Saturday. Please contact the organization committee if more information is needed about the details of the menu such as information about allergens.

Other meals will be served for the duration of the conference for participants those opted in the services provided by the conference organization committee.

Disclaimer
The organizing committee of the conference as well as Ishik University and Fezalar Institutions accept no liability for injuries/losses of any nature incurred by participants and/or accompanying individuals, or for loss or damage to their luggage and/or personal belongings.

Scientific Information
The conference includes a total of four sessions in addition to the opening ceremony. In all, there will be over 50 presentations in 7 different rooms.

There will not be alternative speeches to attend to at the time of plenary speeches (keynote presentations).

However, workshop concurrent sessions will be realized with 7 alternatives.

Participants may attend to any workshop concurrent session they prefer as long as there is available room in the presentation areas. Availability will be on first come-first serve basis. Classroom doors will be closed after the designated time to start the presentations and no entrance will be allowed without the supervision of the organization committee members in the area.

Speakers
Speakers must have softcopies of their presentations ready to be submitted to the technical staff 15 minutes prior to the presentation. Technical personnel will be readily available in the presentation areas. Organization committee may also be contacted for any incurred problem. The congress staff will not be
responsible for any slides or other presentation materials not retrieved before the end of the congress.

**Session Chairs**

All session chairs should be in their designated rooms a few minutes prior to the start of the session.

Chairs should ensure that all speakers adhere to the allocated times for their presentations.
<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-9:00</td>
<td>Registration</td>
</tr>
<tr>
<td>9:00-9:45</td>
<td>Opening Ceremony</td>
</tr>
<tr>
<td>9:45-10:30</td>
<td>Keynote Presentation By Assoc. Prof. Dr. Azamat Akbarov</td>
</tr>
<tr>
<td>10:30-10:50</td>
<td>Coffee Break</td>
</tr>
<tr>
<td>10:50-12:30</td>
<td>Morning Concurrent Session</td>
</tr>
<tr>
<td>10:50-11:15</td>
<td>201  202  207  209  212  213  214</td>
</tr>
<tr>
<td>11:15-11:40</td>
<td>8    9    10   11   12   13   14</td>
</tr>
<tr>
<td>11:40-12:05</td>
<td>15   16   17   18   19   20   21</td>
</tr>
<tr>
<td>12:05-12:30</td>
<td>22   23   24   25   26</td>
</tr>
<tr>
<td>12:30-13:30</td>
<td>Lunch Break</td>
</tr>
<tr>
<td>13:30-14:15</td>
<td>Keynote Presentation By Assist. Prof. Dr. Mustafa Bahar</td>
</tr>
<tr>
<td>14:15-14:30</td>
<td>Coffee Break</td>
</tr>
<tr>
<td>14:30-16:00</td>
<td>1st Afternoon Concurrent Session</td>
</tr>
<tr>
<td>14:30-14:55</td>
<td>201  202  207  209  212  213  214</td>
</tr>
<tr>
<td>14:55-15:20</td>
<td>27    28    29    30    31    32    33</td>
</tr>
<tr>
<td>15:20-15:45</td>
<td>34    35    36    37    38    39    40</td>
</tr>
<tr>
<td>15:45-16:10</td>
<td>41    42    43    44    45    46    47</td>
</tr>
</tbody>
</table>
Abstract:
Language is one of the most uniquely human capacities that our species possesses, and one that is involved in all others, including consciousness, sociability and culture. When new foreign language teaching methods and textbooks are introduced, they are often said to be based on the latest research in psychology, linguistics, or pedagogy. Like the explanations for first language acquisition, some second language acquisition theories give primary importance to learners’ innate capacity for language acquisition. Others emphasize the role of the environment, especially opportunities to interact with speakers who adapt their language and interaction patterns to meet learners’ needs. A starting point is to define the L2 user as ‘somebody who is actively using a language other than their first, whatever their level of proficiency’ and this is a more neutral term than ‘bilingual’ or ‘L2 learner’ for the multi competent user of more than one language, however much they know. It is also necessary to have a clear idea of that L2 learner use language in different

Assoc. Prof. Dr. Azamat A. Akbarov
International Burch University, Sarajevo, Bosnia and Herzegovina
ways. One visible sign of this is the ability to use two languages at once, e.g., code-switching that is alternating between two languages within the same situation or conversation. Code-switching seems to be a normal part of most L2 users’ lives when talking to other people who share the same language. The problem arising from lack of equivalence at word level; what does a L2 user do when there is no word in the L2 language which expresses the same meaning as the source language word? How languages differ in the way they choose to express certain meanings but not others.

**Key Words:** Code-switching, sociability, linguistics, pedagogy, proficiency
Abstract:

Over the last twenty years the use of high stakes testing has increased all over the world for a variety of reasons, one of which is the rise of the idea of equal opportunities for all. Standard assessments have advantages of providing objective criteria for decision makers. On the other hand overvaluing assessment adversely affects student progress through the levels. Depending only on assessment of achievement may discriminate against students who are influenced in different ways from exams due to their backgrounds. Specialists have cautioned about the adverse effects that assessments have on students both in the short and long terms. Addressing these will help professionals use assessment in ways that are more beneficial for all stakeholders.

Key Words: High stakes testing, standard assessments

Assist. Prof. Dr. Mustafa Bahar
Fatih University,
Istanbul, TURKEY
Workshop Concurrent Sessions
MORNING SESSION

1) Evaluating the Performance of EFL Intermediate School Teachers in Terms of their Instructional Qualifications

Abstract:
This study aims at evaluating the performance of EFL intermediate school teachers through identifying the various areas of instructional qualifications, and evaluate the performance of intermediate school teachers (ISTs) who are teaching "Iraq Opportunities" series in terms of the identified areas, and the study tries to find out whether there are significant differences between male and female teachers' efficiency in the various areas of teaching performance. The study is limited to male and female teachers of English who are teaching "Iraq Opportunities" (IOs) series in the intermediate school in the city of Tikrit and its suburbs for the academic year 2011-2012. The sample of forty-two male and female teachers which represents 63% of its original population is involved in this study. An observation checklist which includes seven areas and sixty-one items has been constructed and exposed to a jury of specialists in order to ensure its face validity, reliability and to compute the discrimination power of its items. The selected...
sample of teachers has been observed for twelve weeks and evaluated in terms of the constructed checklist. The collected data are analyzed by applying the suitable statistical tools.

**Key Words:** Instructional qualifications, teaching performance
2) *Teaching Discourse*

**Abstract:**
Situation of English language teaching has developed now compared to years ago, when it was only limited to sentence level and the tendency towards teaching discourse has been sought. For us language teachers, understanding the discourse of the classroom itself is crucial, for we teach discourse through discourse with our learners. The study of discourse is the study of the relationship between language and its context. The aim of this paper is to shed light on discourse principles, to present activities based on this approach and to recommend using discourse in English language teaching by describing its advantages.

**Key Words:** Discourse, language context
Abstract
The process of first language acquisition is so fascinating that many scholars from different domains of knowledge have been concerned with it and a lot of research projects have been carried out in that field. Philosophers, linguists, psychologists, theologians and scholars from other fields of knowledge have contributed to the issue of language to find out what results in such a significant result; first language acquisition, in such a relatively short period of time. Some people have considered language a "God gift" to human beings and so a "Holy grant". O’harra stated that 'the gift of language is a gift of life'. Others have regarded it as a habit along with other human behaviors which enjoys no more significance than walking or painting. Some scholars assign it the role of "communicative tool" others "the server of thought or vice versa". There has been no decisive conclusion in this regard. In this paper, the author tried to focus on the contribution of these studies to the task of language teaching and learning and he has based his practical derivations on a longitudinal case study of "the Development of Kurdish Syntax" in which he investigated the developmental stages of syntax which sheds light on theories of first language Acquisition such as Chomsky's UG, and he

Assist. Prof. Dr. Nouroddin Yousofi
Razi University, Kermanshah, Iran
observed a child's verbal behaviors, such as silent storytelling and story making, repetition of adult utterances and specifically repetition of novel items. The findings of this research have implications for language teaching at three levels of Approach, Method and Technique. The case of the research who was the son of the author, was observed up to thirty-seven months of age through the Naturalistic Focused Observation research methodology based on O'Grady's work in which the child's utterances and behaviors were recorded, transcribed and classified. There has not been a comprehensive naturalistic study into Kurdish syntax development so the results of this study can be used for contrastive analyses purposes in teaching into/from Kurdish, learnability/teachability matter is revisited and extensive observation of child's verbal and non-verbal behaviors provide language teachers and learners with valuable learning strategies and valuable insights in the different levels of language acquisition process.

**Key Words:** First language acquisition, case study, Kurdish syntax, FLA&SLA
Common Practices that Pertain to Academics and Curriculum in U.S. Public School System

Abstract
Common implementations with regards to academics and curriculum in U.S. Kindergarten thru 12th grade public school system are reviewed. Major reviewed aspects are teacher and sub-teacher folders/portfolios and their content; grading policies and methods such as peer grading, rubrics, recording of grades, weight and number of grades based on grade levels; conduct grades; parental notification of grades, report card and progress reports; grade level, departmental, cluster and staff meetings; scheduling of courses taking into account various factors such as requirements of the credit system, bell-schedule, homeroom time, etc; credit system, types of credits based on yearly, partial and full grading options, grade points, grade point average (GPA), types of courses; graduation plans that are minimum, recommended and distinguished plans, advanced measures; promotion standards and academic calendar. Furthermore, C-Scope program with regards to meeting curriculum standards is reviewed in detail including sub-topics of exemplar lessons and unit assessments. C-Scope is a curriculum support system that is fully aligned to the state mandated curricula designed to provide a common language, process and structure for curriculum development.

Key Words: Sub-teacher, portfolio, peer grading, cluster, conduct grades
5) Second Language Acquisition and First Language Loss in Adult Early Bilingualism

Abstract

In this research five Iranian people who, under special circumstances, had quitted their mother tongue were investigated. Their mother tongue was Kurdish. All of the subjects had acquired this language and during the time of the acquisition of L1 there was no second language. After their going to Iraq, they were exposed to Arabic as a second language for at least thirty years which was quite different from their first language in all aspects of language components like: vocabulary, grammar, sounds and pronunciation. The study indicated that all subjects acquired the second language and they could speak Arabic as fluently as its native speakers did. Some of the subjects forgot their mother tongue and some other kept L1 but with a quite different dialect. The research implies that those who kept the L1 were in contact with people whose language was a different dialect of Kurdish. The ages of the subjects showed that almost all of them were before or very close to the age fifteen which has been declared as Critical Period age. The fact that even those subjects who were in contact with a dialect of their L1 forgot their mother tongue and spoke another dialect of Kurdish as their new second language, while Arabic was their new first language, indicated that L1 is forgettable and

Dr. Hiwa Weisi
Razi University, Kermanshah, Iran

&

Khaled Moradi, MA
Azad University, Tehran, Iran
interchangeable at least at the age of during or close to Critical Period.

**Key Words:** Mother tongue, second language, language acquisition
A Passionate Teacher

Abstract
Passion matters in that it motivates and inspires the teachers. Passion is a motivational factor that affects teacher performance. It drives teachers for a better student accomplishment. Passionate teachers create an effective learning environment and increase learning potential of students. Passion leads to creativity; therefore, passionate teachers have the ability to think and produce new notions in an easy way. For a high quality student learning passion is indispensable. Passionate teachers are fiercely devoted to their work and greatly inspire their students. Passionate teachers are those who make great changes in our lives. Their beliefs and vigorous actions make us realize our inner values and bewitch us. Passion contributes to teacher’s motivation and performance. Passionate teachers have an effect on student achievement. There is a strong correlation between passionate teaching and successful student learning.

Key Words: Passion, performance, student learning

Nurullah Darici, MA
Ishik University, Arbil, Iraq
7) Creating Environmental Awareness through Education

Abstract
In today’s world, the earth is polluted in a steady way since humanity does not pay enough attention to/about the environment. Environmental education covers training and/or informing the society about the nature and helping them to have a sense of awareness about the world around them. The aim of this study is to create such awareness via illustrating positive actions for the environment, e.g., recycling, and encouraging its protection.

Key Words: Environmental awareness, pollution, recycling

Dr. Mehmet Ozdemir
Ishik University, Arbil, Iraq
Abstract

Commitment is an essential element of successful teaching. Committed teachers are concerned with the development of their students and they profoundly struggle how to keep students' learning. Committed teachers have an effect on student achievement. They cultivate students' curiosity and interest in learning. Showing commitment to student learning can be an important factor in motivating students. Committed teachers recognize and endeavor to fulfill their responsibilities to students. Teachers with high levels of commitment work harder, are emotionally attached to their schools, and make more effort to carry out the goals of teaching. The degree of loyalty of committed teachers have, toward their profession is one of their distinguished characters. Committed teachers have a tendency to perform the roles effectively that their job requires and to establish a good teacher-student relationship in accordance with the professional values. Teachers, who are engaged in their profession and committed to students and their learning, play a crucial role in student development.

Key Words: Commitment, dedication, student achievement
9) An Analysis of the Primary School Math Pre-Service Teachers’ Experiences during the Teaching Practice both in Private and State Schools

Abstract
Guidance services given by the mentors during the teaching practice are one of the important parameters of training qualified teachers. In this regard, it is a necessity for education faculties that train the future teachers to cooperate with the schools and share the responsibility with them. Thus, the aim of this descriptive research is to analyze the primary school math pre-service teachers’ experience during the teaching practice both in private and state schools; hence, the perspectives of the teacher candidates on mentoring applications can be determined and compared for a more effective math teaching both in private and state schools. The survey model from quantitative methods, semi-structured interview technique was used to gather qualitative data. This research’s working group composed of 52 teachers who practiced teaching in the schools of Gaziantep Directorate of National Education School District during the 2011-2012 academic year. In order to gather quantitative data for the research, ‘Mentoring for Effective Math Teaching Scale’, which was developed by Peard and Hudson in 2006, was used. In this scale, sub factors are establishing critical thinking, guidance in planning of learning teaching, being an example in teaching practice, helping in learning and teaching, and effective math teaching. A semi-structured interview form was developed.

Dr. Ahmet Cezmi Savas
Zirve University, Gaziantep, Turkey
&
Mutlay Dogan, MS
Zirve University, Gaziantep, Turkey
by the authors of this study to gather qualitative data from the pre-service teachers, which included five questions that addressed the extent of educational technologies used by the mentors in mentoring applications, whether they backed them or not, problems they faced, and objectives gained. A longitudinal research was performed by sending the pre-service teachers to private schools in the first term and to state schools in the second term. At the end of each term, qualitative and quantitative questionnaires were administered. Moreover, two schools were asked to be compared using a qualitative interview form. For the analyses of the quantitative data, T test was used in SPSS program whereas for the analyses of qualitative questions, descriptive and content analyses methods were used. No significant difference was found about the mentors’ use of teaching techniques in the public and private schools. Each factor of the quantitative questionnaire was checked whether there is a significant difference or not as well. Themes were created by coding the answers given to the qualitative questions. Created themes, together with the frequency tables, were compared with the applications in the public and private schools. Sample stunning sentences with quotations were added beneath each table. Generally speaking, it is concluded that candidate teachers faced no problems in the practice lessons. Some of the candidate teachers stated their satisfaction with the private schools, while some opted for the public schools. Suggestions were made to the mentors in the light of the findings.

**Key Words:** Mentoring, pre-service teacher, descriptive, longitudinal, T-test.
10) Educating Children of Healthy Eating Habits

Abstract

Educating children of healthy eating habits is very important since for them food is not only for maintenance but also for building their body. However, it is very difficult to educate children of healthy eating habits mainly due to the complex nature of human behavior. Human brain is composed of 2 main parts. Lower brains of humans and of animals are structurally very similar and their functions are identical such as maintaining life through regulating essential functions of the body including hunger and the desire to eat. On the other hand, upper brain, cerebrum, is associated with thinking and other higher level functions that distinguish humans from the rest of creatures on earth. Thus, in this study the complex interaction between these two parts of the brain is explained and further suggestions are made with regards to educating children of healthy eating habits.

Key Words: Cerebrum, sorbet, identical

Dr. Wali Omer
Hawler Medical University, Erbil, Iraq
11) Senior Students' Preparation Procedures for Admission to U.S. Colleges

Abstract
In this study, high school senior students’ preparation procedures for admission to U.S. colleges are examined with the intention to observe any possible overlapping with that of university entrance systems of Kurdistan and Iraq, which are getting their higher education institutions to comply with standards of Western countries. U.S. college entry system is a multi-dimensional system that offers feasible comparisons with other systems around the world. Primarily, preparations for U.S. college entry are based on the admission criteria of different types of colleges such as public community colleges, public four year colleges/universities, private colleges, different types of applications such as open, rolling, early admissions, etc. and different types of collegiate programs such as associate, bachelors, 3+2 programs, etc. Common requirements that apply to all colleges that are reviewed are; meeting the application deadlines, e.g. scholarship deadline, financial aid deadline, priority deadline and regular admission deadline; filling in the application forms the best way possible; standardized test scores, e.g. SAT, ACT, SAT subject, TOEFL, IELTS scores; career decision making and preparing checklists for college admission with the help of school counselor;
recommendation letters and transcripts from high school counselors and teachers; student essays; activities resume; college interviews; enrolment in and successful completion of college core courses in high school to enhance admission probability and to avoid enrolment in remedial courses after admitted to college, e.g. Advanced Placement (AP) courses and successful completion of AP tests following completion of AP courses, dual-credit courses, honors courses, Gifted and Talented (G/T) courses; high Grade Point Average (GPA) from core subject areas and from all courses in general; and financial aid issues, e.g. Free Application for Federal Student Aid (FAFSA) that must be completed before any federal, state, or campus-based aid can be awarded.

**Key Words:** Collegiate, associate, bachelors, remedial, dual-credit
Mental Translation and Strategy Use of Translation in Learning English for Specific Purposes (ESP): The Perceptions of Iranian EFL Students

Abstract
Translation seems to be an often used strategy and preferred language practice technique for many students in EFL settings. It is widely used in learners’ foreign language learning process, especially in ESP courses in Iranian universities. It appears that learners often use translation as a learning strategy to comprehend, remember, and produce a foreign language. However, relatively little research have been devoted to EFL learners' belief about strategy use of translation in English learning among Iranian university students. This study explores the role of translation in Iranian university students’ English learning, particularly in terms of their learning beliefs and learning strategies about using translation to learn English. Participants were one hundred twenty-four undergraduate students in this study. Data collection for the study involved survey questionnaires and qualitative interviews. Based on the results some pedagogical implications and suggestions for future research are also discussed. The results of the present study shed more light on the application of translation in EFL learning.

Key Words: Foreign language learning, learning English, learning strategies
Abstract

Learner satisfaction, usefulness and ease of use are very important parameters of the distance learning models. Blended learning is a model that combines the effective aspects of the online learning and the traditional face-to-face learning. This study investigates the students' perception in a blended learning setting. 32 blended course students who use Moodle, which is a learning management system, participated to this study. Data were collected via Google Docs embedded in the Moodle website. As a result, it was found that e-learning system was well accepted by the students since perceived usefulness and ease of use scores were high. The results are compared with similar studies from the literature that were focused on the acceptance of the e-learning system. The implications, both with regards to the designer of a blended learning course and to the educational community, are discussed as well.

Key Words: Learner satisfaction, blended learning, distance learning, face-to-face learning, e-learning.

Bulent Dos, MA
Zirve University,
Gaziantep, Turkey
14) New Trends in In-service Training in Education

Abstract

In-service training is one of the key issues about the sustainable development in education, which recently became an inevitable part of education of educators. Globalization in general and developments in the technology accounted for the emergence of new styles of in-service training. In this study, characteristics of these newly emerged types of in-service training of educators are examined with regards to the subjects, organization, presentation and technological innovations followed by their comparison with those of traditional in-service training models with respect to their effectiveness and efficiencies. Lastly, the changing trends of in-service training are discussed on the basis of career development, sustainability of quality and possible trends that will shape the education of the future.

Key Words: In-service, sustainable, globalization
15) Fixed Content or Variety in Content in the Battle of Academic Reading

Abstract
In this research, the impact of the selection of reading materials on the students’ reading skills is studied and the role of reading skills is discussed. A quantitative study, consisting of Computer Engineering, Information Technology and Civil Engineering students of Ishik University, is conducted in order to compare the efficiencies of content based reading and regular reading in a variety of topics. Content based reading refers to the reading practice in topics primarily from the students’ majors and from their first year courses, while regular reading refers to reading in a variety of topics. The findings of the research revealed that students tended to prefer reading in topics from their majors at first, which is suggested by most of the findings in the literature as well. However after having read texts from their majors and having been tested from them, they changed their minds and almost 70% of them requested to have reading materials in topics outside of their majors. Thus, this study may be deemed interesting for both language (reading) teachers and language teaching researchers.

Key Words: Fixed content, content based reading, major

Numan Kanar, MA
Ishik University, Arbil, Iraq
The concept of evil in John Ronald Revel Tolkien's *The Lord of the Rings* (1954) aroused great controversy that deserves to be studied. The aim of this study is to investigate the forms of evil in this trilogy which is acknowledged to be his masterpiece. This research is thematic in its main drift. However, it touches on technique when the latter is envisaged to enhance the themes of the study. Explicative interpretation to pin down the organizing ideas that structure Tolkien's themes is employed throughout the research. Tolkien's perceptive views and interest in fantasy are shown to enact his concept of evil. Actually, *The Lord of the Rings* crystallizes Tolkien's protest against the evils of power, war, and tyrannical technology, the latter being a product of the Industrial Revolution. Tolkien insists that his books are not allegorical but historical. Yet he suggests that he has actually invented a complete history of 'Middle-Earth' the setting of his trilogy. The Study illustrates Tolkien's view of the Tyranny of Technology where an anti-industrial message pervades the narrative scene. It illustrates the evils that are produced each time the cycles of nature are disturbed. Tolkien narratively pictures the Ring and the Palantire as evil elements. Both objects are the results of misused technology and are emblems of the tangible evil that exists in 'Middle-Earth', Tolkien's invented world.

**Key Words:** Evil, evil elements, trilogy
Cloud computing is seen as the next generation of information technology architecture. Unlike the traditional computing solutions where organizations, information technology services, and components are under sophisticated physical, logical and personnel control by clients; cloud computing transforms these services and components to large datacentres and pool of resources, in which the management of applications, data and services are not visible for the owner anymore, and therefore are not very trustworthy. Cloud computing promises potential benefits such as enabling rapid provision and release of resources flexibly with minimal management effort saving enterprises’ initial investment and management cost. However, similar to the other newly developed paradigms, it has also led to several security issues and challenges that are yet to be addressed. The aim of this project is to present security assurance by eliminating potential threats in cloud computing, and evaluate security in a practical test. This is to insure security in the cloud by preventing privileged and unauthorized users to access data while at rest or in transit. Therefore, this project has proposed a scheme including a secure key exchange protocol between the cloud service provider and the
client in order to enable secure authentication of user and provide secure data access across the cloud. This study also helps to distinguish the cloud elements introducing security issues, and prevent some of these issues to assure information security in terms of confidentiality, integrity and availability. It provides guideline solutions to both cloud service providers and clients of cloud computing services, so that they can get the best out of cloud computing paradigm’s potentials. This project has also observed and proved the possibility to prevent many security issues arising from privileged user access and unauthorized access by suggesting over encryption method and using java remote method invocation for secure user authentication. Utilizing this mechanism has significantly demonstrated to improve the confidentiality and integrity of data in transit and at rest.

**Key Words:** Datacentre, paradigm, enterprise, encryption, java
Abstract

The profession of high school counselors in U.S. Kindergarten thru 12th grade public school system is reviewed. High school counselors are professionals who do the career planning for the students and help them pursue their career goals by getting them admitted to the majors they want, at the universities they want.

Job description of a high school counselor is given along with desired characteristics in a high school counselor to successfully realize the tasks included in this job description. Among the tasks a high school counselor does and those are reviewed within this study are; arranging preparation programs for college entrance exams, career planning via career centers, preparing checklists for students to follow to meet their career goals, graduation plans starting from 8th grade students, dual credit and advanced placement courses, community service follow-ups, alumni connections, and scholarship applications. As one of the most important duties of a high school counselor, means of raising college awareness and creating a college going atmosphere, is reviewed in the context of college visits, college fairs, faculty meetings, college decoration competitions between homerooms, decoration of school with pennants and banners of colleges, college corners that include boards,
information about a different college every week, announcements, home visits, parent awareness nights including free dress day for students whose parents do attend, college awareness assembly for each grade level, college panel where students ask questions and alumni give talks, acting as surrogate parents for the students whose parents do not care, etc.

**Key Words:** Dual-credit, Advanced Placement, community service, alumni, college awareness, pennant, banner, home visit, free dress day
Abstract
Effective teaching can be defined in many ways including teacher behavior (warmth, civility, and clarity), teacher knowledge (of subject matter, of students), teacher's belief and so forth. Here we define effective teaching as the skills, strategies, and techniques language teachers should know and use to be highly effective. As noted this is but one way to define effectiveness. In order to plan for the professional development of English language teachers, we need to have a comprehensive understanding of what strategies and techniques language teachers should know and use. What essential skills, knowledge, values, attitudes and goals do language teachers need, and how can these be acquired? This paper seeks to explore these questions by discussing five core dimensions of strategies and techniques for language teachers. These are: managing skills, creative rapport and influential behaviors, organizing the classroom, making learning happen, and professionalism. Each construct will be explained; its contribution to effective teaching illustrated, and some potential implications discussed for the development of English language teachers, teacher education programs as well as suggestion for continued professional development for teachers related to teaching. It is hoped that language teachers and teacher educators will be able to adapt the ideas

Khaled Moradi, MA
Azad University, Tehran, Iran
&
Gelareh Sabeti, MA
Azad University, Tehran, Iran
presented in this paper to enhance their teaching performance.

Key Words: Managing skills, language teachers, professional development, teacher education
**Abstract**

Internet is an extraordinary entertainment and learning tool that may be utilized in a number of modes to increase the ability of a user to collect information. It provides jobs, resources and communication, whether for important business, matters or just talking to friends all over the world. The main importance of the internet is that it has made information available in a quick and easy manner, publicly accessible and within easy reach. Internet strategies are very important in EFL learning because they can provide different ways of helping people such as with their homework, with search engines like Google, or entertainment/video websites like youtube, communication, email websites, such as Hotmail, shopping online, etc. This study aims at investigating Iraqi EFL students' use of internet learning strategies. To achieve the aim of the study, the researcher has made questionnaire that includes thirty items with the five point scale (always, often, frequently, occasionally, and rarely). The population of the study is third-year students at the Department of English/ College of Education for Women. The researcher applied the questionnaire on eighty students after modifying and changing certain items. Using the Fisher's formula to manipulate the data statistically and establish the weighted mean for each item, it is proved that the participants use all the types of internet strategies but with

---

**Maysaa Raheed Al-Rubai, MA**

University of Baghdad, Baghdad, Iraq
different weights. Some items of the communicating and playing games strategies are proved to be weak or unused by some of the students.

**Key Words:** Internet, ability, information
Abstract
This study deals with the duality of the concept of definiteness and indefiniteness in English language and the ways expressing it. It also aims to investigate the semantic concept of definiteness and indefiniteness as grammatical feature that characterises English. Definite and Indefinite are usually terms that could be applied to noun phrases. Therefore; ‘the’ is referred to as the definite article, and a/an as the indefinite article are prototypical for (NP) s in English. The two main theories about the meaning of definiteness are uniqueness and familiarity. Both properties characterize most occurrences of definite descriptions of a particular language, although there are examples which defy one or the other or both theories. Existential sentences have become criterial for distinguishing definite from indefinite, and have led to broadening of both categories to include a variety of other NP forms. The forms of definiteness vary from a language to another. They include the use of proper names, pronouns, cardinal numbers, adjectives, determiners; articles, demonstratives, and quantifiers. ...etc. As an instructor of English to speakers of other languages and throughout my long experience in teaching, the main objective of my study is the misuse of definite articles I noticed by learners of English. The errors made by these learners are due to the negative transfer and thus the incorrect use of
the definiteness and forms expressing it as a result of the differences between the structure of L1 (their native languages) and L2 (the second language, English) due to the literal transfer of the habits of their native into the new one. Finally, I hope this paper could be a simple contribution added to what have been done so far in this area, if not solving entirely the problem.

**Key Words:** Definiteness, indefiniteness, uniqueness, familiarity, existential
22) Does Concordance Strategy Help EFL Learners Acquire Lexical Collocation?

Abstract

Collocational deficiency is a pervasive phenomenon in the production of EFL learners. Due to their unawareness of Collocational properties in their production, EFL learners often fail to choose the correct combination of two or more words. As teachers of second or foreign languages, we have noticed that students have difficulty in learning lexical collocation in their second language. It is, however, the case that students use different strategies and techniques to learn lexical collocation in a better way. Concerning lexical collocation learning, generally used strategies are reading, listing, memorization, referring to dictionary and concordance. This study aims at finding any possible relationship between the lexical knowledge of sixty senior under-graduate EFL learners at the Islamic Azad University and their use of different lexical collocation strategies. Moreover, it aims to explore and identify those strategies that are probably more frequently used by EFL learners. Divided into two proficiency levels, high and low, by a TOEFL test, the students accomplished two tasks, a collocation test and a structured questionnaire regarding their using different strategies in learning lexical collocations. The results indicated that high proficiency group scored high on the collocation test. Moreover the results also indicated that concordance and extensive

Dr. Hiwa Weisi
Razi University, Kermanshah, Iran
reading were the most frequently used types of strategies by highly proficient learners.

**Key Words:** Lexical collocation, concordance, learning strategies
23) Strategies For Overcoming Cultural Barriers In Translation From English Into Arabic And Vice-Versa

Abstract
Translation as a paradigm of cultural construct is not as clear a concept as it might seem to be. In the last thirty years, the field has expanded considerably towards a macro-level, encompassing the cultural context as a whole. Most recent theories in socio-linguistics raise the question of intercultural translation; they mean hermeneutic issues rather than the problems of faithfulness. Contemporary cultural orientation deals with the relationship between knowledge production, in one culture, and the same information being transferred and interpreted in another. As a level of interaction, cultural translation takes place whenever an alien experience is internalized and rewritten in the culture where the experience is received. However, it is often found out by theorists that there is always a gap, a point that is difficult to be culturally transmitted into the target language culture. This presentation will investigate the cultural categories, mainly, ecology, material, social and religious culture; and the strategies available for overcoming the cultural barriers in translation from English into Arabic and vice versa. These strategies have been chosen according to a number of factors such as cultural context and the linguistic systems of both languages required. In principle, this presentation about translation between Arabic and English. These two languages belong to

Muhammed Rasheed Hammood
Iraq
different settings, i.e. backgrounds/ mediums, and different language families. Arabic is classified as a member of the Semitic family of languages, English as a member of the Indo-European family language. Arabic is defined here as the official language spoken in more than fifteen countries in the Middle East. English is an Indo-European language and the official language of Britain, the United States, and most of the Commonwealth countries. Syntactically, Arabic and English exhibit different word orders. Arabic is, for the most part, a synthetic language.

**Key Words:** Translation, cultural barriers, strategies
24) The Effect of Consciousness-Raising on Punctuation Improvement of EFL Students

Abstract
This study is an investigation into the influence of instruction on the proper use of mechanics. To this end, forty-six pre-intermediate EFL students were selected as control and experimental groups. They were enrolled in the regular course of a language institute lasting about eight sessions, in which writing was one of the major skills to focus on. Each session lasted about two hours. The experimental group received explicit instruction regarding the correct use of mechanics, whereas the control group received no such instruction. At the end of the course, the participants in both groups were required to make use of the punctuation types. The collected data, using and comparing pretest and post-test, were statistically analyzed. The analysis highlighted several findings which espouse the bodacious essence of explicit teaching. Excluding exclamation mark, the students in the experimental group showed significant progress in the overwhelming majority of punctuation types covered in the instruction. Further analysis revealed that the students’ failure in the proper use of exclamation mark can be attributed to their miscomprehension, and construct-irrelevant facets transpiring during post-test administration. The implications of the results are discussed.

Key Words: Punctuation improvement, proper instructions

Farshid Hesami
Razi University,
Kermanshah, Iran

&

Neda Gohardehi
Razi University,
Kermanshah, Iran
25) Investigation of Effective Staff Motivation, Dissatisfaction and Job Performance

Abstract

Motivation is the inner drive that pushes individuals to act or perform. Work motivation is described as the psychological processes that direct, energize, and maintain action toward a job, task, role, or project. Motivating employees is one of the most important things to do, yet is also a very difficult one. A motivated employee is supposed to work harder, be more personally involved in the work and will generally contribute to a positive work environment. In this study, staff’s level of motivation, their job performances and job dissatisfaction were amongst the investigated issues. A survey research method was employed to collect research data from the Kiankord Company staff. A total of 122 of employees were sampled out of a population of 238. Descriptive statistical tools were used to measure the research variables. The study revealed that staff were highly motivated at work and were also highly contented with the working environment. Based on the results, some methods and effective techniques to create, enhance and strengthen the motivation of employees in different organizational levels are proposed in this study. Some implications and suggestions for future research are also discussed.

Key Words: Descriptive, job dissatisfaction, inner drive
26) Virtual Reality on Education and Mathematics Education

Abstract

In this study, a literature review about the usage of virtual reality in mathematics education is conducted. By means of this literature review; the historical development of virtual reality, the usage of virtual reality in education, the importance of the usage of virtual reality in mathematics education are researched. As a result, it has been found that the usage of virtual reality in math education helps students to construct knowledge turning countless hours that the students spend in front of the computer by playing games into opportunities for real time learning such as three dimensional learning environments about algebra and virtual reality technologies about geometry. For example, a student can surf around a three dimensional sphere, enter inside and search for details.

Key Words: Virtual reality, algebra, geometry

Ismail Keskin
Dicle University, Diyarbakir, Turkey
Abstract:
Tikrit University College of Medicine is the only Iraqi medical college that adopted problem based learning curriculum since its establishment in 1989. The goals of problem based curriculum are to help the students develop flexible knowledge. This study attempts to assess Iraqi medical student’s perceptions for implementation of problem based learning as an educational approach to improve medical education quality. In the study a cross sectional study was conducted on Tikrit University College of Medicine students. Data was collected from two hundred fifteen students by using a questionnaire by simple quota sampling. The study indicated that one hundred fifty students chose problem based learning curriculum as a favored curriculum, while sixty five students chose classical curriculum as a favored curriculum. In addition, the overall attribute score were significantly higher in students group who chose problem based learning curriculum as compared to the students who chose classical
curriculum as a favored curriculum. Students chose problem based learning curriculum reported higher scores in thirteen items in the questionnaire than the students who chose classical curriculum. However, students who chose the classical curriculum as a favored curriculum report high attribute scores than students who chose problem based learning curriculum in ten items.

**Key Words:** Effective problem solving, self-directed learning, effective collaboration skills and intrinsic motivation
Abstract:

Knowledge of man consists of science and art. The former enhances his worldly life and the latter helps him elevate his soul. Translation as an important field of applied knowledge plays the role of cultural transmitter among nations. This paper is a review of translation literature; the definition(s); the elements of an acceptable translation; the qualifications of a translator; and the rules and techniques applicable in translation. Translation in a simple definition is the transferring of content from one language (source language) to another one. It may be in the oral form (interpretation) or written form (translation). The transmitter; interpreter or translator; should be an expert in both languages. A translator transfers the concept in one language to the other one through processes of: analysis, transfer and reconstruction. Each text or subject depending on the purpose; style and condition requires specific considerations.

Key Words: Translation, translation review, translation definition, translation and interpretation
29) Gender and Instant Messaging in an Iranian Context

Abstract:
The present study aims to examine the possible correlation between gender and language patterns used in instant messaging on the internet. Drawing upon six major linguistic domains, that is, content, thematic themes, prolificacy, preference for local dialects, politeness issues, and emotive features as our point of departure, we will investigate a corpus of six hundred and thirty-seven instant messages produced by fifty-three female and male students studying at two Iranian high schools. Using both quantitative and qualitative methods to analyze data and compare between genders, we found significant differences between males and females. As far as language content is concerned, the findings here did not confirm Lakoff’s idea considering the use of gender-related pattern at least in the use of hedges, intensifiers, and tag questions. Consistent with the difference theory, however, the results indicated that while instant messages produced by females were for the most part relational, involving a personal and emotional language, males frequently employed instant messages for informative-transactional functions which were often in an authoritative, competitive type of language. Given the opportunity to talk about any topic, men and women elected far different issues. Contrary to prediction, men and women

Neda Gohardehi
Razi University, Kermanshah, Iran
&
Assist. Prof. Dr. Amer Gheitury
Razi University, Kermanshah, Iran
were indistinguishable in their references to their emotions, the number of words, sentences and questions employed, and insertion of emotive features. In addition, males were significantly more likely than females to employ their local dialect and forms considered less polite.

**Key Words:** Gender, instant messaging, Persian, linguistic domains, difference theory
30) Discipline Referral Procedures in U.S. Kindergarten thru 12th Grade Public Schools

Abstract:
Discipline referral procedures in U.S. public school system are reviewed. Disciplinary referrals to school administrations by teachers are usually due to two types of disciplinary actions, which are: unacceptable types of behaviors that usually require direct referral and disciplinary actions that are not considered severe but are repeated many times over a long period of time. Referrals are done by filling out the necessary forms by the teacher either by using software that automatically transmits the referral form to the school administration, usually to the assistant principal responsible of discipline matters, or by manually writing or typing the forms and handing them to the assistant principal in person. Additionally, students are given the chance to fill-out an incident form to communicate their point of view of the issue. These referral and incident forms are reviewed by the disciplinary committee along with other supplementary documents for the final decision to be made. Communication procedures with the parents with regards to the referral process are reviewed as well, since healthy and solution oriented communication with the parents is a must during the referral process. Thus, a conference with the student about the issue followed by a conference with the parent(s) of the student if the issue is yet to be resolved is usually a pre-requisite for a referral to be evaluated by the discipline committee.

Key Words: Referral, sanctions, incident, pre-requisite

Assist. Prof. Dr. Volkan Cicek
Ishik University, Arbil, Iraq
&
Cemal Cakez
Ishik University, Arbil, Iraq
Abstract:
Studies on interdisciplinary fields of science began in the 2\textsuperscript{nd} century and became very significant during the second half of the twentieth century. However, the same cannot be said of Iraq, where a very few institutions and universities have research and higher education programs on these fields. Therefore, with this study, the importance of combining different disciplines will be described highlighting health sciences in general and biophysics in specific.

Key Words: Interdisciplinary, biophysics
Abstract:

Interactions between the first language (L1) and the second language (L2) have always been appealing for SL researchers. L1 and L2 affect each other in many different ways. One of them is effect of individuals’ preferences in L1 on their performance in learning L2 and acquiring proficiency in it. It seems important to investigate effect of individuals’ preferences in L1 on their performance in learning a foreign language. There is relatively little or no research devoted on Iranian EFL individuals’ preferences in L1 on their performance in L2. The present study was carried out to determine the effect of individuals’ preferences in L1 on their performance in learning L2 on a group of Iranian EFL learners. A reliable and validated questionnaire for learners and semi structured interview was used to collect data on the impact of EFL learner's skill preferences in L1 on their English proficiency in L2. The collected data were carefully recorded in SPSS files and analyzed using frequencies, descriptive statistics, and inferential tests. The overall finding of the survey showed that recognizing one’s L1 preferences among four main skills can help him to focus on preferable skills which are more interesting for
him and become more motivated to learn L2. It also helps teachers to design lesson plans, homework and different assignments based on these skills. This study’s findings contribute to a better understanding of the EFL learner's skill preferences in L1 on their English proficiency in L2. Additionally, some useful implications are proposed based on research findings; suggestions for future research are also discussed.

**Key Words:** Interaction, individuals’ preferences, preferable skills
33) The Impact of Poor Handwriting on Students' Performance

Abstract:
Students need a good deal of practice and hand training in order to be skilled in writing, which should be started from the early years of learning. Being skilled in writing, students can be acquainted with various sorts of today’s technology that can be associated with the learning. The recent years have witnessed rarity of handwritten assignments that led to students’ weak performance, which are detailed in this study.

Key Words: Hand training, handwriting
Abstract:
Use of music in language teaching has been a matter of interest for quite some time now. Many linguists mentioned about the positive effects of use of music on learning. Music and songs provide benefits to both affective and academic aspects of teaching that are mutual for teachers and students. They provide a relaxing atmosphere increasing the learners’ involvement in the learning process and enable great opportunities to involve the four main skills in a natural way. In this study, benefits of use of music to enhance education are described with examples from previous researches and further suggestions are made on how teaching English can be facilitated via a new method using authentic English songs that include a four step framework. Methodological and physical features of this newly developed methodology are explained in detail.

Key Words: Authentic, autonomy, linguist
Abstract:
Maintaining student concentration in lectures has long been a challenge for lecturers, especially in a science subject such as biology. Pedagogical research consistently finds a drop in attention between 10 and 30 minutes into the lecture, which has been associated with the passive nature of the standard format, and has consequences for learning approaches and outcomes. In this article, an exploratory effort is presented, which maintains students’ attention for 45 minutes. Losing attention is avoided when main biological concepts are described with regards to how they relate to the real world experiences of students for instance, though this is not necessarily associated with interactive participation techniques. Therefore, other factors such as implications for lecturing styles, learning approaches and pedagogical research methods are discussed. Consequently, pedagogical settings of teacher-centered direct instruction, mostly dominated by biology-based approaches to teaching. Teacher should focus on biology driving questions and will explore main biological concepts and how they relate to the real world experiences of students.

Key Words: Lecturer, presentation and attention
Abstract:
Globalization is a phenomenon of increasing worldwide interconnectedness that combines economic, cultural and social changes. It is one of the surprising developments in the contemporary era and one of the most controversial issues of the world. It has a decisive role in people's social and cultural lives and their economical activities minimizing geographic boundaries and intertwining the interests of the people and the countries. In addition to the exchange of the goods and the services, exchange of the thoughts and the knowledge of humanity are much easier than it was in the past. One of the areas that globalization is rapidly affecting is process of learning in general and education in particular that identify potential intelligence of students and accurately assess their readiness for learning. These days, one of the symbols of the effect of globalization on education is the universal learning and the changes in the educational paradigm.

The aim of this paper is to investigate the effect of globalization on education in the information age and to answer some of the essential questions about the impact of globalization on components of education, such as, “What is the relationship between globalization and education and what are the changes on lesson plans and curriculum?”

The findings about how globalization impacts
education reveal that the challenges that the educational system will most possibly face in the future will be overcome by appropriate and effective instructional strategies that are adopted and in this paper. It should be also stated that due to the developments in communication technologies, new educational systems do not need a common physical place for educating the students.

**Key Words:** Globalization, interconnectedness, controversial, curriculum, intertwining
37) College Level Courses during High School Education

Abstract:

Programs those offer college level courses during high school education for talented students in U.S. public school system are reviewed. Major programs reviewed are, namely; Advanced Placement (AP), College-Level Examination Program (CLEP), and Dual Credit programs. Advantages of enrolling in a college level course during high school education are; earning college credit thus saving money on college tuition, earning academic scholarships and awards, increasing options for acceptance at a college by standing out in the admission process, experiencing a college-level test, being prepared for college level courses, graduating in less time, avoiding remedial courses and entering upper level courses and graduating from high school via the distinguished plan.

Among these programs AP program is a nation-wide program that is in place in U.S. public high schools for over 30 years. For an AP course to be credited as a college course, AP exams, which are offered after successful completion of the AP courses, have to be passed. CLEP program on the other hand is a college credit-by-examination program, which offers the opportunity to obtain recognition for college-level achievement only through successful completion of the required testing with no need to attend any courses. Lastly, dual credit programs are administered through a
community college or a 4-year college that the high school has agreement with, in which successful completion of the course is sufficient to earn college credit and no further testing is required.

In this study, details of these aforementioned programs to earn college credit, conditions to be able to offer such programs at high schools, type of courses those can be offered via these programs and the criteria to be considered successful from these programs are discussed.

**Key Words:** Dual-credit, remedial, tuition, community college, distinguished plan
Abstract:

Teachers who are just starting their professional life at a college or a K thru 12 schools, especially teachers who have not acquired "specialist" information in teaching will certainly be in need of some ideas and insights that will support them in their professional working life considering the challenging aspects of the teaching profession. These ideas and insights are necessary to help them to easily overcome the difficulties they face, to build up their personalities and to form their personal teaching concepts that can be combined with the existing teaching principles, approaches and methods to achieve the desired teaching strategies and learners’ achievement.

Key Words: Pedagogical, specialist, professional
Abstract:

Observation is a powerful tool for assessing and monitoring a teacher’s progress. Used well, it can also be a way to support teachers, because observation gives such a detailed picture and enables very specific objectives to be set. Observing someone teaching gives a really detailed picture and is an opportunity to stimulate some really useful reflection on teaching and learning. In addition to providing practical tips, supervisors’ feedback can promote reflective practice and socialize novices into the professional discourse community. Observation and giving feedback are very complex skills, which need training and practice. It seems important to investigate teachers’ perceptions and beliefs about supervision. There is relatively little or no research devoted on Iranian EFL teachers' perception of being observed during their teaching. The aim of this study is to explore the perceptions of EFL teachers concerning being observed during teaching by a supervisor. A reliable and validated questionnaire for teachers and semi structured interview was used to collect data on perceptions of EFL teachers concerning observations during teaching by a supervisor. The collected data were carefully recorded in
SPSS files and analyzed using frequencies, descriptive statistics, and inferential tests. The overall finding of the survey showed that teachers in those observations try to please their supervisors and ensuring supervisors that they adhere to the program policy because they are worried about the consequences of getting the unsatisfactory rating by supervisors and even firing. Further analyses and interview findings indicate that teachers sometimes feel that they are not being sufficiently challenged, and that the observation and feedback is only superficial. Moreover, they believe many observers almost automatically look for things to criticize and also bad practices in observing cause them great problems and damage their confidence. This study’s findings contribute to a better understanding of the role of supervision in EFL classes and teachers' attitude towards it. Additionally, some useful implications are proposed based on research findings for the conduct of teaching practice on pre-service language teacher education courses in Iran and more generally; suggestions for future research are also discussed.

**Key Words:** Observation, supervision, teacher’s progress
Abstract:
As an inevitable part of lifelong education, in-service trainings provide the information and skills those periodically need to be updated translating into more productivity and efficiency for the institution and more successful careers and happiness for the teaching personnel. In this study, importance of the in-service trainings will be described via examples.

Key Words: In-service, lifelong education, productivity, efficiency

Mustafa A. Bingol, MA
Ishik University, Arbil, Iraq
41) How Can Teachers Make Use of Psychology in Education?

Cihan Baser, MA
Ishik University, Arbil, Iraq

Abstract:
A teacher’s knowledge of psychology is a matter of question in education. Psychology and behavioral science are included in most of the curricula of educational faculties. Psychology is defined as the scientific study of mental process and behavior, while education is defined as the process of teaching shaping students’ personalities, learning new behaviors and gaining knowledge. A great number of people have identified similarities between the two, thus because of these similarities educational psychology was emerged as a branch of psychology. Hence, in this study, similarities between the two disciplines and ways teachers can get benefited from the science of Psychology will be described.

Key Words: Psychology, education, educational psychology, curricula, learning
Abstract:
In most Iranian journals, both English and Persian versions of papers’ abstracts are required from the writers. This study tries to analyze different techniques and strategies used by Iranian writers while translating the abstract of their papers from English into Persian. The data comes from twenty-five papers published in Iranian research journals indexed in ISC. Both the English and the Persian abstracts of the papers were analyzed using critical discourse analytic (CDA) approaches to manipulation. The results of the study reveal that although the translators of the abstracts are all Iranian native speakers, in the Persian version of the abstracts, they did not use the same discourse which is available in their English papers. Rather, they, somehow, expressed the same ideas in Persian using different forms of discourse from the English ones which shed lights on the idea of meaning-based translation. By the same token, discourse markers in general and hedging devices in particular are absent in the Persian abstracts though they are well used in the English ones. Consequently, the researchers argue that how Iranian writers shift their discourses while writing in two different languages as a result of some cultural and educational norms and backgrounds related to their first and foreign language.

Key Words: Translation strategies, discourse analysis, cultural norms
43) Wh-Movement and Interpretation-with Reference to Kurdish

Abstract:
This paper deals with wh-movement and interpretation with reference to Kurdish (Central Kurdish) within the framework of Government and Binding Theory and some subsequent developments of the theory. The analysis starts with some relevant concepts and principles and concludes that wh-movement in Kurdish complies with the principles of Case Filter, Theta Criterion, Subjacency Condition, Trace Theory and Constituent Command. On the other hand, Kurdish displays some peculiarities, as it allows wh-phrases to remain in-situ, move optionally and undergo obligatory movement. Pragmatic considerations play a significant role in triggering wh-movement in Kurdish. When the optional wh-movement is applied, the wh-phrase moves to a focus position for emphasis and receive the main stress of the sentence.

Key Words: Interpretation, wh-movement, theory

Rebwar Radha Abdurrahman, MA
Soran University, Soran, Iraq
44) Transitions and Interruptions during a Class

Abstract:
In this study, some of the common issues that may be considered as transitions or interruptions affecting the regular flow of a class are reviewed. Among these issues are; students’ tardiness both to school and to the individual classes; use of the bathroom by the students; students going to the front office, library, resource room, computer laboratory, lunch or recess; students leaving the class to attend an assembly, fire drills, disaster drills, etc.

 Policies that regulate such transitions and interruptions are; hall-pass policy to regulate the personal leaves of students from the classroom; dismissal, drop-off and pick-up policies to regulate the dismissals from the class in general; locker usage and restricted areas policies to help regulating the tardiness to the classes; discipline policies to regulate truancy and also tardiness to both the school and to the individual classes; seating chart policies to help regulating the students going to the front office, library, resource room, computer laboratory, lunch or recess or to help regulating the students leaving the class to attend an assembly; safety handbook procedures to regulate students’ leave from the classroom for a fire drill or for a disaster drill for disasters such as a tornado, earthquake, etc.; dress code and uniform policies to regulate the students’ attire in the classroom and in the school.

Key Words: Transition, interruption, tardiness, truancy, hall pass, dismissal, drop-off, pick-up, locker, seating chart, recess, dress code

Assist. Prof. Dr. Volkan Cicek
Ishik University, Arbil, Iraq
Abstract:
This study is a trial to present a contrastive study and analysis of nominals in English with their counterparts in Arabic. Nominals refer to all the constructions that can function as a noun in a sentence. In English, these constructions can be phrases, e.g. (infinitive phrase, prepositional phrase, participle phrase), separate words, e.g. (adjectives, pronouns), or clauses, e.g. (relative clauses and nominal clauses). In Arabic, these constructions can be adjectives in form, separate words, e.g. pronouns, demonstratives or nominal clauses and prepositional phrases. The current study consists of two parts, the first related to the English nominals whereas the second part is specified for their equivalent in Arabic. As a result, a contrastive analysis would be carried out to get the points of similarities and differences between nominals in the two languages. The outcome conclusion would be of high benefit to all who have interest in contrastive studies.

Key Words: Contrastive study, nominals, phrases
Abstract:

In an attempt to identify the extent to which differences in understandings and expectations of effective teaching might impede students' successful integration into academic life, the following article offers a comparative analysis of the ways in which teachers and students define effective teaching. Language specialists and teacher educators have recognized that what can be of much help in professional development of teachers are efforts on the recognition of good teachers' characteristics so as to equip language teachers with those characteristics. However, most of the research conducted on the effective teaching has mainly focused on teachers' perceptions and there has been little work of comparative nature where the views of teachers, learners have been compared. As such the present study investigated teachers and students' perception of a highly effective English teacher. The characteristics of an effective teacher perceived by thirty-four teachers, one hundred twenty-two students, with a tailor made questionnaire consisting of five categories: Content knowledge, pedagogical knowledge, Communication skills, managing skills and teaching experience. Results indicate that teachers and students appear to share broadly similar views and, despite some differences in emphasis, particular pedagogical knowledge emerge as most important, while teaching experience appears to be afforded a much lower priority. Potential explanations for the degree of commonality in student thinking, teacher
thinking and prioritization are investigated, and a number of conclusions considered. The findings of the current study suggest that language specialists and teacher educators should be aware of learners’ beliefs of effective teaching as well as recognition of good teacher's characteristics so as to equip language teachers with those characteristics in order to assist less successful language learners to become successful.

**Key Words:** Effective teaching, language learners, skills
47) Stress and Affixes

Abstract:
Since stress is central to pronunciation there are many ways which affect stress. One of the ways which affect stress place in English is the affixes. In this way as the affixes can be classified into prefixes and suffixes the way affixes affect stress placement varies. There are affixes which are neutrals that is, they don’t attract stress to themselves nor do they change its placement. On the other hand, there are affixes which attract stress to themselves. There are also affixes which show where stress falls. So, in this paper, affixes are divided according to the way they affect stress placement.

Key Words: Stress, derivative affixes, neutral affixes
The Role of Passion in Student Achievement

Abstract:
Passion, which is fundamental of commitment, is at the heart of effective teaching. A passionate teacher can play a crucial role in motivating students, and creating a positive learning environment; therefore teachers with passion affect student learning success. Passion inspires students and it is passion that makes difference in the quality of student achievement. Passionate teachers know that it is their role to encourage students for an active learning and concern themselves with promoting students’ intellectual and moral development. Teaching with passion will enable students to understand effectively.

Key Words: Passion, effectiveness, motivation, success

Mustafa Albay, MA
Ishik University, Arbil, Iraq
Abstract:
Sociopragmatics as defined by Richards and Schmidt (2002, P. 411) refers to the relationship between social factors and pragmatics. It holds the position that pragmatic description should be related to specific social settings and different pragmatic analytic tools such as Grices’ Cooperative Principle (1975), or Leech’s Politeness Maxims (1983) operate differently in different social conditions. So, in order for a pragmatic analysis to be carried out properly, two sets of Tritium Comparative (TC) are required: one social (TCS) and the other Linguistic (TCL). While treated extensively in literature on various languages of the world, almost no comparative study, to the best of the research knowledge, has been carried out in Kurdish, Persian and English. Against this background, the present study delves into the application of sociopragmatics towards the analysis of politeness forms in the three aforementioned languages. As a first step, several exchange units of discourse, including Invitation, Complimenting and Food Offering were used as the basis for the comparison and contrast of the three languages. The results indicated that Kurdish and Persian speakers do not often show a positive attitude when making an invitation and offering food and they often tend to make an overstatement when complimenting whereas English speakers tend to

Dr. Hiwa Weisi
Razi University,
Kermanshah, Iran
compliment frankly and straightly. As to replying the three aforementioned exchange units, the Kurdish and Persian speakers often do not show much determination in accepting both invitation and food offering while in English these exchange units are perceived more positively. The results, however confirmed a stark similarity between the speakers of both Kurdish and English in replying complimentary remarks.

**Key Words:** Politeness, sociopragmatics, pragmatic
50) Academic Cheating Among Undergraduate Students: Prevalence, Methods, and Influencing Factors

Abstract:
Cheating is one of the most prevalent types of academic dishonesty, which is a highly debatable issue in the formal educational exercise. This research first investigates the frequency of cheating and the cheating methods used among undergraduate university students. Secondly, it tends to study both individual factors such as age, gender, and GPA followed by contextual factors such as honor code, understanding the Academic Integrity Policy, and students’ perceptions of peers’ behavior. To this end, a questionnaire was distributed among five groups of students of science (n=78). The results revealed the spread of cheating among students and additionally contextual factors were reported by students as the most powerful causes for cheating. This study offers appropriate preventions and insights for managing cases of cheating and it introduces practical guidelines and pedagogical plans for minimizing students' academic misconduct encouraging academic honesty. Finally, the findings that have implications for language policy makers, curriculum developers, and language teachers are described.

Key Words: Cheating, misconduct, dishonesty, academic integrity

Mostafa Nazari Montazer
Shahid Beheshti University, Tehran, Iran
51) Communication Strategies and Teacher Talk Time

**Abstract:**
Teachers have to use a level of language that can be understood by the students in the classroom. Usually, this does not translate into speaking at an unnaturally slow pace or raising voice since if a student has a poor level of English, it usually does not mean he/she lacks intelligence. Thus, simplifying the language being used is usually a very good way of handling the matter. On the other hand, teaching must be accompanied with an appropriate level of teacher talk time (TTT), which certainly does not mean ‘try not to talk’, but means ‘don’t use too much unnecessary language, because the more you say, the more likely you are to be misunderstood’. Nevertheless, there are times when lessons need to be teacher-centered and when the teacher has to do a lot of talking. However, economical use of the TTT coupled with appropriate grading must still remain as the goal, which in turn also positively affects the instruction. This study exemplifies the real life cases in order to balance the TTT in a successfully administered instruction.

**Key Words:** Teacher talk time, instruction, pace, intelligence
Abstract:
Henrik Ibsen’s *A Doll’s House* is one of the leading and outstanding plays in the series of works depicting and opposing normative oppression of women in the male-dominated world of 1800s. In *A Doll’s House*, characters behave “linguistically than otherwise “in a way the inexorable and inequitable norms of the society require them; thus, picturing inherent social and interpersonal asymmetries. Our main emphasis is on those asymmetries that look into the way dialogues are structured, so as to shed light on how power is exercised through language and how it determines the social status of individuals, particularly women. As a result, we argue, the play was laden with discursive instances where power and hierarchy were tightly packed together to suppress the leading female character, employing Fairclough’s pragmatic theory of *Language and Power* (1989) which offers pertinent analytical tools to guide this approach, and analyses the range of “Synthetic personalization” performed in the society; compensatory tendency to give the impression of treating each of the people 'handled' en masse as an individual.

**Key Words:** Language and power, woman’s right, feminism, power asymmetry