7th International Visible Conference on Educational Studies & Applied Linguistics

BOOK of ABSTRACT

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Foreword

This book contains the abstracts of the Seventh Visible International Conference on Education Sciences and Applied Linguistics organized by Ishik University and Salahaddin University with the sponsorship of FEZALAR Education Institution. The purpose of the VESAL Conference is to bring together researchers and practitioners interested in all fields of Education, Language Learning and teaching, and applied linguistics. The VESAL 2016 conference is designed to attract the research communities to promote connections between theory and practice and explore different perspectives on the application of research findings into different practices. VESAL 2016 received 92 paper submissions from 5 different countries. To evaluate each submission, a blind paper evaluation method was used: each paper was reviewed experts from the Salahaddin University and Ishik University. Those selected papers will be published in ZANCO Journal of Humanity Sciences and presented as full papers. Our mission is to make Education Faculty of Ishik University a place where academics and researchers from all over the world meet to discuss the developments of their discipline and present their work. To serve this purpose, conferences are organized along the lines of well-established and well defined scientific disciplines. In addition, interdisciplinary conferences are also organized because they serve the mission statement of the University. We would like to thank all the participants, the members of the organizing and academic committee and University administrative for putting this conference together.

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A Cloud Computing System Based Laborites' Learning Universities: Case Study Of Bayan University's Laborites -Erbil

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ABSTRACT

The success of every tertiary institution in the 21st century will to a large extent rely on effective utilization of various forms of information and communications technology resources, understanding of Information Communication Technology (ICT) is therefore essential to meeting up the changing world. In recent years, Cloud computing as a new type of advanced technology accelerates the innovation for the education learning. Cloud computing is an extension of the concept of distributed computing – which is the process of running a program or application over many computers connected by a network. The term “cloud” is analogical to “Internet”. The term “cloud computing” is used for the computation over the Internet. It is the future of Internet The potential and efficiency of using Cloud computing in higher education has been recognized by many universities in the developed countries, the cloud computing in education will resolve not only from an academic point of view, but also particularly on a reduction of cost, effective communication, security, privacy, providing, flexibility and accessibility. In the present paper a cloud-based computing labs is introduced and how it is beneficial for student’s flexibility in accessing the lab resources from outside the university at any time. Virtualization technology through virtual computing lab-VCL is conducted in Bayan University, to gives the students an open and flexible environment and to ease the overflow of the physical computer labs by providing needed applications via an internet connection. Such flexibility provides them the ability to continue to work on their homework and projects outside the lab hours as well as at their convenience, preference and choice.

Keywords: Cloud Computing, Higher Education Technology, Information Communication Technology, Virtual Machine, Virtual Computing Lab
A Structural Account of English Tenseless Clausal Constructions

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ABSTRACT

This paper is an attempt to present a new classification for clausal constructions in English language, namely tenseless constructions. Moreover, it provides a structural account for this issue. It groups infinitive clauses, participle clauses, verbless clauses, and subjunctive that-clauses under the term ‘tenseless’ due to the absence of tense indicator in their structures. On this basis, the dichotomy of finite vs. non-finite is an imperfect classification as it excludes verbless and subjunctive that-clauses. Thus, the dichotomy of tensed vs. tenseless clauses is a better alternative since tenselessness is the feature which is common among all other clausal constructions other than tensed clauses. The focus of the paper is on the tenseless clausal constructions, and it consists of four sections: infinitive clauses, participle clauses, verbless clauses, and subjunctive that-clauses. The paper ends with the conclusions achieved throughout the study. One of the conclusions is that tenseless clauses are subordinate, and their structure is usually determined by the main-clause verb.

Keywords: Finite Clauses, Tenseless Constructions, That-Clauses
Academic Learning and Early Childhood Behavior

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ABSTRACT

Early childhood development is the most crucial time in the human development and learning. Academic learning makes an individual more competent for the higher development in life. The paper aims at the basic learning behavior of a child and measuring this impact on academic learning. The literature reviewed and it finds that poor development in early childhood have lifelong consequences, setting children on a lower trajectory and adversely impacting a country’s social and economic development. The research problem formulated based on the extensive literature review “Childhood care is the most important care in the human life development; it needs to get measured and fill the gap found for the transformation in childhood behavior that can have the positive impact on academic learning”. Three objectives set to study the research problem are to know the early childhood behavior pattern, to understand the early childhood academic learning, and to find the impact of early childhood behavior on academic learning. The study is descriptive in nature with the sample size of 146 children; ages selected ranges in between five years to fifteen years. To balance the study both genders male child and female child have included in study. The geographic scope of the study is Erbil in Kurdistan. As the study is based on the concept of social development with behavior development and academic learning, so the study is implemented using a pretested measurement scale having all the components needed for the study. The data analysis is done using statistical techniques like t-test and regression using SPSS 20. The outcome of the research can help in parental care for the academic learning of their children in their academic development.

Keywords: Academic Behavior, Childhood, Development, Learning, Parental,
Conversational Implicatures in Shaw’s ‘How He Lied to Her Husband’

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ABSTRACT

The researchers have selected various texts from one of Bernard Shaw’s plays, which is entitled ‘How He Lied to Her Husband’, in an attempt to analyze the characters’ use of language on the basis of Paul Grice’s proposed maxims which the speakers and hearers are assumed to abide by in their conversations. These maxims are subsumed under what he calls the Cooperative Principle, and they include maxims of quality, quantity, manner and relation/relevance, which when flouted or violated give rise to conversational implicatures. People convey their meaning through linguistic elements. However, these elements are sometimes incapable of conveying certain meanings for understanding of which we have to resort to the other intervening factors, e.g. the context in which an utterance takes place and the speakers’ relations with each other. In this play usually what is said together with what is implicated form the true meaning of the utterances in the context, and in various cases the gap between what is literally expressed and what is intended is so big because the characters lie, manipulate, and deceive in order to achieve their goals. The results show that in their attempt for hiding the truth, the characters tend to especially violate the maxims of quality and manner the most.

Keywords: Conversational Implicature, Cooperative Principle, Maxims Violation.
Decoding Meaning in Reading Comprehension Module/ EFL Classes:
Factors that Cause Difficulties and Strategies that Fulfill the Purpose.

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Hawkar Omar Ali
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ABSTRACT

This study is titled "Decoding the meaning in reading comprehension module/ EFL classes: Factors that cause difficulties and strategies that fulfill the purpose". Although students may know the denotative meaning of all words and phrases within a sentence or a passage, they fail in catching the right interpretation of them. Therefore, this study aims at considering the problems that are associated with the decoding process of meaning, and recommending the strategies that help in deriving the accurate meaning of words and larger units in texts.

Decoding meaning of words, and deriving the accurate theme of larger units in texts are very challenging tasks, especially for EFL learners. These challenges in Reading Comprehension module can be noticeably observed in EFL classes. To address this problem, this study considers the difficulties that EFL students face, and examines the factors that cause failure in decoding the accurate meaning. As a consequence, the indicated factors can function as a basis to recommend the most manipulated strategies that can contribute in the process of decoding meaning. This study will be a significant endeavor in developing the English language learners' reading comprehension skill in a way that can help both EFL teachers and students to get familiar with the factors that impede the process of decoding meaning, and gain insight into the strategies that engage in that process.

Keywords: Decoding Meaning, Decoding Strategies, Early Experience Strategy, Word Recognition strategy.
Developing Vocabulary Strategies Among Kurdish EFL Students Of English As A Foreign Language

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ABSTRACT

This study followed a questionnaire-based approach to investigating English vocabulary learning strategies, which asked informants to provide information about their experiences of learning the English language. Sometimes, EFL learners could not enhance larger amount of second vocabulary meanings because of randomly-selected strategies. For investigating in this field, the participants were required to produce English synonyms and to take part in evaluations of their English vocabulary knowledge. The participants were two groups of Kurdish EFL learners: 20 graduate students, from the University of Leicester in England and 35 undergraduate students from the University of Sulaimaniyah in Kurdistan. The results indicate that the most effective vocabulary learning strategies are reading in English language and conversing with native speakers frequently. However, other strategies such as watching television program and films, using English online, using bilingual dictionaries, translating English texts. Listening to English songs and narrative stories are found to be as beneficial as the other two strategies. Vocabulary notebooks and motivation from teachers are the other two strategies proposed by participants as being effective at enhancing English vocabulary knowledge. It is interesting to mention the fact that some learners can get benefit form bilingual or monolingual dictionaries when they are selective. Another technique that has a reasonable impact on gaining second language vocabulary learning is code-mixing technique. Using L1 and L2 in direct communication between EFL learners and instructors known as code mixing. When students as a learner find difficulties in understanding the whole words they aimed to use this technique for introducing foreign vocabulary. The results indicate that the vocabulary notebook strategy is effective for retaining knowledge of particular English synonyms for a long period of time, while, improving motivation has a great impact on learners’ English language learning.

Keywords: Efl Learner, Learning Strategy, Synonym, Second Language, Vocabulary.
Differentiating Instructions by Using Multiple Teaching Ways in Reading Classes

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ABSTRACT

Learner diversity awareness in the classroom helps the teachers to adopt their instructional methods to the students’ needs. Differentiated instruction approach focuses on the academic success of individual learners or small groups learners. Since not all the learners alike and needs and learning styles are different from each other, teachers can differentiate their teaching ways by taking into consideration of that learner diversity. One way of implementing differentiated instruction in the classroom is using Multiple Intelligence teaching strategies to accommodate the learning needs of all students. This study examines how Multiple Intelligence teaching strategies used as differentiated instructional methods and how it fosters the English Language Preparatory School students’ improvement in reading classes. A questionnaire and an interview were used to collect data about students’ perceptions of differentiated instruction, their attitudes toward reading, and motivation for reading. The results of the research show that the students from different academic level gained and improved their reading skills. All those different learners had a positive attitude toward reading, more confident and motivated. Thus, it can be concluded that implying multiple intelligence teaching ways as differentiating the instruction improves the students’ self confident, motivation and success.

Keywords: Differentiated Instruction, Learner Diversity, Multiple Intelligence, Motivation, Reading Skills
Duality of Time in Laurence Sterne's Novel Tristram Shandy

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ABSTRACT

Laurence Sterne (1713-1768) was an English novelist, humorist, and a clergymen in York for many years before his talent became apparent. He began to write Tristram Shandy (1759-1767), an experimental novel, issued in nine parts in which the story was subordinate to its narrator's free associations and digressions. It is considered as one of the most important ancestors of the psychological and stream of consciousness fiction. By dramatic changing of chronological and psychological durations, he emphasized the dual nature of time. Sometimes, when an individual's respond was reasonable or emotional one.

Sterne's work was influenced by John Lock's assumptions, when he dealt less with the passage of time as the clock measures it than with mental time, in which the events could move or less quickly than click time. Sterne's beliefs were accomplished by Locke's theory, when the mind and its representation of the world stand against the Newtonian Belief in a world that is attainable and capable of being measured by clockwork standards.

The aim of this paper is to discuss the duality of two poles of time shedding light on the effect of Locke's idea of duration on Sterne's mind, and how he explained the impact of psychological perception of time on the minds of his characters more than the conceptual time.

Keywords: John Lock, Laurence Sterne, Trasrtam Shandy, Time Duality.
Evaluation of Effectiveness of Enriched Curriculum Prepared Using GeoGebra Software and Covers Squares and Rectangles Subjects

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ABSTRACT

The purpose of this research is evaluation of effectiveness of enriched curriculum prepared using GeoGebra software and covers squares and rectangles subjects. In the study pre-test post-tests control group design was used. Firstly, pre-test was applied for the creation the experimental and control group in the study. Because no significant difference between pre-test scores groups were randomly assigned as experimental and control groups. After selection of the group, experimental material was applied to the experimental groups over two weeks. The control group did not receive any action. Post-test were applied to the experimental and control groups after the experimental application. Obtained post-test results were compared using t-test technique. According to comparison, significant differences between experimental and control groups was found in favour of the experimental group.

Keywords: Curriculum, Curriculum Evaluation, Dynamic Geometry Software, Geogebra, Teaching Geometry.
Explicit and Implicit Utterances in English and Arabic Discourse

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ABSTRACT

In this article, an argument is made to account for the thesis that at various instances of language usage and on different linguistic levels Arabic discourse enjoys a higher degree of explicitness than English. To develop this position the tendency in Arabic discourse to produce more explicit utterances is highlighted on lexical, syntactic and textual levels. In addition to explicitness induced by purely linguistic constraints, a tradition of socio-cultural norms is found to exert a considerable influence on characterizing the relatively more explicit Arabic discourse strategy. A corpus of Arabic examples, involving material in Modern Standard Arabic and derived mainly from realistic writing, printed interviews as well as printed data, is investigated to reach the findings reported in this paper.

Keywords: Arabic Discourse, Lexical Semantics, Syntax
Modern British and American Novel Lesson Classes and Their Impacts on Students' Motivation.

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Salahaddin University

ABSTRACT

Motivation was and still is the aim of each instructor in teaching. No matter what mood or psychological state both the instructor and the students undergo during lecturing, still there are crucial academic processes that improve the students’ state and affect their process of motivation. Depending on certain pedagogical theories, modern experiences and techniques and applying them during lecturing, the researcher hypothesizes that certain factors are necessary for encouraging and keeping the students highly motivated. Such factors include, variety in the style of teaching, the ability of the instructor to comprehend and respond to each level in the class. Responding to the students’ need concerning a suitable curriculum and presenting certain facilities like key words to motivate them and maintaining a good relationship between the instructor and the students by giving them chances to express their views especially when it is related to the cultural aspect of the British or American text and the students’ own culture. Choosing modern approaches like new criticism, the reader-response theory, the analytical procedure and stylistic approach will be necessary to be applied on the modern novels. A questionnaire of twenty items are distributed among forty students of fourth year for two groups to observe the students’ feedbacks and motivation. The aim of this research is to minimize the barriers of communication and create an effective atmosphere for teaching in the class. Another important aim is to realize the significance of literature through modern theories and techniques which reflect our life, specially Modern Novel.

Keywords: Activities Pedagogy, Modern Novel, Motivation, Theories & Techniques.
Frankly Speaking: Learner Perceptions of an Unplugged Speaking Course in Kurdistan, Iraq

Amal Isa, Maryam Isa
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ABSTRACT

This study explores learner perceptions of the implementation of the Unplugged (or Dogme) approach in a speaking practice course that was taught at two levels. Because dissonance between teaching approaches and learner expectations regarding classroom norms can lead to a rejection of new methods, learner perceptions of and reactions to the introduction of unfamiliar approaches should be investigated. Unplugged is highly interactive, learner-personalized and materials-light. It focuses on language which emerges from learner needs and interests as the stimuli for learning rather than relying on course books or prefabricated materials. The Unplugged approach was applied because it was deemed an effective means of promoting authentic, personalized interaction that would encourage participation and language production. This approach stands in stark contrast to teaching methods and roles traditional to the region. Therefore, this study examines initial impressions learners toward this pedagogic procedure. The study employs a questionnaire to garner perceptions, particularly focusing on opinions regarding the interaction, personalization and effectiveness of the course. The questionnaire is primarily quantitative though several open-ended questions gather richer qualitative data. After 16 hours of instruction, the questionnaire was administered to 34 learners in two separate classes: 10 pre-intermediate-level males and 24 elementary-level females. The participants were university graduates and were teachers-in-training in the Ishik University Teacher Development Program (IUTDP) in Erbil, Kurdistan, Iraq. The quantitative and qualitative data were analyzed to form generalizations about learner perceptions. These findings suggest that overall the learners of this speaking course were positive toward the Unplugged approach though those some voiced a desire for the inclusion of more structure and teacher-learner interaction.

Keywords: Dogma, Interaction, Learner Perceptions Personalization, Unplugged,
Integrating Mobile Devices & Technology into the Educational Experience Dirk Embery

Dirk Embery
University of Kurdistan

ABSTRACT

In the past 5 years in Kurdistan, we have witnessed a dramatic rise in the availability and usage of mobile devices. Technology that was once limited to the hands of the privileged few, has now been adopted and embraced by the greater public. As educators this widespread adoption of mobile device technology offers us an incredible opportunity to enhance the learning experience by making students active rather than passive learners and to ease and streamline our administrative duties, by integrating technology into the curriculum. Conscious of the fact that the availability and access to technology in the classroom in Kurdistan, varies from place to place, this paper will focus on how mobile devices can enhance the educational experience for students and educators outside of the classroom.

Keywords: Curriculum, Learning Experience, Technology,
Investigating The Reason Behind The Lack Of Reading Classes in the English Department, College of Languages, Salahaddin University-Hawler

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ABSTRACT

This study has been conducted to reveal the reasons why there are no reading classes or activities in the English Department, College of Languages, Salahaddin University-Hawler. The data have been collected through a questionnaire (both for teachers and students), specifically designed for the study. Some interviews with the teachers where the interview questions serve the purpose of the study. The hypothesis is that due to restrictions of the curriculum, insufficient class time, and crowded classes as hindrances are the reasons behind the lack of reading classes and activities. The findings will reveal the exact problem of such deficiency in teaching language classes. They will, also, clarify, interpret, and explain other significant reasons for using little or no reading activities, even in comprehension classes, for example.

Keywords: Curriculum, Comprehension, Reading Classes, Reading Activities,
Learning English, Cultural Alienation, and Media Literacy

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ABSTRACT

Learning a second language has great benefits in the academia and the business world. Especially learning English is a crucial factor in upward mobility around the world. The media have become a major component in learning English. The media, with television, mobile phones, computers, and the internet can provide more exposure to English language and culture as well as providing more chances to interact and communicate with native speakers of English. The benefits of the media in language learning are undeniable. Yet stereotyping and misrepresentation prevalent in and sophisticated construction of media materials raise the arguable view that the media programs are promoting only certain lifestyle and culture. The fact that major media companies around the globe are owned by less than ten transnational corporations support this idea. Do media programs harbor cultural alienation in children? Do media materials endorse obliteration of African, Asian, and Eastern European cultures? Regardless of all concerns, there is no going back to the old days or to become Luddite. Media technologies have become crucial parts of human life. Educators and parents need to look into ways to maximize the benefits of the media tools in education instead of defending the old fashioned protectionist approach. Schools need to integrate multimedia technologies into the curricula and define the framework of media literacy besides the classic –yet crucial- print media literacy. Critical media literacy classes or courses need to be taught in order to raise awareness in the new generation to minimize the media’s homogenizing and totalizing effects. This paper examines the careful usage of the media in English learning from a cultural studies and critical pedagogy perspectives.

Keywords: Critical Media Literacy, Cultural Alienation, Learning English,
Making Request Strategies by Kurdish migrants, None Native Speakers and British Native Speakers

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ABSTRACT

The present study investigates the difference and similarities of giving request strategy by British native speakers and Kurdish immigrants in the UK. For this purpose, the data was collected using a discourse completion test (DCT). Accordingly, 16 participants were involved in this research studying at the Staffordshire University in Stoke-on-Trend city in the UK. They were asked to respond to the questions to three different situations in which they carried out the speech act of request. The data was analyzed by focusing on both indirect and direct level of requesting strategies according to the analytical framework of Blum-Kulka, et al (1989). Analysis of the data showed that the participants perform similar and few different request strategies according to the social factors (social distance, social power) which are very influential in the choice of polite request strategies by none native speakers. The results revealed that, when requests are addressed to people in lower positions, Kurdish interlocutors tend to use more indirect request strategies in performing their requests. The findings have also shown that Kurdish subjects prefer to use conventionally indirect strategies in addressing their friends. Furthermore, when the listener is in a higher position, none native speakers use more indirect strategies to show their respect and deference. The responses of this study have shown that Kurdish immigrants who are educated in an English cultural environment are influenced by English linguistic and cultural environment; thus, it is suggested that pedagogical implication to study pragmatics in EFL setting to provide more native like learning sociolinguistic competence in target language.

Keywords: Directness, Politeness, Request Strategies, Ranking Of Imposition, Social Distance, Social Power.
Measuring E-Learning Readiness of Ishik University Students

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ABSTRACT

In this study the e-learning readiness of the student of Ishik University is investigated. A 31-item questionnaire along with some demographic questions is used for obtaining the data. Results show that The students are at the expected level of e-learning readiness. Although some improvements are needed to meet the minimum requirements to perform e-learning. Three factors have been chose for this study first is the availability of technology that needs for e-learning, second the skills of the student of using this technology, third the student acceptance of using e-learning as new learning environment.

Keywords: E-Learning Readiness, Learning Environment, Technology
Mixed Ability Classrooms – a Battlefield or a Blessing? Evaluating Heterogeneous and Homogeneous Eap Classes in Iraqi Kurdistan.

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ABSTRACT

The aim of this research was to investigate into some issues concerning mixed ability and streamed English classes within an EAP (English for Academic Purposes) context in Kurdistan, North Iraq. Primarily, the focus was on researching into the effects of streaming classes on students’ self-concept and motivation in both heterogeneous and homogeneous classes. The study used a combination of both qualitative and quantitative research methodologies, to analyse data from questionnaires and focus group interviews. The findings and correlations between both pre-streamed and post-streamed classes were significant and it is hoped that this study will help spread awareness of students’ self-concept when deliberating over whether streaming EAP students in a university setting is good practice or not.

Keywords: Homogeneous, Heterogeneous, Mixed-ability, Motivation, Self-concept, Single-ability,
Motivating English Foreign Language Students to Speak in English Classrooms

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ABSTRACT

This study investigates the factors that demotivate EFL students from speaking English in the classrooms, the motivational factors and strategies that can motivate EFL students and improve their ability to speak actively in classrooms. For data collection, a questionnaire was administered to 106 3rd year EFL students who were randomly selected from College of Education, Salahaddin University-Erbil, ten EFL students and ten teachers were also interviewed at the above-mentioned university. The findings of the study indicated that despite the students’ positive attitudes towards speaking English, the majority of EFL students are not competent in speaking English. However, the students cannot speak actively due to some factors including linguistic, psychological, classroom environmental factors, insufficient use of motivational strategies, the curriculum and students being inaccurate and non-fluent. The findings also indicated that teachers’ use of words of applause, allocating more time for practicing speaking skill, providing friendly classroom atmosphere and allowing students to choose topics of discussion are among the most prominent factors that contribute in motivating EFL students to speak in the classrooms. Moreover, using technological utilities, inviting native speakers and the use of Communicative Language Teaching are also found as motivating factors. The findings also indicated that the strategies such as applying role-play, debate and problem-solving, employing group/pair work discussion, providing friendly learning environment, raising students’ confidence are very important to engage students in speaking activities. The study also presented some suggestions including providing students with adequate motivation, developing vocabulary and grammar usage, using up-to-date teaching materials, adopting student-centered approach, suggesting topics which reflect students’ needs, celebrating the students’ success, applying role-play and group/pair work discussions to motivate EFL students to speak English in the classrooms.

Keywords: EFL Students, EFL Classrooms, Motivation, Speaking Skill,
Multiperspectivity in William Faulkner's As I Lay Dying and Orhan Pamuk's My Name is Red

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ABSTRACT

Multiperspectivity, sometimes also referred as multiple narrators, is a narrative technique or mode of narration commonly employed in modern and postmodern novels. This innovative literary phenomenon has been of high interest to ingenious writers of 20th and 21st centuries due to its prodigious deviation on the narrative text. The question of multiple narrators has created several controversies among literary critics as it distinguishes itself from traditional techniques of narration and other narratological concepts. William Faulkner in As I Lay Dying (1930) and Orhan Pamuk in My Name is Red (1998) have employed multiple narrators for discrepant purposes and functions. Both novels are similarly divided into fifty-nine chapters; As I Lay Dying involves fifteen narrators from Bundren family as well as other villagers. My Name is Red covers twenty-one voices ranging from human to the dead and inanimate objects. The two novels coincidentally share several landscapes regarding the narrative technique and overall structure along with some disparate features, which are analytically discussed in the present paper. This paper attempts to spot the purposes and implications of Faulkner and Pamuk in employing multiple narrators in their novels, As I Lay Dying and My Name is Red, successively, by analyzing multiperspectivity as a narrative technique and its potential effects on the structure of the story as well as on the reader. This is expected to be accomplished through a comparative analysis of both novels by providing adequate evidences and examples from the texts and developing a critical argument based on a theoretical framework of some model scholars in the related field. In conclusion, this project, by closely examining the aforementioned novels, sheds a new light on the rarely acknowledged issue of multiperspectivity.

Keywords: Faulkner, Multiperspectivity, Narrative Technique, Novel, Pamuk
On Improving Mathematics Performance By Using
Magic Math Tricks

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ABSTRACT

In this paper, we try to discuss the improvement of mathematics performance by using magic math tricks. We hope you will be able to use this paper in the classroom to help you teach some concepts in mathematics in an engaging and entertaining way, and also helps you teach some selected subjects and gives you and your pupils the opportunity to develop presentation and communication skills. It may also open the door for others creating new mathematical magic and start some people on the road to a fascinating new hobby too. The paper recommends that all mathematics teachers should embrace the use of mathematical tricks in the classroom in order to improve the performance of students in the subject.

Keywords: Ascending method, astonishment, downward method, magic math trick
Teachers and Students Attitudes towards Conversation Courses

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ABSTRACT

Conversation course is considered to be an enigma in language teaching. It may help students improve their oral skills, i.e. to listen attentively, speak and communicate more confidently and clearly. This research explores teachers and students attitudes towards conversation courses. To achieve the aim of this research, the researchers adopted two questionnaires for teachers and students; each one of them consists of 25 items. Alpha Cronbach’s formula was used for both types in order to ensure reliability. For teachers’ questionnaire, it was found out that the reliability value was 0.705. For students’ questionnaire, it was found out that the reliability value was 0.662. In order to find out whether there is any positive or negative attitudes towards conversation courses, teachers from different universities have been chosen as well as third year female college students. One sample t-test formula is used; it is found that the calculated t-value of teachers’ attitudes is 48.339 whereas of students’ attitudes is 58.217 which both are higher than the tabulated value 2.000. At the end, conclusions, recommendations and suggestions for further studies are put forward. Keywords: Conversation, Communicate, Oral Skills
Teaching Sociolinguistic Competence in an EFL Classroom.

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ABSTRACT

In order to be considered fully proficient in the target language, an EFL learner needs to acquire the cultural aspect of the language as well, that is, sociolinguistic competence. Otherwise, learners will be able to produce sentences that are grammatically correct but sound awkward, unnatural and inappropriate. Sociolinguistic competence is one of the main components of the broader concept of communicative competence and is directly relevant to foreign language teaching. This paper overviews some of the methods for teaching it to EFL learners.

Keywords: Communicative Competence, EFL, Sociolinguistic Competence,
The Effect of Culture on Language

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ABSTRACT

It is believed that culture plays an important role in the ELF classroom activities (Al- Mutawa, & Kilani, 1989:87). It is important for the teacher to recognize potential negative (culturally based) perceptions of their learners. In Iraq, for instance, it is not uncommon to meet silent expressionless students that arc supposedly English language learners. It is possible for the beginner to interpret this negatively as a lack of interest in the study of English. This interpretation may play a harmful role in the classroom methodology. An instructor has to be intercultural competent to be an effective teacher. It will be more effective if the instructor adopts a consistent style of instruction to allow learners to adapt within the bounds of their own personalities without being forced to behave outside their own cultural values. The FL teacher’s task is to reduce the various kinds of communicative gaps that may result from poor grammatical structure and from misinterpretation because of contextual ambiguity and cultural unawareness.

Lyons (1968: 122) stresses that prefect knowledge of FL implies not only the knowledge of its grammar rules and vocabulary, but also an ability to employ a large variety of spoken and written registers. Speaking and FL is a skill that has to be supported and nourished throughout the learners’ lifetime. That leads to the assumption that what the FL learners pursue, is a mythical native speakers-like linguistic competence. Many would agree that it will also involve such skills as the ability to recognize allusions, understand jokes or decode newspaper headlines.

Keywords: Classroom Activities, Cultural Values, Communicative Gaps, Interpretation
The Effect of Self – Assessment as a Revision Technique on Preparatory School Students' Achievement in Writing English

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Universty of Tikrit

ABSTRACT
This study aims at : 1- identifying self-assessment as a revision technique that enables EFL learners to assess their own performance in writing EFL , and 2- finding out the effect of self-assessment on the achievement of PSSs' achievement in writing English .

To achieve the aims of this study an experiment is designed and a sample of fifty-two secondary school female students has been selected as two groups, a control group and an experimental group. Each group consists of twenty-six students. Both groups have been taught writing activities, composition, e-mail, essay and biography for ten weeks. The control group has been taught according to the traditional method , whereas the experimental group is taught by using self-assessment technique .

In order to achieve the aims of the study it is hypothesized that :
1- There is no significant difference between the mean scores on the mid-year test and that of the final achievement test of the control group.
2- There is no significant difference between the mean scores on the mid-year test and that of the final achievement test of the experimental group.
3- There is no significant difference between the mean scores of the experimental group and the control group on the final-achievement test.

So as to verify the hypotheses, an achievement test has been constructed in terms of the specified contents and behaviours and then verified by obtaining its validity, reliability, difficulty level and discrimination power. The constructed test has been applied to the involved sample of students . The collected data have been analyzed statistically .

Results show that there is a significant difference between the students of two groups in the achievement test in the behalf of the experimental group, i.e. the achievement of the experimental group is better than that of the control one. This indicates that teaching writing by using self-assessment is more effective than teaching by conventional ones.

Finally, a number of conclusions, recommendations and suggestions are presented.

If you don't like something, change it; if you can't change it, change the way you think about it. Mary Engelbreit

Keywords: Performance In Writing, Self-Assessment, Self-Assessment
The Impact of the Interaction between Teacher and Learner on the Motivation and Achievement of the Learners

Rauf Avci
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ABSTRACT

The target of the article is to discuss the importance of the interaction and the setting up good relationships with the students. The educators have a deep effect on the lives of the students; therefore, the interaction to be established will directly make influence on their motivation. Likewise, the motivation will shape their success graphics and the behaviors. A “good” teacher tries hard to be able to contribute to the academic, intellectual and personal development of his/her student by using his/her personal and occupational efficacy. That is why the role of the teachers is significant for the students.

Keywords: Academic, Effective Teacher, Education, Outcomes, Quality Teaching, Student Behavior, Teacher–Student Interaction, Teacher–Student Relationship
The Influence of Using Interactive Whiteboard on Learner Achievement in the Language Classroom: A Case Study

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ABSTRACT

Sustained engagement and increased attention in the language classroom enhances interactivity that leads to a higher degree of understanding by all learners in the learning setting. Motivation and learner engagement are essential ingredients in language learning that stimulate learners for better performance. Language learning in an interactive learning environment leads to achievement and interactive whiteboard has the potential to motivate language learners for an effective learning. This study investigated the influence of interactive whiteboard in the language classroom and found that learners showed better achievement in the language classroom when interactive whiteboard was employed. In language tests learners who had instruction with interactive whiteboard achieved better than the students who had traditional instruction.

Keywords: Achievement, Engagement, Interactive Whiteboard, Interactivity, Motivation,
The Perceived Impact of Introducing a Secure English Language Test as Part Of The University Of Kurdistan Hewler’s Admissions Process

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University of Kurdistan

ABSTRACT

The University of Kurdistan Hewlêr is an English-medium university located in Erbil, Kurdistan, which offers a range of programmes from foundation level through to post-graduate level. As part of the university’s admissions process, the submission of a standardised English proficiency test was introduced in 2014. Prior to this, students’ competency in English had been tested using in-house assessments. As the university has been an official Pearson test centre offering the Pearson Test of English (Academic) since early 2014, this test was the most widely-used and is the focus of this study. Having now used the Pearson Test of English (Academic) for over two academic years, its perceived impact on the admissions process and level of students admitted can be evaluated. Surveys containing open and closed ended questions in order to elicit perceptions concerning the Pearson Test were distributed to a number of relevant stakeholders including students, lecturers, department chairs, registry staff and members of senior management. The surveys focused on the academic skills tested, security of the exam and results, the structure of the exam, accuracy of scores, beliefs about the fairness of the exam in relation to students’ scores, and finally students’ ability to cope with undergraduate or postgraduate study with their scores. This study is of current significance to the region as the importance of a minimum level of competency in English within academia is being officially recognised by many institutions at undergraduate level. Furthermore, the Kurdistan Regional Government Ministry of Higher Education now requires all postgraduate applicants to submit an official result from a standardised English proficiency test as part of their admissions procedure.

Keywords: Admissions, Assessment, English, Kurdistan, Proficiency Test,
Undergraduates' Recognition of the Differences between British and American Spelling and Vocabulary

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ABSTRACT

To study English as a foreign language in the Departments of English in Iraqi Universities, the English learners must choose which variety of English he should adopt in their study. Choosing British English (BrE) or American English (AmE), he / she should recognize the differences between both varieties from grammatical, lexical, phonetic, and orthographic points of view; otherwise, the learner would mix between the spelling and vocabulary of both varieties. This article is entirely designed to examine how far the English learners differentiate the British spelling from the American spelling, and the British vocabulary from the American vocabulary. The fact that most of the learners, who study English at the Department of English, mix between the spelling and lexicons of both varieties, has been proved. The best way to check up this hypothesis is to do a test which helps in figuring out the problems they face up when they write or speak English.

Keywords: American English, British English, Recognition, Spelling, Vocabulary
Investigating the Role of Interactive Whiteboard Technology in Learner Engagement and Achievement in the Mathematics Classroom

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ABSTRACT

Recently there have been a growing number of researches on the influence of interactive whiteboard on engagement and achievement, and many of them have yielded positive results. Learner engagement has emerged from the connection between involvement and achievement and now quite many researchers agree on the correlation between learner engagement and learner achievement. This study aims to show whether the implementation of interactive whiteboard in Mathematics classes affect learner engagement and achievement. A questionnaire was conducted including 60 Mathematics department students at a university. The results indicated that the employment of interactive whiteboard impressively influences learners’ engagement and achievement in Mathematics.

Keywords: Achievement, Engagement, Interactive Whiteboard, Motivation
Project – Based Learning Assessment Methods Comparison in Undergraduate EFL Classes

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ABSTRACT

Project – Based learning assessment methods comparison in undergraduate EFL classes. Educators use different teaching approaches to equip students with 21st century skills. Project-Based learning (PBL) is one of them. The main principal of PBL is an active learning, student and their future career needs are the core of learning process. In Language acquisition (LA) and in English as a Foreign Language context PBL’s essentials are to generate authentic learning environment which aids learners through various projects (power point presentation, short video, posters, magazines, and brochures) acquire not only required language skills and communicative competence but also gain real life experiences. Project-Based Learning is an end-product oriented; therefore the evaluation process of learners’ exertion is crucial, because not evaluated effort causes decreases learners’ motivation. It is a study case in one of first year classes in the Faculty of Education of Ishik University. Paper focuses on PBL assessment in EFL undergraduate students English language teaching classes. Multiple-choice, true-false tests and standardized tests are not adequate to measure learners’ PBL end products and their endeavors on the process of reaching required learning outcomes. This study probes and compares 3 different PBL assessment methods on order to reveal the more applicable and easy acceptable assessment method.

Keywords: Authentic Learning, Communicative Competence, EFL Classes, Project – Based Learning,
Assessment of the Educational Environment at Tikrit University College of Medicine (TUCOM)

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University of Tikrit

Arazoo J. Amin
Hayat University

ABSTRACT

Background: TUCOM was established in 1989 and since its establishment adopted an innovative curriculum. There is a need to study and evaluate the educational environment in the college.

Objective: To measure students’ perceptions of the educational environment of the TUCOM curriculum and to evaluate the internal consistency of the 50-item Dundee Ready Education Environment Measure (DREEM) Arabic version questionnaire.

Methods: The DREEM Arabic version questionnaire was administered to undergraduate medical students in year 2 & 3. Internal consistency of the instrument and its subscales were measured with the method described by Cronbach, and the results were expressed with alpha coefficient ranging from 0 to 1.

Results: The 50-item DREEM Arabic version was found highly reliable with alpha coefficient of 0.91. Scores for 10 out of 50 items (20%) were below 2, indicating areas of weaknesses of the TUCOM. Items 17, 3, 50, 23, and 33 had the lowest mean scores of the 50 items. The values for the majority of the items (96%) fell into the range that indicated aspects of the environment that would benefit from improvement (mean scores between 2 and 3). The subscale with the highest mean score was “Academic Self-Perception” which indicates student's perception of their academic achievements. Mean score of this subscale was 20.23 ± 4.8 corresponding to 63.22% of the maximum score for this domain. The subscale with the highest mean score was students' perceptions of their academic skills: 20.23 ± 4.8 out of 32, corresponding to 63.22% of the maximum score. The lowest mean score was for the students' perceptions of the college atmosphere: 23.97 ± 7.6 (49.94% of the maximum score). Scores observed for year 3 students were lower in subscales SPL, SPT, and SASP compared to years 2, but the difference not statistically significant. The overall mean score for the 50 items was 113.91 ± 22.46 (56.96%).

Conclusion: The DREEM is a reliable and practical tool for assessing educational environment in Iraqi Medical Colleges. The learning environment of TUCOM is perceived positively and our students perspectives compares favorably with studies internationally. Certain problem areas identified such as cheating, the support systems for students who become stressed, teaching that over-emphasized factual learning, teaching is too teacher centered, and students irritation of their teachers, these problems need to be examined more closely. In addition, other areas require enhancement in the TUCOM educational environment were identified for effective management of learning especially in the students perception of teachers and students perception of atmosphere sub domains.

Keywords: Dream Questionnaire, Educational Environment, Medical Curricula, Tucom.
Child Humiliation in Stevie Smith’s Poems

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ABSTRACT

The modern British poet Stevie Smith (1902-1971) is regarded as a controversial poet by critics. Her poetry is characterized by employing simple ballad cadences and possessing a multiplicity of speaking voices, with notoriously permeable and porous forms and genres. Smith’s disregard of extremely strict commitment to rules which would seem conventional features of the serious writer also raises great difficulties. She provides the reader with a body of a work that veers from the shockingly strong or unknown to what is acutely profound. Therefore her writing is an invitation to the reader for reaction with generous affection (May, 2010:1).

It is noticed that Stevie Smith usually handles some significant motifs as death, alienation, unfulfilled love, and war. She is also known to be a keen critic of social problems and diseases that were common in Britain during the Mid-Twentieth Century. The poet acts, in her poetry, as an asocial reformer who demonstrates domestic social problems and diseases of the British contemporary society. Yet despite Smith’s intention of reformation, her poetry frequently lacks the suggestion of convenient solutions. In addition to treating social issues as family ties, the position of the British woman, and criticism of the despotic behaviors of some English lords against the poor and the needy, Smith manipulates child’s state in her poetry. Among the child problems that the poet tackles are child mortality, child illegitimacy, lack of parental care, violence against children and juvenile aggressiveness (Kareem, 24: 2011). The interest of this paper is concentrating on Smith’s exposition of the various aspects of child humiliation in contemporary British society. It aims at demonstrating the revolutionary attitudes that Smith adapts, in her poetry, for defending child rights in modern age. It focuses also on Smith’s indirect criticism of those parents, relatives, authorities who are responsible of children’s lives. This is achieved through analyzing several poems of Smith and showing the revolutionary voice of the poet and her appeal for reformation.

Keywords: Alienation, Controversial Poet, Contemporary British Society, Domestic Social Problems,
An investigation on the Role of Discourse Markers in the Quality of the Descriptive Compositions of Iraqi ELT Students

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University of Samarra

Muthana Mohammed Badie
University of Tikrit

ABSTRACT

Writing skill is one of the two productive language skills which is highly dependent on coherence and cohesion. Among the diverse influential variables the role of semantic markers among which discourse Markers (DMs) is prominent. Focusing on an ELT context, the study tried to determine whether there is any correlation between the writing ability and employing discourse markers among Iraqi ELT students. The study also tried to recognize the dominant discourse markers which deployed by Iraqi ELT students. To this end, 60 Iraqi ELT students were selected as the subjects of the study who were asked to write a composition on the exposed topic. Their compositions were scored holistically and analyzed in terms of the three types of discourse markers, namely, contrastive, elaborative and inferential. The data was put into SPSS 22 and were explored through Spearman Rho correlation coefficient. The findings revealed that Iraqi ELT students have mainly utilized the contrastive discourse markers comparing the other two types. The study also showed that there is strong and positive correlation between writing ability and the two types of discourse markers, i.e. contrastive and inferential. However, no correlation was found between writing ability and elaborative discourse markers. Likewise, discourse markers influence the quality of writing because discourse markers improve the cohesion and coherence of the writing. Accordingly, in teaching the productive skills, some portion of instruction should be devoted to teaching discourse markers.

Keywords: Coherence, Cohesion, Productive Language Skills, Semantic
The “Linguistic Imperialism” Aspect of English as a Foreign Language from Educated Iraqis’ Viewpoint

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Asan H. Hassoon
University of Mosul

ABSTRACT

A language is said to be dominating and prevalent when the military and economic forces of a powerful country make it either control or endanger the language(s) of less power countries. As such, the heavily supported spread of English language by UK and USA and duly the importance granted to the language as a lingua franca have made English acquire the label of global Linguistic Imperialism. This research attempts to shed light on the Linguistic Imperialism aspect of English as a foreign language in Iraq from educated Iraqis’ viewpoint. It further aims to answer the following prime question: Has English language acquired a “Linguistic Imperialism” aspect in Iraq after 2003; the date of American occupation, in the light of the evasive and dominant nature of its use in the different domains of Iraqis' life? Accordingly, a questionnaire of (25) items was first presented to a panel of jurors to approve its face and content validities. It was then administered to a sample of 200 educated Iraqis chosen randomly from different academic and social sectors to test its reliability. The results show that educated Iraqis opined the existence of a Linguistic Imperialism aspect of English in Iraq after 2003. Also, their views did not vary with regard to the wide use of English in the different domains of the Iraqi society.

Keywords: Linguistic Imperialism; Global Language; Lingua Franca.
Linguistic Errors in Shop Signs in Erbil City

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ABSTRACT

This study aims at investigating the language of business in Erbil city – the capital of Kurdistan region- to figure out how often shop signs fail to convey any relevant information to target language readers. These errors are classified into three categories: spelling, grammar, and word choice with the second having the highest frequency. This study supposes the reasons behind these sorts of errors include translator’s language incompetence, translator’s carelessness, and the socio-cultural differences between English, Arabic, and Kurdish.

Keywords: Arabic, English, Kurdish, Shop Signs, Translation Errors,
Recreational Reading Effects on Teaching:  
from the Perspectives of Pre-service Teachers  

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Ishik University  

ABSTRACT  

This research looks into the issue of recreational reading effects on teaching from the perspectives of pre-service teachers. It answers the question whether pre-service teachers believe recreational reading habits and behaviors affect their teaching? To answer the question, the study utilized a quantitative methodology, using a survey instrument. The participants of the study were graduate and undergraduates (seniors and juniors) students who were pursuing a teaching degree/license in both secondary and middle school education programs at a school of education in a large Midwestern university in the U.S.A. The participants were of different gender and ethnic backgrounds. It is in the findings of this study that there is a strong relationship between recreational reading and teaching improvement, teaching career, and relating to students. Pre-service teachers believe that recreational reading leaves positive effects on teaching and it can be a good source for teaching improvement. The study presents its significance towards teachers of K-12 education to see through the outstanding role recreational reading may have on their teaching practices on a daily basis.  

Keywords: Effective Teaching, Pleasure Reading, Pre-service Teachers, Recreational Reading
Retelling the Irish Troubles through a Female Figure: The Irish Female Presence in Seamus Heaney’s Poetry

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ABSTRACT

The Irish Mother Goddess appears frequently in Seamus Heaney’s poetry, through different female figures that are capable of destruction and regeneration. Heaney uses the Mother Earth myth to give significance and pattern to the discord and antagonism in Northern Ireland, converting them into introductory stages for a new epoch of rebirth, agreement, security, and righteousness. This is a recurrent motif in Heaney’s poetry, indicating his belief that the spirit of Ireland is of a feminine nature and that the potentiality in Northern Ireland invariably moves from barrenness to abundance and fecundity.

Keywords: Mother Goddess, Myth, Northern Ireland, Troubles, Reconciliation
The Landscape of Literature and Politics of the Early 20th Century

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ABSTRACT

At the advent of the 20th century, a great emphasis has been laid on the involvement of the literati in the political life as a method to define their social role. It was with the concurrent radical changes, crowned by the advent of the two world wars, that the men of letters found themselves unable to preserve an aesthetic distance to be separate from the harsh reality. Such a situation demolished their "ivory towers" to bring them down to earth as the "true legislators of the world", to use Shelley's favorite words. This research is surveying how the 20th century man of letters could find a convenient solution to the dilemmas in challenging the prevailing pessimistic feelings by creating an ideal political vision rooted much in the soil of the political thought.

A writer who wishes to produce the best work that he is capable of producing, must first of all become a socialist in his practical life, must go over to the progressive side of the class conflict….. unless he joins it, his writing will become increasingly false, worthless as literature. Stephen Spender, The Mind in Chains (1928)

Keywords: Agitprop, Literati, Political Thought, Propaganda, Privatization, Tendentious Writings,
The Problems of Using Third Person Singular Morpheme in the English Language from Kurdish EFL Learners’ Perspective

Nawzad Hassan Qadir
University of Raparin

Aram Hussein Hassan
Ministry of Education

ABSTRACT

The present study is an attempt to investigate the omission of the third person singular morpheme done by the Kurdish EFL learners. The study of inflectional morpheme omission is crucially important in English language learning because this error requires the language teachers and researchers to observe the stages of language learning process attentively. The foreign language learners come across several difficulties in comprehending and using these morphemes that do not exist in their native language. This study gathers data from a group of junior students through a couple of instruments; they are spoken test and written production test. The central issue of this study is the error of the absence of third person inflectional morpheme in present simple tense. It aims to describe and provide an overall analysis for omitting this inflectional morpheme from the Kurdish EFL learners’ perspectives.

Keywords: Inflectional, Omission, Singular Morpheme
Teachers’ and Students’ Beliefs about Language Learning

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ABSTRACT

Beliefs and perceptions about language have long been acknowledged to influence both language teaching and language learning processes. Starting with the so-called ‘effective teacher’ studies of the 1960s and 1970s, research has documented the prevailing influence of beliefs formed during an ‘apprenticeship of observation’ (Lortie, 1975), in which teachers learn to teach by assimilating the ways in which they were taught in schools. Concern about the negligible impact of both initial teacher training and continuous professional development on this apprenticeship has focused on the implicit, but enduring way in which beliefs shape teaching approaches and understanding of what occurs in the classroom. More recently, attention has been drawn not only to beliefs related to observable teaching behaviour, but also to how teacher beliefs are related to learning. It has been widely documented that learners approach the learning environment with their own beliefs and perceptions about language learning which are not necessarily shared by teachers, but too often there is a failure to explore the way such beliefs shape engagement and learning outcomes. This small scale study conducted in an EAP context in Kurdistan used questionnaires to examine the beliefs that teachers and students hold about language learning. Whilst similarities were found in responses within both groups, indicating common beliefs shared by students as a group, and teachers as a group, incongruences were found between the two groups in key areas relating to pedagogy and error correction. Implications of such opposing beliefs for the process of language teaching and learning are discussed in the light of these results. Notably, the need for teachers to recognize the role of beliefs in learning, and the effect that such a lack of shared assumptions about teaching and learning has for achieving learning outcomes. The paper ends with a call for further research to expand our understanding in this field.

Keywords: Language Learning, Language Teaching, Student Beliefs, Teacher Beliefs,
Investigating the Techniques and Strategies Used by EFL University Teachers of “Comprehension” in Giving the Meanings of New Vocabulary

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ABSTRACT

A learner of a foreign language is supposed to acquire a set of competences, namely social, cultural, pragmatic, strategic, communicative and linguistic so as to manage his learning of the new language in a better and fruitful way. Learning new vocabulary and being acquainted with the techniques and strategies to retain them form part and parcel of the efforts exerted by teachers at all educational levels since such learning and retention are expected to contribute to the development of the competences already referred to. As such, the present research aims at identifying the techniques and strategies used by teachers of the subject “Comprehension” at university level in giving the meanings of new vocabulary. It hypothesizes that teachers of the subject Comprehension at university level do not use the already common techniques and strategies of teaching vocabulary. To verify the preceding hypothesis, a questionnaire, whose items have been drawn from the previous relevant studies and related literature, had been formulated. It was administered to a sample of (8) teachers of “Comprehension” at University of Mosul during the academic year 2013-2014. The results show that teachers of Comprehension mostly use a variety of techniques; i.e. all the techniques presented to them to give the meanings of new vocabulary; a result that rejects the hypothesis set for the current research.

Keywords: Vocabulary, Vocabulary Teaching, Vocabulary Learning.
Voice onset Time in Turkish Language
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ABSTRACT

The starter investigators (Lisker and Abramson, 1964) of voicing contrasts in stop sounds using voice onset time have paved the path for many other researchers to explore more about VOT of their own languages or any other languages. VOT has become one of the most important methods to study the timing of voicing in plosives particularly in the initial position of the words in many languages (Chao&Chen, 2008). However, unfortunately only very few attempts have been made towards Turkish VOT patterns. Therefore, this paper discusses voice onset time (VOT) of voiced and voiceless word initial plosives of Turkish comparing to English and pinpointing the similarities and significant differences in their pattern of continuum if exists. This article First defines the VOT then will be looking at the literature of English and Turkish voice onset time. Finally, a list of Turkish words starting by voiced/voiceless plosives /b,d,g/ and /p,t,k/ will be designed and the justification will be explained afterwards.

Keywords: Voice Onset Time (VOT), Voiced And Voiceless Plosives, Turkish Language
Who is an Ideal Teacher in Students’ Perspectives?  
Is an Ideal Teacher Born or Made?  

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Truska Muhamad Alaadin  
Salahadin University  

ABSTRACT  
Few can deny the role of teachers in building students’ personalities and becoming their model in life. Most teachers would love to be regarded ideal ones by their students, however not many of them can achieve this goal. This study was conducted to determine what factors from students’ perspective might be contributing to teachers’ target of becoming an ideal one. Answering this question might not be so easy because students might not have the same view about their model or ideal teacher as well as teachers might have different understanding of the notion “ideal teacher”. Therefore, a questionnaire was designed for this purpose. The participants were second and fourth Year students in English department/ College of Languages in Salahaddin University. The study investigates the students’ opinion of the qualities of an ideal teacher through examining their answers to a set of questions made by the researchers. Furthermore, students wrote about their experience at home and at school which affected their opinions and personalities in class.  

Keywords: Effective Teaching, Ideal Teacher, Perspective, Students,
Strategies of Translating Allusions from Kurdish to English and Vice Versa

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ABSTRACT

There is no doubt that translators face a lot of difficulties during the process of translations. One of these difficulties is literary texts which pose challenges for them since literary texts are tightly knit to culture of languages. One of the literary devices which exist in about all literary texts and causing intercultural gaps is allusion. This study tries to show some definitions of allusions. Later the paper attempts to examine the strategies, translators can use in translating of allusive words, phrases, and sentences from Kurdish to English or vice versa. The paper ends with conclusions and recommendations for translating allusions in literary texts and how translators can find best strategies to use.

Keywords: Allusions, Culture bound, Difficulties, Definitions, Strategies, Translations…etc.
Translating Idioms from Kurdish to English According to Mona Baker Strategies

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ABSTRACT

The paper focuses on the difficulties the translators face when translating idioms from Kurdish to English. The paper first defines idioms and later tries to translate Kurdish idioms to English in the light of Mona Baker's strategies. The paper ends with the conclusion; it concludes that these strategies are suitable for translating Kurdish idioms though the translators face difficulties when applying these strategies.

Keywords: Culture, Difficulties, Idioms, Definitions, Strategies, Translations…etc.
A Linguistic Analysis of Errors in Undergraduate Students’ Translated Texts

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Dr. Salam Neamah Hirmiz Hakeem
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ABSTRACT

Translation is one of the most important skills that a graduate from the English department of College of Languages-Salahaddin University has to acquire. It involves mastery of both the source and target languages. This study aims at analyzing Fourth year students’ translated texts from Kurdish into English. These students are presupposed to have acquired good mastery of English grammar and vocabulary. However, some students seem to have not acquired certain basic aspects of English patterns and grammatical structures. The study attempts to investigate the various errors committed by fourth year students in order to identify the problematic areas in which they make errors and point out the factors that give rise to making such errors with the objective of reducing them to the minimum. It has been noticed that difficulties arise due to the students’ lack of enough knowledge about English grammar and equivalent vocabulary as well as the cultural and idiomatic idiosyncrasies and the influence of the mother tongue.

Keywords: Analysis, Errors, Translation,
Investigating Rohticity among English as a Foreign Language Learners

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ABSTRACT

The letter (r) is difficult to many English learners and it is considered as problematic of non-native speakers of English who come to pronunciation field which are rhotic in their own languages; therefore, normally rhotic in English, (r) tends to be the most troublesome sound especially when it immediately precedes /l/ in the same syllable as in "girl" /g:l/, or when it follows a vowel in the same -/bi/ (Murray, 1996: 132). During mid syllable as in "where" /we/or "bear" century a number of sources that /r/ was "sounded firm in the beginning of th17 century English linguist thwords and more liquid in the middle and ends .By the 18John Walker uses the spelling of (ar)to indicate the long vowel and reported that thcard was pronounced /kaad/. (Labov, Ashland Bob erg dictionary 2006:47). By 19century , the southern British standard was fully transformed into a non–rhotic variety. There are three different ways to pronounce /r/ sound. The first, "Rachel", so that’s a beginning R, an R that begins a word. The second is the word "proud", so the R is not the initial sound but in the beginning of the syllable, before the vowel. The third is the word "father" which is the most difficult one and that is what we call rhotic and non–rhotic sound consonant. Rhotic accents (For instance, most varieties of American English, Scottish English, Canadian English, Irish English Indian English and Pakistani English) in which[ r ]can be pronounced in all places where it is found in the spelling as following: Car /Ka:r/, Park /Pa:rk/, Farmer /fa:rm r/. So, rhotic accents of English are those with a surface manifestation of post – Vocalic /r/. Accents having this characteristic are said to include rhoticity as a part of their phonology and phonetics. While non-rhotic Accents of English (for instance, most England English, welsh English, New Zealand English, Australian English and south African English) only have the r-sound if the next sound is a vowel – so not at the end of a word, as in 'car', or before a consonant as in 'park'. For example: Car /ka:/, park /pa:k/, farmer /fa:m/. There is an interesting set of problems associated with the simple distinction between rhotic and non-rhotic accents; and they bare essentially problems of a phonological nature, concerning underlying representation (McCully, 2009, P:143).
The International Phonetic Association had determined to teach Received pronunciation in all educational institutions all over the world, but students who are supposed to use non-rhotic /r/. sometimes pronounce [ r ] as a rhotic sound, other pronounce it as a non-rhotic one. So this study will investigate this problem among EFL students in the department of English /College of Education /Tikrit University. It is hypothesized that:

• Students of EFL in the Department of English / College of Education / Tikrit University use non-rhotic accent
• There are significant differences between male and female in rhoticity; i.e. the pronunciation of /r/ sound.

This Study is limited to:
1-Rhoticity phenomenon only.
2-One English consonant sound /r/.
3-Fourth EFL students in the Department of English / College of Education / Tikrit University. A test is constructed and finding its validity and reliability. Then analysis of data and recommendations will be presented.

Keywords: Pronunciation Problematic, Rhoticity, Rhotic.
Investigating Iraqi EFL University Instructors’ Perceptions and Use of Culture in EFL Teaching

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ABSTRACT

In recent years the concept culture in English as a foreign language classes plays a significant role in the process of language learning. Language and culture are closely related and are best acquired together. EFL teachers’ awareness and familiarity of EFL language culture and their active use of different language culture activities play a significant role to invigorate the role of culture in EFL classes. This study is an attempt into investigate Iraqi EFL university instructors’ perceptions, and use of culture in EFL teaching. The objectives of this study are to investigate the role of culture in learning and teaching a foreign language from EFL teachers’ perspectives; familiarity of EFL teachers with the foreign language culture; and kinds of culture teaching activities EFL teachers practise. To achieve the objectives of the study, the researchers adopted three questionnaires from (Sercu et. al., 2005) and modified its scale according to Gonen and Saglams’ study (2012). Later, some items were deleted after they were exposed to a number of jury members who agreed upon its validity and suitability deleting some items. After that it was applied on a number of university teachers who are specialists in Literature, linguistics and methods of teaching English as a foreign language. After analyzing the results of the questionnaires, conclusions, recommendations, and suggestions for further studies are put forward.

Keywords: Awareness and Familiarity, Culture in Learning, EFL Teachers, Foreign Language,
Academic Students' Language Barriers in Communication

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ABSTRACT

Language barriers represent the learners' communication difficulties when meeting a group of people who speak a tongue other than their own i.e. another language. It is also used as a term for all the difficulties associated with the learning of a foreign language (Wikipedia, 2006). This can be considered as an international challenge existing in all foreign language learning settings. This challenge consists of two types of problems – Problems related to the speakers' way of speaking which creates these barriers and corrupt to effective communication. Or the type of problems that are related to barriers of effective e listening. Therefore, to develop students' communicative skills and help them to overcoming these effective communication barriers, a group of teaching strategies can be followed. The aim of this research is to investigate the reasons behind the problem of language barriers of first stage University students in College of Education, Dept. of English as they are beginners in the field of English Language teaching. The researcher uses a group of selected strategies in a way which help them to overcome the communicative barriers that create a kind of speaking blockage preventing them from communicating appropriately in English as a foreign Language. These strategies are used in teaching communication courses in the department. A randomly selected sample of (50) students were used to represent the sample of the research. At the end of teaching these selected strategies, the researcher will distribute a 4-Likert scale questionnaire to collect data and investigate students' opinions about the degree to which theses teaching strategies helped in developing their effective communicative skill at their first stage of academic studying. After analyzing the results of the research through certain statistical tools, the researcher introduces a group of suggestions and recommendations to develop effective language communication.

Keywords: Language barriers: Communication courses
Reform in Kurdistan

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ABSTRACT

There have been many attempts made towards reforming education system in Kurdistan/ Iraq by Kurdistan Regional Government (KRG), sometimes involving international organizations. So far the attempts have been with no effective result. This paper explains the reasons why the reform attempts have not worked. This article also suggests prerequisites of education improvement in developing countries, Kurdistan as an example. The paper reviews several policy statements made in developing countries hoped for improving education systems and the results of the attempts. The paper concludes that the prerequisites for initiating education reform have not been considered by the decision-making characters and the goals of such attempts are vaguely written.

Keywords: Education Reform, Developing Countries, Prerequisites, School Improvement,
Reading Multimodal Texts

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Adhwaa Mohammed Al-Sammarraie
University of Sammarra

ABSTRACT

The ordinary written texts are under the ascending challenges of the dominance of the multimodal text which becomes the ubiquitous uniqueness of our twenty-first century World. Multimodal texts mean texts that incorporate a variety of modes, including visual images, hypertext, and graphic design elements along with written text. This determines the emersion of a new literacy to interpret these visual modes which nowadays permeate all fields of knowledge including Linguistics, applied linguistics as well as the literary studies. Leaning on these axioms, this paper is a stylistic analysis of the American writer Sandra Cisneros illustrated short fiction Have You Seen Marie? The paper has a two-fold aim. First, is the establishment of new stylistic criteria to adhere with and analyze the multimodal text. The criteria start with the implication of the systemic functional stylistics and end with social semiotics, depending on the fact that multimodal texts are situated and saturated with cultural and social semiotic resources. The second is the use of these criteria as new literacy to help students generalize their experience to be able to read and comprehend any other multimodal text.

Keywords: Literary Semiotics, Multimodality, Stylistics,
Child- Directed Speech in Kurdish with Reference to English: A Semantic Study

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ABSTRACT

Mothers tend to talk with children in a different style than that with adults, using simple, diminutive words characterized by high pitch and exaggerated intonation. For example, doggy is used for dog and kitty for cat; the same case is upheld by Kurds as well. This study investigates the speech register motherese, i.e. child-directed speech in Kurdish and English. It is commonly known that English has been investigated profoundly in the field yet Kurdish needs such an analysis in the domain of language and linguistics. It is hypothesized that motherese is a universal phenomenon that can be found in all languages and that the vocabulary used in this register are closed items in a fixed number that one cannot add new ones. However, the two hypotheses are partially refuted, as in the process of researching it becomes apparent that motherese is a common notion but not general to all cultures as there are some cultures that the language parents use with their children seem to be the same one used with adults. Besides the vocabulary are open for enhancement especially among family members. They may invent new words for communicating with their children. The work shows that most of the words employed for Kurdish motherese are onomatopoeic that the word is made by the sound the object has or makes, i.e. there is one-to-one correspondence between the word and the object it refers to. Overgeneralization is too in this code as one word may be used to refer to different related objects. Reduplication is also shown in that the word or a part of the word is repeated. Although most people think that motherese helps children for language acquisition, Kurdish informants highlight its main employment for endearment and enhancing communication with children more than language development.

Keywords: Caregiver Language, First Language Acquisition, Generalization and Simplified Code, Speech Register,
Allomorphy in Noun Derivation

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ABSTRACT

As the title implies, this research wants to study the morphophonemic changes that accompany the attachment of noun-forming suffixes to different types of bases. The research tries to formulate rules for such types of changes. It endeavours to prove that not all noun-forming suffixes lead to the production of variants of the same morpheme, i.e., some bases have just one form which is the free one.

The method that is adopted for conducting this study is descriptive. The researcher, in addition to the available books and publications on morphology, depends heavily on the monolingual English dictionaries like, e.g. Oxford, Cambridge etc.

Keywords: Allomorphy, Morpheme, Morphophonemic Changes, Truncation.
What the Quality of Education Looks Like in Kurdistan’s Primary Schools

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Salahaddin University

ABSTRACT

Taking the increasing number of enrollment recently into consideration, little is known about the quality of education offered to children in the primary schools in the Kurdistan region. In order to gain insight into the quality of education, this study seeks to learn how quality is concentrated in the primary schools. Of particular interest is the quality of schools' administrations, teachers, school curricula, school environment, extra curricula, and parental involvement. Based on 6 focus group discussions with teachers, principals, and inspectors in primary schools in Erbil, the study will find how school administrations are managed, how teachers and principals are well qualified and satisfied, the study will also reveal how school curricula give children the opportunity to attain the maximum standards in knowledge, concepts and skills consonant with their intelligence, capacity and circumstances. In addition, the study findings will show how physical environment of schools are appropriate for learning, how parents get involved in their children's education and how they are welcomed by schools. Finally, the study will find how schools take extra curricula into consideration.

Keywords: Curricula, Knowledge, Quality of Education, Principal,
ABSTRACT

This study purports to investigate the EFL Iraqi students difficulties in translating connectors from Arabic into English. Connectors are linguistic elements used to show the linguistic connectivity held between different parts of the text, which is important in translation. Students face difficulty when translating connectors. Connectors in Arabic include those articles, phrases or idioms which join words, phrases, clauses or sentences. For the present study, four types of connectors have been chosen to be investigated. These are connectors, Adversatives, Causatives and other connectors which do not fall under any of the above. The study aims at investigating the difficulty through the design of a recognition and a production test for the participants. 50 students will be selected from the fourth year students 2015-2016 at the college of arts – department of English. It is hypothesized that the results of the students will be better recognition test more than the production test and that the connectors which do not fall under the three categories mentioned above will the most difficult ones. The content analysis of the samples of translation of the participants revealed that translation is a more sophisticated skill than expected and that an inappropriate linguistic competence in Arabic is responsible for the bulk of translation blunders faced by learner translators.

Keywords: Arabic Connectors, College Students, Translation, .
Perceived Impact of Internship Experience on Professional and Personal Skills

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ABSTRACT

The growing trend of implementation of internship experience models on higher educational levels creates certain compulsion to further research on efficient and adequate practices that are to be used. In the world of rapid and dynamic transformations in the field of education, all teaching staff is challenged to create meaningful settings in which undergraduate students would be able to locate their interests and establish a certain stance on their future ambitions. This paper outlines plenty of guidelines that could be successfully implemented by educators that intend to involve in this particular practice. One of the aims of this paper is to inspect the possibilities and limitations of internship experiences in general with regards to its direct impact on professional and personal skills of the undergraduate students. It is a qualitative study on the extent to which internship aids students in locating their future interests, as well as what are their general expectations and to which degree they were met. Methodology involves interviews administered to a dozen of students at a private university with different nationalities that successfully completed internship in Fall Semester of 2015. Their scope has ranged from primary, secondary to high school level of education. Additionally, this paper addresses the effects of internship that are made upon specific skills such as: interpersonal team skills, ethics, critical thinking, decision making, problem solving, and computer skills. The results acknowledge divergence of the students’ personal growth, and compares answers to other participants’ in order to propose a solid vantage point for future improvement in practices. It adds up to the present body of knowledge on the notion of internship and teacher training practices, while simultaneously, paving the floor for the future research, that could solve educators’ dilemmas regarding this field of study.

Keywords: Career, Critical Thinking, Internship, Personal Skills, Professional Skills,
Is Blood Thicker than Water?: The Villainous and Degenerated Family Relationships in Lillian Hellman Little Foxes and Sam Shepard’s Buried Child

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ABSTRACT

After the two world wars, along with the great depression, American society faced a lot of strokes that shook its balance. These strokes came in different shapes: political, financial, religious and most important psychological. This shaky balance had its impact on the individual’s identity and belief and surly family relationships in return. Due to the amount of conflicts and loss that the individual faced, he/ she tended to act villainously and ended with a state of spiritual degeneration. This trauma, in fact, left its own impact on the literature of the period, namely, drama which functioned as the mirror of society.

Thus, American dramatists through different generations commonly delineated theme of villainous and degenerated family relationships. The aim of this study is to examine the treatment of this theme in Lillian Hellman’s Little Foxes (1939), and Sam Sheppard’s Buried Child (1978).

Keywords: Degenerated Family Relationships, Lillian Hellman’s Little Foxes, Sam Sheppard’s Buried Child,
The Impact of Using Technology as an Instructional Tool in the Kurdish Universities
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Aram abdulkareem Ahmed
University of Halabja

ABSTRACT

Technological advances and the popularity that it has among the young generation have resulted in a considerable increase in educational programs that incorporate technology into the curriculum. In recent years using instructional technology has almost become a standard in college classrooms in the Kurdish Universities. This is partly due to the popularity of technology among the students and partly due to the instructions issued by the Ministry of Higher Education and Scientific Research which considers using technology, especially PowerPoint, as a requirement for teacher evaluation by students. It is obvious that these contemporary modes of instruction and delivery, like PowerPoint, course management systems and electronic Communication, have implications for teaching and learning. In its simplest, they facilitate communication between class members and faculty and facilitate the distribution of information. The role of technology and its effects on classroom dynamics, such as student attendance and participation as well as student learning, have been tackled in many researches; however, there is no empirical nor rhetorical consensus about the efficacy of classroom technology in the context of higher education in Kurdistan Region. This study explores the effects of two commonly used Technologies through surveys of faculty's impression and students' perception at two public universities. The research aims to provide a comprehensive overview of the effects of these tools on students’ overall academic performance and class participation and factors that can increase the effectiveness of such tools. The research focuses particularly on an analysis of the conditions under which technology is used and how this use impacts on learning. It also seeks to indicate how Kurdish students react to using technology in their classes. The research conducts a survey through two different questionnaires; the first is designed for the faculty members to examine what are the tools that they make the most use of in their classes, and what are their understanding and reason behind using that specific tool. The other is specially designed to test the students’ perception and reaction toward the presence and absence of technology; how they think it impacts on their learning habits and overall impression of the instructor and the learning process. The research ends up with some conclusions and recommendations for a enhancing the role of technology in the classes and the way it impacts on student participation and perception.

Keywords: Impact, Rhetorical Consensus, Technological Advances,
University Students’ Perception of Communicative and Non-communicative Activities in EFL Classroom

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ABSTRACT

Language teaching forms have been the focus of researchers rather than meaning of the language. Although, using target language efficiently does not mean to have effective grammar usage. Therefore, demands for Communicative Language Teaching have increased since its goal is to enhance students’ ability to communicate. A great deal of debate has been raised regarding introducing CLT into EFL teaching. It has been focused on the adaptation of CLT to the needs for language learning and teaching. Consequently, considering students’ perceptions to CLT has been taken into account. Thus, this research is an attempt to discover Kurdish university students’ perceptions toward communicative and non-communicative activities in EFL classrooms. Furthermore, it probes deeper into the way students react to communicative and non-communicative activities. Teachers are in need to discover learners’ feelings and beliefs toward language learning experiences and accordingly to review and perhaps adapt their teaching process. Mixed method, questionnaire and interview, will be used as a tool to collect the data. The opinions of 30 Kurdish university students from college of Education/ English department on the appropriateness and effectiveness of communicative and non-communicative activities in EFL will be reported. 5 of them will be chosen to be interviewed to achieve detailed information.

Keywords: Communicative Activities, Clt into Efl Teaching Language teaching,
Measuring and Understanding Ishik University Students’ Satisfaction and Acceptance of Mobile Learning.

Dr. Tahsin Yağcı
Ishik University

ABSTRACT

Throughout decades, education and learning systems have been affected by the changes in technology. It is worth to mentioning here that developments in social media tools have a great impact on educational innovations. Recently many undergraduate university students have been utilizing social media platforms in their studies. In this concept lecturers have started integrating mobile learning tools into their lessons. Facebook and Edmodo were embedded in ELT department 2nd grade students’ reading lessons at Faculty of Education of Ishik University. In this study extra reading materials were provided through Facebook and Edmodo. At the end of one academic year the satisfaction and the acceptance of mobile learning was analysed. The questionnaire consisted of multiple choice and Likert scale type questions. The results were analysed with SPSS program. The results revealed that the majority of the participants accepted and satisfied with studying those social media tools. The mean scores of the Likert scale questions were significantly high. Mobile learning via social media tools such as Facebook, Twitter, YouTube, Edmodo and etc. should be supported by administrative staff and curriculum developers in educational institutions.

Keywords: Mobile Learning, Social media, Reading Skill
The Moderating Effect of Organizational Justice on The Relationship Between Integrity and Organizational Citizenship Behavior in Educational Institutions

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Zirve Üniversitesi

ABSTRACT

The purpose of this study is to analyze the relationship between organizational justice, integrity and organizational citizenship behavior. In this relationship organizational justice was found to be moderator on the other variables. The study was conducted in Gaziantep, Turkey with 252 participants who are teachers and managers at different schools. Three different scales with high reliability and validity were used to measure the relationship by employing hierarchical regression analyses. ModeGraph-I was used to make a further analyses of the data. According to the analysis, it was seen that organizational justice has a moderating effect on the relationship between integrity and organizational citizenship behavior (p< .001). Managers and educators should give importance to organizational justice in order to have more efficient organizations and output.

Keywords: Organizational justice, citizenship, relationship
Applied Internet Linguistics:  
Language and Electronic Media  

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Salahaddin Universty  

ABSTRACT  

Nowadays, the new technology has influenced all the aspects of human life, including languages. Human beings are approaching towards a paperless society, where it is faster and less expensive to communicate through electronic channels. Language use in the Electronic Media has always attracted the attention of linguists, particularly applied linguists and sociolinguists. Using technological devices like computers, tablets, and smartphones, is so frequent today, that makes language to be evolved partly through interaction with technology. The words that surround us every day influence the words we use. And because the language we use to communicate with each other tends to be more flexible than formal writing, the combination of informal, personal communication and the mass audience afforded by social media is a method for rapid change. (http://blog.oup.com/2014/06/social-media-changing-language/). From the introduction of new words to new meanings for old words to changes in the way we communicate, social media as a major type of electronic media is making its presence felt! The paper studies the impact of technology on the English language use and change. It attempts to study authentic applications for linguistics on the internet, and also the problem that makes some people worried at how use of this informal medium can lead to an equally casual attitude to the language!  

Keywords: Electronic Media, Smartphones, Technology,
The Imprecision of Qur’an Translations in the Rendering of Basmalah

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ABSTRACT

It has been a common claim shared amongst Qur’an translators that their translations are textual renderings of the meanings of the Noble Book. Yet, a knowledgeable reader of the “meanings” of the Qur’an in Arabic books of exegesis (tafseer) will oftentimes find clear disparity between the meanings offered by those Arabic sources and the meaning provided to readers of English Qur’an translations. Some cases that exhibit this imprecision can be attributed to a common translation method that has long verged on literality, while claiming to stick to textuality. Some other cases of translation imprecision are attributable to unwarranted replication of language usages that are native to the English, Western or Christian culture(s). This is while some other cases of such imprecision can be attributed to a certain speech-act tradition that has become accepted by the English-speaking Muslim communities, as well as by translators of Islamic texts, both Muslims and otherwise – such speech acts that have at times become standard vernacular usages. A clear case of this sort of translation imprecision is that of the Basmalah.

This study surveys the translation of the Basmalah in 46 different Qur’an translations in English, provided by the World Wide Web site Islam Awakened. The corpus used includes old as well as recent works, authorized by Muslims as well as by non-Muslims. The study examines specifically how these different texts have handled the initial preposition in the Arabic sentence. It shows how, and why, all those translations fall so short of conveying the full meaning understood by Arabs, with its rich implicature, that both the import and the significance of the original text are at risk in the TL, as a result of flawed rendering.

Keywords: Qur’an, Exegesis, Rendering, Translation
A Study of Attitudes of Students Towards Blended Learning, Iraqi Case

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ABSTRACT

It has been searched for years which system or method in foreign language teaching may contribute to enhance students’ language acquisition. Most of these systems or methods have based on performing with an instructor in a classroom. Even though many disciplines have been acted just in classroom for ages, new methods have emerged that consolidate traditional methods by means of the evolvement in technologic areas. One of these models is “blended learning”, also known as “hybrid learning”, which is the combination of face to face learning and online learning in a formal program. The purpose of this study is to find out the attitudes of students that use blended learning in private secondary schools. The researcher composed a survey questionnaire and the results were analyzed based on quantitative method.

Keywords: Attitudes of Students, Blended Learning, Face to Face Learning, Hybrid Learning, Online Learning
Doing Virtual: Pragmatic Acts and their Implications for Identity Construction in Second Life

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ABSTRACT

The virtual world Second Life (SL) offers its millions of users a fertile environment in which to socialise and engage in digital communication, immersed in a world where anything is possible and imagination is the only limit. To become an established resident of this virtual world is to acquire a virtual identity, which in turn requires an understanding and acquisition of various phenomena such as how to dress, walk and talk. The acquisition of a SLidentity involves various linguistic acts. A crucial step towards becoming 'virtual' is acknowledging and fulfilling a pragmatic act (Mey, 2001) in all of its complexity in virtuality. This study observes, at the clausal level of language, the way that 'talk' is perceived and acted upon through the recognition and acknowledgement of pragmatic acts that are instructive and directive (Searle, 1969) in nature. The data is a Second Life corpus of 200 thousand words and 12 hours of video collected through systematic participant observation. A quantitative technique was developed using corpus analysis software to identify pragmatic acts in the corpus, which were then analysed both qualitatively and quantitatively. Pragmatic acts are more complex than speech acts in that they take into consideration not only the context of the situation of the utterance, but also notions such as politeness, intentionality and short-term and long-term aims of the act. Through instruction and direction, a noob (Crystal, 2004) can transform into a Resident (www.secondlife.com) or established user. The significance of pragmatic acts in the linguistic construction of a virtual identity is the interest of this study.

Keywords: Computer-Mediated Communication, Corpus Linguistics, Ethnographic Participant Language and Identity, Observation, Pragmatic Acts, Pragmatics, Second Life, Virtual Identity,

“Education is the most powerful weapon which you can use to change the world.”
-Nelson Mandela
Speaking Anxiety of Kurdish Candidate Teachers of English with Foreign Lecturers

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ABSTRACT

Speaking anxiety is one of the challenging difficulties for language learners. Even if they are going to be language teachers, some student teachers may also have the same problem when they are talking to foreigners. In this research, reasons for speaking anxiety of candidate teachers talking to their foreign lecturers are defined as a result of interviews with them. Some candidate teachers of English Language Teaching Department of Ishik University, Erbil, were interviewed about their holding off speaking to their lecturers who do not speak their mother tongue while this is supposed to be a good practice for their speaking skills. Some solutions for students and lecturers are also suggested for this problem.

Keywords: Language, Learner, Speaking Anxiety.
The Spousal Abuse of Women in Susan Glaspell’s Trifles

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ABSTRACT

This research plans to focus on the spousal abuse of women in Susan Glaspell’s Trifles. Susan Glaspell (1876-1948) was one of the remarkable American female playwrights whose main concern was focusing on women issues by depicting them in her literary works. Trifles was considered her master piece in which she sympathised with the abused women and spoke up for them. Spousal abuse, also known as domestic violence, can be considered in a situation when a woman, being in an intimate relationship or marriage, becomes a victim to the dominance of her partner. In the 20th century, Women had been always suffering from spousal abuse, yet the problem was often ignored, excused, or denied. This is especially true when the abuse is considered psychological rather than being physical one. When speaking about the abused women, critics’ main concern was the physical effects the abuse. They pictured the abused women who had been physically assaulted ignoring other types of the spousal abuse, their impacts and consequences. The aim of this research is to illustrate the types of spousal abuse in Susan Glaspell’s Trifles and analyse their impact on women and consequences. The research is divided into five sections: section one is an introduction about the dramatist Susan Glaspell, section two is concerned with the definition and types of spousal abuse, section three deals with the issue of spousal abuse of women in the early 20th. century, section four analyse the spousal abuse of women in the drama of Trifles and the final section is devoted to the conclusion.

Keywords: Drama, Domestic Violence. Literature, Susan Glaspell, Spousal Abuse,
Education Reform in Kurdistan Region: A Manifesto

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ABSTRACT

This presentation elaborates on the components of a reform manifesto. The manifesto presents an intellectual and political map for a radical reform in education in Kurdistan Region. It argues that such a reform needs to become the foundation for multifaceted educational thought, action and attitude in order to re-consider and re-organize the social, political and environmental relationships in the Region. This presentation argues that the type of educational reform called for in this manifesto can no longer be ignored in Kurdistan Region, especially at a time when the Region is going through political and economic stagnation. The themes and concepts presented in this manifesto require serious discussion and democratic engagement both on institutional as well as community levels in order to fully incorporate what the manifesto offers into palpable educational projects and actions that could transform the realities of life in the Region. The manifesto is composed of six sections. The first section presents an overview of foundational educational issues in Kurdistan Region. The second section elaborates on the popular understanding of the concept of education. The third section relates the concept of formal education to its historical and political roots. The fourth section indicates the general outcomes of formal education. The fifth section presents Critical Pedagogy as an alternative to the current conceptual lens. The final section argues for serious consideration of the indigenous and cultural knowledge of the people of Kurdistan Region as a fundamental solution for the educational issues. The critical pedagogic framework represents a critical methodological lens as well as political stance against social and political injustices embedded within the educational discourse, pedagogic and institutional practices.

Keywords: Critical Pedagogy, Democracy, Educational Reform, Indigenous and Cultural Knowledge, Manifesto, Social Justice.
English for University Students
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ABSTRACT

English language programme for Salahaddin University – Hawler (SUH) freshmen has undergone drastic changes over the last three years. A new course book has been introduced to all the departments of SUH, other than departments of English under the title of General English for University Students (GEfUS). The principal goal of this new module is to promote the learners’ four language skills of English through adapting student-centered approach to teaching and learning. To this end, this study aims to explore the validity of the speaking skill assessment of (GEfUS), as a main course book taught at the departments other than English at (SUH). In this paper, mixed method approach, questionnaire and interview, will be used to collect data from GEfUS tutors and students. The results of this research will be analyzed to find out to what extent face validity of the speaking assessment is achieved. This research assumes that there is a gap between what the existing literature and the course book claim how speaking assessment should be and how the GEfUS tutors handle this skill's assessment in terms of face validity.

Keywords: Context, Face Validity, GEfUS, SUH, Validity,
Coleridge’s Dejection ode As a Confessional Statement of His Own Epistemological Failure

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ABSTRACT

S. T. Coleridge held a well-defined conception of man's mental faculties at work, and hence of the process by means of which man acquires knowledge of both the world and the self. After collecting fragments of Coleridge’s statements in this regard, side by side with views of Coleridgean and Romantic critics, this paper initially gives a description of Coleridge’s epistemology, which he stated piecemeal through his later prose works. Thereby, knowledge of the world and self-knowledge are seen as begotten of each other, and as being interchangeable and complementary to each other. What is needed to gain knowledge of both types are two elements: a profound acknowledgement of the outer world, and an active presence of man’s imaginative power. And man can thus achieve the rediscovery, redefinition and regeneration of the self only through an imaginative act of complex interaction with the outer world, or Nature.

Building upon this description of Coleridge’s epistemology, the present paper reads the references to the spiritual effect of Nature upon its meditator in Coleridge’s “Dejection: An Ode” (written in its first version in 1802) as early expressions of man acquiring spiritual knowledge of one’s self and surroundings. And in the light of this reading, the paper examines Coleridge’s plight illustrated in the Ode, embodying an epistemological problem that he tries to define—a problem that causes him a general failure to achieve profound, regenerative interaction with Nature.

**Keywords:** Coleridge’s epistemology, “Dejection: an Ode”, Knowledge acquisition,
Cooperative Learning Fosters Students Engagement in the Learning Process

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ABSTRACT

Student engagement in the learning process, or engaged learning time, is a key behavior that refers to the amount of time students devote to learning in a classroom. Even though a teacher may be task oriented, providing maximum content coverage, the students may be disengaged. This means they are not actively thinking about, working with, or using what is being presented. Such disengagements prevent learning in the classroom. One way of engaging the students to the learning process is cooperative learning that motivates all the learners to participate to the courses actively. This study examines how cooperative learning engages and motivates the diverse students in reading classes of English Preparatory School of Ishik University to the learning environment. An engagement rate tally and pre and post examinations were used to gather data about students’ actively engagement in the learning process. The preliminary results of the research show that students from different level participate the learning process actively and their exam results improve when cooperative learning is used. It can be concluded that students’ participation in the learning process positively correlates with the lesson delivery that arouse their motivation and attraction.

Keywords: Cooperative Learning, Engage in the Learning Process, Motivation, Reading, Success,
A Curriculum Evaluation for the Course of Administrative Readings in Administration Departments at the Universities of Kurdistan

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ABSTRACT

This study is designed to investigate the impact of using English as a medium for providing the course of Administrative Readings for students with a low level of English language on the students’ learning ability and motivation. The study is conducted with 200 first-year students, 200 second-year students, and four teachers of the course in Sulamanya Polytechnic University, Darbandikhan, Kalar, Sulaimanya, and Dukan institute, Administration Department. For collecting data, initially, the first-year students who have not given the course are tested on English Language to identify their level of proficiency. Then, the teachers’ course books and any relevant documents and materials are used throughout their courses and evaluated. The second-year students who have taken the course are tested on their previous course administrative readings. Lastly, a student questionnaire and interview is used for the second-year students and the four teachers are interviewed. The findings of the study are constructive for reforming the curriculum in Kurdistan universities. These also add more assertion on what has been discovered in the literature.

Keywords: Curriculum Evaluation, Education, Reading
The Establishment & Function of Iraq’s Education Ministry from (1921 to 2014)

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ABSTRACT

Education in Iraq has seen many changes since its establishment in the 1920s. There have been different ministers taking the lead, but the one common theme of the ministry of education was that the ministers were not experts in the field of education. Furthermore, their appointment was mainly due to political and social relationships with the authorities in higher positions. This social and political influence on the ministry of education resulted in a backward education system most of the time. Another reason has been negligence of promoting leadership and leaders.

Keywords: Education, Leadership, Iraqi Education Ministers, Social and Political Influence,
The impact of O'Malley & Chamot LLS on Kurdish 4th Grade Students' Language Learning Strategies in College of Education / Dept. of English: A Survey Study

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ABSTRACT

One can generally presupposes in any foreign language learning domain that success is included in possessing certain which makes any foreign language acquisition successful, enjoyable and practical in a way that enables the learner to use that language in new communicative situations. Among many models of learning strategies, there is oxford language learning strategies w (O'Malley & Chamot LLS-oxford LLS) which this survey study aims at finding out its impact on 4th stage students in the Department of English / College of Education / Salahaddin University for the academic year 2015-2016. It will illustrate to what degree learning strategies help academic students to acquire linguistic competences. The sample of the study consists of (50) students which was selected randomly from (160) students that was the total number of the 4th stage students in the department. A survey questionnaire has been used to ask students about their learning experiences, satisfaction with their coursework and assessments of improvement in their academic learning skills. The main advantage of this survey is to gather data about Department of English / College of education as a learning institution to assess its effectiveness. The findings of the study reveals the undergraduate positive effect of learning strategies as well as the importance and necessity of applying strategies training to English teaching.

Keywords: Learning skills Oxford LLS, Strategies,
The Concept of Syntactic and Semantic Foregrounding in English A Research by

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ABSTRACT

The concept of foregrounding has been centered to much more recent work in stylistics. It is owed to the Prague school of linguistics. The English word “foregrounding” was first suggested by Mukarovsky as a rendering of the Czek “aktualise” in his famous article Standard Language and Poetic Language. It is, therefore, to this starting point that one may turn the attention moving with particular care since such a survey supplies the general design of the study in general. The aim of the research is to regard and investigate the problem of the relationship between the two forms of language which will enable the researchers as well as teachers in the process of teaching language. Mukarovsky states that the theorist of the standard language wants to know to what extent a work of poetry can be used as data for ascertaining the norm of the standard while that the poetic wants to know whether the poet is bounded by the forms of the standard. To put it in another way, the theory of the standard is interested in the similarities between standard and the poetic language, while that of the poetic is interested in the differences. Yet, the poetic language is not a brand of the standard because it has some of its own lexicon and phraseology as well as some grammatical terms, i.e. pietism. This does not mean ignoring the close connection between the two which consists in the fact that, for poetry, the standard language is the background against which the aesthetically intentional distortion of the linguistic components of the work is reflected, i.e. the systematic intentional violation of the norm of the standard which makes possible poetic utilization of language without such possibility, there would be no poetry. In standard language, foregrounding is common in journalistic style and essays to the reader’s/ listener’s attention more closely to the subject matter expressed by the foregrounded device of expression, while the language of science avoids foregrounded expression by an accurate definition of its meaning.

Key words: Poetic Language, Syntactic Foregrounding, Semantic Foregrounding, Standard Language,
Evaluation of Academic Writing I Course: An Application of the Context-Adaptive Model of Language Program Evaluation

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ABSTRACT

This paper presents an evaluation of Academic Writing 1, which is an English Language Teaching departmental course. The study used context-adaptive model of language program evaluation. It examines the effectiveness of the course on students’ basic writing skills by using time series design to compare their scores at the outset, during the implementation, and at the end. Moreover, relevant findings of group focus interview are presented to provide better understanding of participants’ self-evaluations about themselves and about the course too. The quantitative data analysis suggests that all participants have developed their basic writing skills such as finding and organizing ideas, sustaining coherence, using punctuation correctly etc. while qualitative data provides the students’ insights about the process and the implementation.

Keywords: Academic Writing, Context Adaptive Model, Program Evaluation.
Why Do We Make Mistakes When We Read?

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ABSTRACT

This presentation is a part of the presenter’s master degree thesis. The presentation looks into the phenomenon of making mistakes (miscues) by readers when they read. This is based on the foundational premises of Miscue Analysis theory that looks into reading as a process of building meanings. In this process of meaning making, readers are faced with different moments of prevention from doing so. Those moments are called mistakes or better put, miscues. This presentation will showcase reasons and explain with research based findings why readers make such miscues during reading.

Keywords: Instructional Reading, Miscue Analysis, Reading Difficulties, Retrospective Miscue Analysis.
A Cross Linguistic Analysis of Sorani Kurdish (Kurdi Sorani)

Fatima Jalal Taher
Sulaimani University

ABSTRACT

This paper attempts to illustrate a cross linguistic study of Kurdish and identifying Kurdish in different ways such as: Null- subjective pattern, Case- system, Head -final, Head- Initial and Agreement in Kurdish. It will clarify all cross linguistic features of Kurdish. In addition to some extraordinary properties of Kurdish syntax as the existence of `izafa` in Kurdish. This paper aims to highlight some other phenomenon in Kurdish such as Subordination and Valency.

Keywords: Cross Linguistic Study, Kurdish Language, Sorani Kurdish,
Importance of the Education Applications for Developing Higher Education Society, Review Paper.

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ABSTRACT

While a green world is going to be a very motivation topic for all research centers, a green computing is my concern in my study. One of the milestone points is mobile cloud computing, it had a lot of application to develop the way of teaching and make the communication easy between the student and the teachers. My paper is a review paper for the latest research studies from 2013 to 2016 for those applications that deals with new technologies to improve the communications between the teachers and their students. Especially at the higher education, this applications used be easy to implement at any university as well as private university because most of the student are in an average income families and the students at this age are fully interested to use new technologies in their study. Finally, I hope this will give the push to implement these applications at local universities.

Keywords: Education Applications, Higher Education, Technology
A philosophical approach to the linguistics:
“We are on Earth to communicate.”

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Mustafa Azmi Bingöl
Ishik University

Scientists have tried to find out the origin of the languages for ages. According to some, the religion is the source; to some it is derived from one language which is called proto and to some others, a combination of the basic sounds and etc. How did these languages appear? Should we call all of them as languages? MAX Weinreich says “A language is a dialect with an army and a navy.” Communication is a privilege of the humanity saying that we are on earth to communicate and to dialogue rather than trying to solve the problems by fighting like the animals that could not establish a civilization with an intellectual base.

Keywords: Basic sounds, communicate, proto, privilege