

**ISHIK UNIVERSITY**

3<sup>rd</sup> INTERNATIONAL  
VISIBLE CONFERENCE on  
NEW TRENDS IN EDUCATION

ABSTRACT BOOK

April 14<sup>th</sup>, 2012  
Erbil, Iraq  
<http://conf.ishik.ac/nte>

**Contact:**  
**Conference Chair&Scientific Secretary**  
Dr. Volkan Cicek,  
Vice President for Scientific Affairs  
Phone: +964 750 3179477  
[volkancicek@gmail.com](mailto:volkancicek@gmail.com)

Ishik University,  
60 Meter Street, Near the Ministry of Culture,  
Erbil, Iraq



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Dear Colleagues,

On behalf of Organizing Institutions, we are happy to meet you at the 3<sup>rd</sup> Ishik University International Visible Conference on New Trends in Education.

In the preparation process of this conference, we collaborated with many local and international institutions and we greatly appreciate their help and support such as Ministry of Higher Education and Ministry of Education of Kurdistan Regional Government of Iraq in Erbil, Iraq; Salahaddin University, Erbil, Iraq; Tikrit University, Tikrit, Iraq; Kirkuk University, Kirkuk, Iraq; and Fatih University of Istanbul, Turkey. We believe that this international meeting will serve as a medium for academicians, students, teachers and officers from universities, K-12 institutions and other governmental or private institutions to share their experiences with one another.

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

Dr. Volkan Cicek	Prof. Dr. Sedat Akar
Conference Chair	Conference Honorary Chair
Conference Scientific Secretary	Conference Head of Academic
Vice President for Scientific Affairs	Advisory Committee
Ishik University	President of Ishik University

## **COMMITTEES**

### **Conference Chair&Scientific Secretary**

Dr. Volkan Cicek,  
Vice President for Scientific Affairs,  
Ishik University,  
60 Meter Street, Near the Ministry of Culture,  
Erbil-Iraq  
Phone: +964 750 3179477  
volkancicek@gmail.com

### **Organizing Committee:**

Dr. Mehmet Ozdemir, Vice President of Administrative Affairs  
(Head of Organizing Committee)  
Alan K. Amin, Head of Computer Engineering Department at Ishik  
University (Webmaster)  
Hasan Rustemoglu, Head of Media Relations Office (Advertisement  
and sightseeing tour)  
Bunyamin Celik, Director of Preparatory School (Opening  
Ceremony)  
Aram Sabr, Manager of Registration Office (Protocol)  
Mutlay Dogan, Engineering Faculty Secretary (Ishik University  
sponsored guest speakers and participants)  
Basar Batur, Head of Student Affairs Office (Name tags,  
certificates, etc.)  
Ismail Tokar, Preparatory school instructor (Registration desk)  
Alper Dal, Vice General Secretary (Logistics)  
Ilker Bulut, Head of IT Department (IT and technology)  
Aumed Hama Amin, General Secretary (Protocol)  
Mahmut Pala, Preparatory school instructor (Conference Hall)  
Mehmet Kocaaga, Business/Law Faculty Secretary (Concurrent  
sessions)  
Cihan Baser, ELT Department instructor (Photo and video recording)  
Ihsan Bulut, Dentistry Faculty Secretary (Information desk)  
Tasan Deniz, Head of Continuing Education Center (Guidance to  
conference participants)  
Numan Kanar, ELT Department instructor (Advertisement)

**Academic Advisory Committee:**

Prof. Dr. Sedat Akar, President of Ishik University (Head of Academic Advisory Committee)

Prof. Dr. Bayan Salim Obaid, Head of Ishik University Civil Engineering Department

Assoc. Prof. Salah I. Yahya, School Director at Koya University

Assistant Prof. Dr. Selim Bilgin, Dean of Dentistry Faculty at Ishik University

Assistant Prof. Dr. Fatih Cakici, Head of Clinical Sciences Department at Faculty of Dentistry at Ishik University

Dr. Mehmet Ozdemir, Vice President of Administrative Affairs at Ishik University

Dr. Huseyin Cakillikoyak, Dean of Faculty of Law

Dr. Dogan Ozdemir, Vice Dean of Faculty of Dentistry

**Financial Sponsors:**

Ishik University, Erbil, Iraq

Fezalar Institutions, Erbil, Iraq

## **INFORMATION ABOUT THE CONFERENCE**

### **Location**

Conference will be held at 60 meter campus of Ishik University near Ministry of Culture in Erbil, Iraq. 60 meter campus of Ishik University is the home for Faculty of Dentistry, English Preparatory School, and the Continuous Education Center.

Sessions will be held at the Conference Hall, Building-B, Building-C, and Building-A.

Conference Hall holds up to 300 audiences and to accommodate more participants during the Opening Ceremony and plenary speeches, both events will be broadcasted live to the two classrooms in Building-C that hold up to 200 audiences in total. Other locations include five classrooms in Building-B and 12 classrooms on the 3<sup>rd</sup> floor of Building-A.

### **Registration**

The registration desks are located at the left hand side of the student cafeteria and will open at 8.00 am.

All participants must sign in or register at these registration desks before leaving to another location.

The registration desks for pre-registered participants will be separate for faster service since pre-registered participants will be only checking in, while others

have to fill-out the registration forms and manually write down their names to their name badges.

Both pre-registered and other participants will receive a bag in which you can find the abstract book of the conference, promotional book entitled "Interview that Matter" and other promotional materials for Ishik University.

Abstract book includes a "program at a glance" section along with the "map of conference area" that the participants may use as a guide throughout the duration of the conference.

### **Badges**

Badges are important since one benefit of having such a conference is to share experiences with one another and name badges help to carry out that goal.

Speakers, session chairs and members of the organization committee will have noticeable badges to be easily distinguished if needed.

### **Language**

English is the language of 3<sup>rd</sup> International Visible Conference. For assistance in Kurdish, Arabic, and Turkish languages you may contact organization committee or registration desks.

### **Lost and Found**

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

#### **Coffee, Tea and Snacks**

Coffee, tea, and snacks will be served after the first keynote presentations both in the morning and in the afternoon as well after the first afternoon concurrent session.

#### **Meals**

Lunch will be served to all participants on the day of conference that is 14<sup>th</sup> April, Saturday in the form of a lunchbox free of charge. Please contact the organization committee if more information is needed about the details of the menu such as information about allergens.

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

#### **Disclaimer**

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

#### **Scientific Information**

The conference includes a total of five sessions along with the opening and closing ceremonies. Conference hall will host five keynote presentations out of which two of them will be plenary speeches. In the remaining three sessions, there will be over 50 presentations in 18 different locations around the campus.

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

However, workshop concurrent sessions will be realized with 6 alternatives, of which 4 of them will be in the B-building, 1 of them will be in the C-building and 1 in the Conference Hall.

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

#### **Speakers**

Speakers must have softcopies of their presentations ready to be submitted to the technical staff 15 minutes prior to the presentation. Technical personnel will be readily available in the presentation areas.

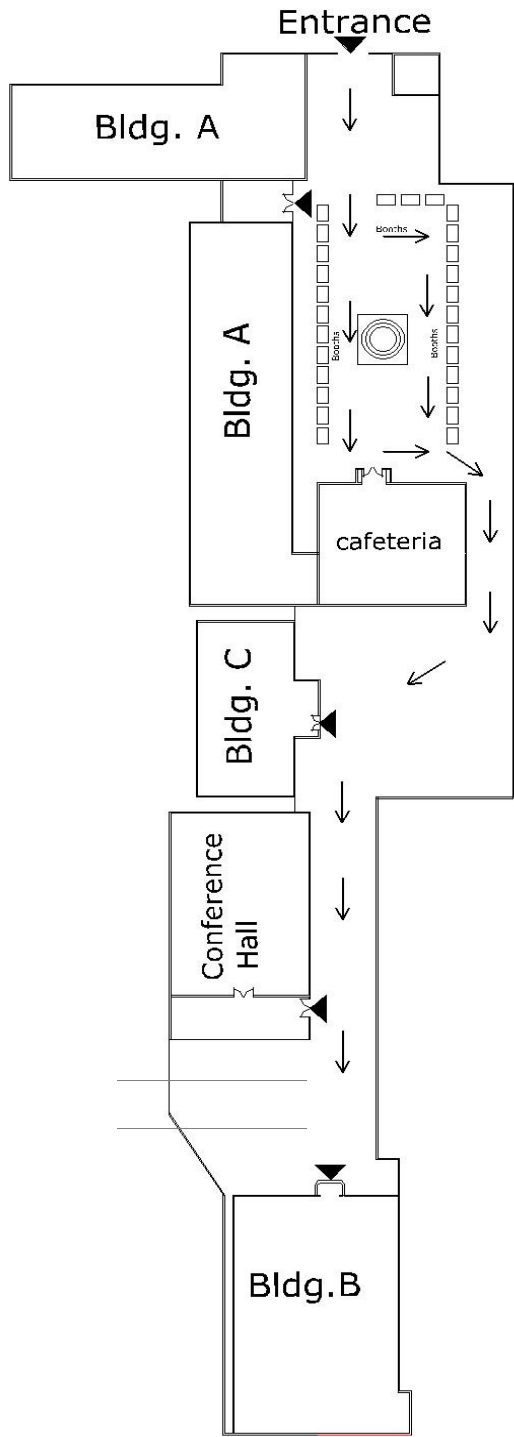
Organization committee may also be contacted for any incurred problem. The congress staff will not be responsible for any slides or other presentation materials not retrieved before the end of the congress.

#### **Chairs and Co-chairs**

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

Chairs should ensure that all speakers adhere to the allocated times for their presentations.





# Keynote Presentations

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## **Higher Education in KRG: Strategy & Challenges**

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### **Biography:**

Dr. Idris Hadi Salih was born in Erbil in 1952. He received his B.Sc. degree from Sulaimania University in 1976. Then he left to Leningrad University of Russia, where he received his M.S. degree in 1982 in communication engineering and PhD degree in 1985 in engineering communications. He became the Head of Electrical Engineering Department of Salahaddin University in Erbil from 1985 to 1990. He was a founding member of the Kurdistan Human Rights Organization, where he was elected as the president in 1991. Later he was elected as a member of the Parliament from 1992 until 2003. In 1992 he became the Minister of Transportation and Communication in the first cabinet of Kurdistan Regional Government (KRG) and also continued his position as the Minister of Transportation and Communication in the second KRG cabinet in 1993. He became the Minister of Industry and Energy in the third cabinet of Kurdistan Regional Government in 1996 and Minister of Municipalities and Tourism in 1998. Afterwards, he became the President of Salahaddin University in 1999. He became the Deputy Minister of Higher Education and

### **Dr. Idris Hadi SALIH**

Former KRG Minister of  
Higher Education

E, Erbil, Iraq

Scientific Research in Baghdad in 2004 and the Minister of Labor and Social Affairs in the first elected government of Iraq in 2005. Lastly, he was the Minister of Higher Education and Scientific Research of KRG from 2006 to 2009. He has participated in numerous academic international, national and regional conferences, workshops and trainings.

**Abstract:**

**Topic: Higher Education in KRG: Strategy & Challenges:** After 1991 uprising, there was only one university in Kurdistan Region of Iraq and that was Salahaddin University in Erbil. Salahaddin University itself was not capable to absorb the massive number of high school graduates, which was also due to the reason that the central government in Baghdad issued a resolution preventing graduates of Kurdistan Region to be enrolled in other universities in Iraq; in addition to the inability to meet the needs of the Kurdistan society in both private and public sectors. Therefore, the strategic plan was developed to expand higher education opportunities to meet the needs of the labor market through establishing new universities and institutes in parallel with improving the quality of education by adopting advanced and modern curricula, advanced scientific methods in teaching process, establishing capacity building and exchange programs for academics with partner universities worldwide, scholarships for students and training for technical and administrative staff.

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## **Mental Pollution Inhibits Learning and Education**

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**Dr. Yakup  
CETIN**

Fatih University,  
Istanbul, TURKEY

**Biography:**

Dr. Yakup Çetin is the Chair of Department of Foreign Language Education, English Language Teaching at Fatih University in Istanbul. He is the author of several international ELT textbooks that are published in Turkey. He has taught English at different levels and in several different countries. His main interests include foreign language learning and teaching methodology, second language acquisition, and psycholinguistics.

**Abstract:**

**Topic: Mental Pollution Inhibits Learning and Education:** In parallel to the developments in media technology, there has been recently an escalating increase in the number of people who complain about poor memory and forgetting they experience in their daily life. Even though highly developed media tools such as TV, video, and internet sources are produced to facilitate human life from many aspects such as school, work, and communication, it looks like that their senseless use may work in the opposite way. An important amount of research has already revealed a both direct and indirect relationship between TV viewing, computer games, internet use and school performance. The findings of these studies report that the more people spend time on various media tools such as satellite TV, DVDs, tablets, smart phones, and etc, the lower their school or work performance. In particular, studies have shown that the contents of what people are watching on TV, video, and internet websites have adverse effects on memory and cognitive functions. With regard to this, the aim of this presentation is to draw attention to Mental Pollution, the contamination of mind by exposure to affective visual stimuli with violent, scary, and sexual content, whose side effects are loss of concentration, poor memory, sexual arousal and

excitement. Accordingly, in the light of findings and examples from psychological, biological, and pedagogical research, the presenter intends to share with audience the detrimental effects of mental pollution on one's memory and ability to remember things.

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## **Towards a Successful University Language Program**

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**Dr. William S.  
PEACHY**  
Duzce University  
Duzce, Turkey

### **Biography:**

Dr. William S. Peachy, who joined the Foreign Language Department at Düzce University in Turkey last year, began his English language teaching career decades ago at a middle school in Ürgüp, Nevşehir, Turkey. Since then, he has taught and advised in English as a Foreign Language in high schools of Khoy, Iran; taught English for Academic Purposes, English for Special Purposes and English as a Foreign Language at Tabriz (Azarabadegan) University in Iran; Turkish and Farsi at the Ohio State University in the U.S.A.; English for Academic Purposes, English for Special Purposes and English as Foreign Languages at King Saud University and at Qassim University in Saudi Arabia. For the ten and a half years prior to settling in Turkey, he was Director of the English Language Unit in the Deanship of Educational Services of Qassim University of Saudi Arabia, where he oversaw preparatory programs with 100 instructors and 3,000 students at male and female branches of several campuses. This past year, he has been teaching English for Academic Purposes in the Düzce University Preparatory Program and in the School of Tourism and Hotel Management.

While his main research began in the philology and translation of Ottoman historical literature, his last major project has been a new translation of the Qur'an into clear English. It is now being published and printed in Lebanon by the publishing house of the World Assembly of

Muslim Youth of Riyadh, “An-Nadwatu’l-‘Alamiyatuli’sh-Shibaabi’l-Islaamiifii’r-Riyaadh”.

**Abstract:**

**Topic: Towards a Successful University Language Program:** In order for a successful university language program to be established, it must be based upon motivation and integrity, and these two elements must play an important role in every aspect of its development. At present in Turkey and Saudi Arabia, preparatory year programs of intensive English consist of English at a single intermediate level— “a-one-size-fits-all” concept. Foreign language needs are diverse and require diverse responses. The university programs should correspond to the needs of the colleges, communities, and societies that accommodate and fund them. Turkey, Saudi Arabia and other countries have a need for English as a tool of international communication, research and publication in all fields of education, science, technology, medicine, commerce and finance. Results have not always been successful.

In addition to a desire for knowledge and skills as a part of motivation, effort and hard work as ensured by integrity are requisite. In a nine-month preparatory year English program, the goal is to impart language skills to enable students to function in English in many, if not all courses at the university level when they have not reached a much more modest goal after six or more years of language study throughout their primary and secondary education. Largely unconscious assumptions made in setting up the present system of preparatory year English programs must be examined and analyzed. The many strengths apparent in existing programs can be built on and used as a foundation for excellence. In order to establish and nourish a foreign language program and develop it into a useful, respected, valuable and vital part of a

university's educational activities, the following four factors are essential;

- a needs analysis,
- programs with multi-level and multi-track language instruction,
- appropriate instructional materials,
- a low student-teacher ratio with qualified faculty.

Integrity in testing, evaluation and student promotion is just as critical and crucial.

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## **Reforming the Curriculum at the Kurdistan Regional Government (KRG) Ministry of Higher Education**

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### **Biography:**

Prof. Dr. Fatimah Rashid Hassan is a professor of ELT and syllabus design at the Salahaddin University, Erbil, Kurdistan, Iraq. She received her BA in 1987 in English Language and Literature at the University of Baghdad, MA in ELT in 1992 and PhD in curriculum design in 1998. She published more than 19 papers and two joint books. She participated in different conferences on teaching English, quality assurance, curriculum and teacher training in Jordan, Egypt, and Malaysia. She participated in a curriculum development training course in US and PhD supervision in UK. She led the process of curriculum development at Salahaddin University and KRG Ministry of Higher Education. She is now the Director of Curriculum Development at Salahaddin University.

**Prof. Dr. Fatima R.  
HASSAN**  
Salahaddin University  
Erbil, Iraq

### **Abstract:**

**Topic: Reforming the Curriculum at the Kurdistan Regional Government (KRG) Ministry of Higher Education:** Developing an ever evolving curriculum is a supplementary part of the processes of Teaching Quality Assurance. The current labor market in Kurdistan Region is in a state of continuous evolution, especially in the fields of science and technology. These developments should be reflected in the contents of the curricula. Moreover, university graduates are expected to be equipped with the latest knowledge of the sciences and professional skills.

University curricula and training programs are normally expected to be step ahead of the needs of the labor market, which is the reverse of what

is currently the situation in Kurdistan. This was the reason behind initiating a comprehensive program to reform the curricula in all the scientific and technical departments of the universities and the technical education institutes. These reforms will take different forms. For example, the first academic year in the university is dedicated to achieving the following goals:

- Getting to know the basics of the field of specialization without over-burdening the student.
- Enhancing language skills through learning a second or a third language.
- Improving computer skills and the usage of the Internet and email.
- Students should learn how to search for information, self-educate, and become increasingly independent.
- Promoting peer teaching. Students should learn the basics of scientific debate and brain-storming.
- Adopting novel topic-specific approaches to teaching and examinations.

This method of teaching will continue to be used from the second until the fourth year while the specializations and the practical training courses will increase from one year to another. There is no further need to fill the students' minds with a superfluity of complex and ultra-specialized information. They would be taught concepts of their fields of specialization, and enabled to acquire knowledge and experience after graduation. It should be sufficient for the student to understand the scientific and technical basics of their specializations, while the rest will be acquired through experience.

For this purpose, the Higher Education Committee in the various institutes of higher education has been commissioned to revise and reform the curricula and educational system in a strategic manner. The system should be gradually

applied beginning from this academic year. Continuous workshops are held to familiarize teachers and heads of departments with the new philosophy of teaching and learning.

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## **The Critical Thinking of Teachers at the Basic Schools in Erbil City and the Relationship with Emotional Intelligence**

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**Prof. Dr. Omar I.  
AZEEZ**

Salahaddin University  
Erbil, Iraq

### **Biography:**

Prof. Dr. Omar Ibrahim Azeez is a professor of educational psychology at Department of Psychology, College of Arts at Salahaddin University, Erbil, Iraq. He received his BA in education and psychology in 1987 at Salahaddin University and both his MA and PhD degrees in educational psychology from Baghdad University in 1993 and in 1998; respectively. He published many books and articles in the fields of Kurdish folklore, Kurdish culture, education and psychology. He participated in different national and international conferences on teaching, training, quality assurance in Jordan, Egypt and Malaysia. He participated in training courses on creativity and talented students in Jordan. He supervised many MA and PhD students and chaired many MA and PhD examining committees. He is now the director of Quality Assurance in the College of Arts.

### **Abstract:**

**Topic: The Critical Thinking of Teachers at the Basic Schools in Erbil City and the Relationship with Emotional Intelligence:** The research aims at measuring the critical thinking of teachers at the Basic Schools; identifying the level of emotional intelligence of those teachers; knowing the relationship between critical thinking and emotional intelligence; knowing the significant differences in critical thinking and in the level of emotional intelligence according to gender; and knowing the significant differences in

critical thinking and in the level of emotional intelligence according to years of service. To achieve the goals of this study 375 teachers, of whom 88 male and 277 female, have been chosen randomly in Erbil for the academic year of 2008-2009. Aziz scale which is based on "Watson and Kleiser's five abilities; conclusion, assumptions, extraction, interpretation and evaluation arguments, was chosen to measure critical thinking. Reliability and face validity of the scale were computed. For the measurement of emotional intelligence, the researchers prepared a scale of emotional intelligence based on a number of Arabic and foreign standards in addition to the literature review. Face validity, reliability and item discrimination were computed.

The data were analyzed statistically, and the results revealed that teachers have a good level of critical thinking which is found to be 66.41 and the standard deviation is 10.88. Moreover, they have a good level of emotional intelligence; the average is 166 and the standard deviation is 23,039.

Furthermore, there is a positive correlation between each of the critical thinking and emotional intelligence which is 0.40. There are statistically significant differences in critical thinking and in emotional intelligence according to gender in favor of females. Finally, there are no significant differences in critical thinking and in emotional intelligence according to years of service.



# Concurrent Sessions

## MORNING SESSION

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### **Designing Lectures for Active Learning**

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#### **Biography:**

Dr. Toni Briegel is an associate professor at Zayed University in the College of Education. She is a certified teacher and taught English, journalism, and reading for 16 years in the United States. She has over 50 publications and is a specialist in early adolescent education. Her books *Soul of Sand* and *Soul of Sea* are collections of poetry about the United Arab Emirates. Dr. Briegel co-edits the College of Education journal "Teachers, Learners, and Curriculum". Her current research examines and compares teaching strategies between male and female teachers in single gender middle schools in the UAE.

**Dr. Toni  
BRIEGEL**

Zayed University,  
UAE

#### **Abstract:**

**Topic: Designing Lectures for Active Learning:** Professors of education should be models of quality instructional practices for their students. Short class periods of one hour or less, however, tend to limit activities and cause teachers to fall back upon lecture as their predominant teaching strategy. The necessity of doing this does not mean that classes need be boring or lack opportunities for student involvement in their own learning.

The attention span of children is estimated to be their age plus one minute. Unfortunately, the attention span of most adults tops out at just over

fifteen minutes. Professors and teachers who spend most of their class time lecturing must be creative and use a variety of strategies to ensure the focus of their students on the material. This study is intended to examine the following;

- key information about how students learn,
- how to break up a lecture into learning units,
- strategies for increasing student attention and involvement,
- strategies for increasing student understanding.

During the presentation of the study, participants will be asked to reflect upon their own lecture styles and will learn ways to make their lectures more student-focused and require students to become more active listeners. Classroom management tips for working with large classes will be discussed. Teachers and professors will be encouraged to ask questions about specific concerns.

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## **1<sup>st</sup> Know Your Strengths! Then Manage Your Career!**

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### **Biography:**

Dr. Fanya Ismail worked for several years as a research scientist and an academic lecturer at well known universities in the UK. In 2009, she became qualified as an immigration lawyer and since then she is working as the director of Mutabchi & Co.

Aiming for quality and not quantity; she published articles, participated in conferences and soon became an expert in the field of Sol-Gel Technology. She recently published an article detailing her own theory to analyze fundamental issues related to this technology.

**Dr. Fanya  
ISMAIL**  
Mutabchi&Co.,  
UK

### **Abstract:**

**Topic: 1<sup>st</sup> Know Your Strengths! Then Manage Your Career:** A new theory is introduced in this study that could well assist teachers to direct students to think, identify and eventually know their strength and weakness. Each individual is considered unique having their points of strengths and weaknesses; if an individual concentrates on his/her strengths and work on them then he/she becomes one of those classified as very successful in both career and personal life but if an individual concentrates on his/her weaknesses and stick to them then he/she may be classified as successful or failure. In this respect, the author will present a few case studies; raise several questions and try to answer them backed up by real examples. The author will also look into the role of the teacher in terms of getting the best out of each student/individual

which is considered as the building block of each society; identify the external factors which affect the performance and motivation as well as the career choice of the student in Kurdistan Region that are beyond the control of the teacher.

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## **Credit-based System in United States High Schools**

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### **Biography**

Dr. Volkan Cicek is the current Vice President for Scientific Affairs at Ishik University in Erbil, Iraq where he began working since 2009. Previously, he worked at different educational institutions around the globe and at different positions as a teacher, assistant principal and vice principle at public schools in Oklahoma and Texas states in U.S. following his PhD education at Oklahoma State University; as a teacher at Hong Kong UMAH school in Hong Kong SAR/China, at Moldo-Turc school in Kishinev/Moldova, and at Private Kultur and Darussafaka Schools in Istanbul, Turkey following his B.Sc. education at Bogazici University/Istanbul. He has two published books; one published by U.S. Wiley Int. and other by Turkish Maya Akademi Publications; two papers as the main author published in SSCI indexed journals as well as three other papers in journals indexed internationally and over twenty-five conference papers along with many other national and international conference participations. His current research interests are various fields of educational management.

**Dr. Volkan  
CICEK**  
Ishik University,  
Erbil, Iraq

### **Abstract**

**Topic: Credit-based System in United States High Schools:** Credit based academic system implemented in U.S. public high schools is reviewed. Essential features of U.S. high school credit system that are reviewed within this study are credit hours and their interpretations, grading options that are yearly, full, and partial

grading methods, promotion standards, Grade Point Average, and course scheduling.

Additionally, various commonly implemented high school graduation plans such as minimum, recommended, early and regular distinguished plans are examined. Differences among the graduation plans are discussed such as the required advanced measures. Advanced measures are original research project, test data, college courses and presence of challenging courses in general such as Advanced Placement (AP), Dual-credit, Honors, Gifted and Talented (G/T) courses.

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## **The Effect of Lingua Franca: Persian on Minority Languages: Kurdish**

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### **Biography**

Dr. Payman Rezvani is the current President of Sardasht University and also a faculty member and permanent Lecturer at Department of English in Islamic Azad University in Mahabad, Iran. He received his BA and MA degrees both in English Language Teaching and in Islamic Azad University, Tabriz, Iran in 1998 and 2002; respectively. He was the Head of English Department for 6 years at the Islamic Azad University, Mahabad, Iran, where he taught 8 years altogether. Previously, he taught English as a high school teacher for 13 years.

**Dr. Payman  
REZVANI**  
Sardasht and Islamic  
Azad University,  
Mahabad, Iran

### **Abstract**

**Topic: The Effect of Lingua Franca: Persian on Minority Languages: Kurdish:** The present study aims to consider the effect of lingua franca, e.g. Persian upon minority languages such as Kurdish which is spoken in a place where both Azeri and Kurdish people have to communicate by means of a third language that is Persian. The lexicon and phonological features of Kurdish in the local areas based on gathered data have been studied. The data gathered by questionnaire and recorded sounds along with interviews with the local people in particular with the literate ones who had the greatest exposure to lingua franca, the third language. The researcher could find significant changes which were traces due to the impact of Persian as lingua franca in the region. This research is an innovation in its own kind and

helps those who follow lingua franca and language changes and try to find any relations of which with linguistic purposes as well as language teaching. The researchers are going to find proper and scientific answers to the following research questions;

1. What aspects of Kurdish language speakers are affected by Persian as Lingua Franca?
2. To what extent Kurdish language has been affected by Persian?

As far as the researcher knows no research has been done in this region regarding these variables and it seems to be an innovation. There are some researches which have been done in other countries and regions on the effect of English as lingua franca in South and East Asia as it Andy Kirkpatrick's work in 2009. He then compared and contrasted two major Asian lingua francas that are Bahasa Indonesia and Putonghua in order to show how different their development paths have been. The investigation of Malay as lingua franca in Indonesia and its effect upon other minority languages as referred in Abas in 2000.

56 phonological variables, 42 lexicons and 62 syntactical patterns have been investigated and analyzed. Analyzing old texts and interviewing with old people demonstrated that before Islam there were no laryngeal or hard phonemes while after Islam came to these regions Kurdish took more effect than Turkish and it borrowed some Arabic laryngeal consonants such as /ħ/, /q/ and these work as allophones not phonemes.

Presently, because of the dominance of Persian language these allophones are to be disappeared and the effects are even greater to some extent. Some phonemes such as /h/, /q/ are replaced with /ħ/, /q/. like the format and size of article.

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## **An Investigation of the Hierarchy Acquisition of English Tense and Aspect by Iraqi Learners of EFL**

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### **Biographies**

Dr. Madeha Saif Saleh is a university teacher at the Women College of Education in University of Tikrit, Iraq. She is an assistant professor and has a PhD degree in applied linguistics. She has been teaching for 14 years university courses such as Grammar and Methods of Teaching to junior and seniors, Language Assessment to seniors, CLT and Curriculum development to MA students. In addition, she gives in-service training courses in English at the Continuing Education Center at Tikrit University.

Co-author Hassan Ahmed Sharif was born in Kirkuk in 1972. He received a diploma degree in Arabic language at Erbil Teachers Institute in 1992 and Bachelors degree in English Language at Salahaddin University, Erbil in 2007. He is currently an MA student in Applied Linguistics in English Department at College of Education at Tikrit University. He has 19 years of teaching experience. He recently participated in a ten-week online teacher training course by University of Oregon and a post-graduate English Language Advanced Teacher Training course by University of Kurdistan-Hawler.

**Dr. Madeha Saif  
SALEH & Hassan  
Ahmed SHARIF**  
University of Tikrit,  
Tikrit, Iraq

## **Abstract**

**Topic: An Investigation of the Hierarchy Acquisition of English Tense and Aspect by Iraqi Learners of EFL:** The acquisition of the system of English verb by EFL learners is not a very straightforward process. It requires the mastery of a number of features, among which is the acquisition of the notions of tense and aspect. Previous studies that dealt with these notions have proved their difficulty for Iraqi learners but they have not tackled the hierarchy of their acquisition. The present cross-sectional study aims at:

1. Identifying the hierarchy of acquisition of Iraqi learners, if any, in relation to tense and aspect.
2. Investigating whether the hierarchy identified is a universal one or not.

To conduct the study and to fulfill its aims, the following hypotheses are posed.

1. Iraqi EFL learners move towards the target language along a continuum of increasing complexity.
2. Iraqi learners' hierarchy of acquisition does not depend on the target language data the learner is exposed to, i.e. there is no one to one relationship between what is taught or presented and what is acquired.
3. Iraqi EFL hierarchy is similar to that identified in English language learners of different linguistic backgrounds, i.e. universal.

To achieve the aims and verify the hypotheses, the researcher has adopted elicitation techniques through assigning two tasks, i.e., recognition and correction task and production task. The test administered to 120 pupils at the Iraqi preparatory schools and 240 students from the English Department in the College of Education Ibn Rushd, University of Baghdad.

To analyze the obtained data, four different statistical methods have been used, namely a One-Way Analysis of Variance, Least Significant Difference, Paired Samples Test and Correlation Coefficient. The analysis of the data has yielded interesting results, some of which are:

1. The learners move towards the target language along a continuum of increasing complexity, which validates the first hypothesis of the research.
2. The route according to the development does not coincide with the order in which the various structural items investigated are organized in the pupils' textbooks, which validates the second hypothesis.
3. There is not enough evidence to indicate that this route is universal in all English learners irrespective of their native language, which leads to the rejection of the third hypothesis.

The hierarchy of acquisition of tense and aspect revealed in this study according to the recognition and correction task, in increasing difficulty, is: simple present, present progressive, past progressive, simple past, present perfect and past perfect, whereas the hierarchy according to the production task: simple past, simple present, present progressive, past perfect, past progressive, and present perfect.

Conclusions indicate that language development is not necessarily a smooth continuous process that takes place all the time and that the route of development of the structures under investigation here is not universal to all. On the basis of these conclusions, suitable pedagogical implications are drawn, and recommendations and suggestions for further research are put forward.

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## **The Effect of Using Reflective Method in Teaching English Grammar**

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**Dr. Amra Ibrahim  
SULTAN**  
University of Tikrit,  
Tikrit, Iraq

### **Biography**

Assistant Professor Dr. Amra Ibrahim Sultan was born in Baiji, Iraq. She received her B.A., M.A., and PhD degrees from Baghdad University in Baghdad, Iraq in 1978, 1987, and 2001; respectively. She taught English language at secondary school level, at the teacher institutions, and at the university level. She was the Head of English Department for three years. She is teaching English Phonetics to undergraduates and Methods of Teaching to M.A. students. She supervised 25 M.A. students and has published many research papers. She participated in many conferences in Yarmook University, Tishreen University, Mosul University and Ishik University. She attended many workshops inside and outside Iraq.

### **Abstract**

**Topic: The Effect of Using Reflective Method in Teaching English Grammar:** Grammar is a dynamic process in which forms have meanings and uses in a rationale, discursive, flexible, interconnected, and open system as stated in Lareson's work in 2003. Reflective practice is becoming a dominant paradigm in ESL\EFL teacher education programs worldwide. Pennington defines

reflective teaching as "deliberating on experience, and that of mirroring experience" in 1992. The focus here is on analysis, feedback, and adaptation as an ongoing and recursive cycle in the classroom. This method has not been applied in Iraq, so this study aims at investigating the effect of this method on student's achievement in grammar. It is hypothesized that reflective teaching has a positive effect on student's achievement. An experiment has been conducted and two groups of student have been chosen; one as an experimental taught according to reflective method and the other as a control group taught according to the traditional method. Both groups have been equalized in some variables. A test has been constructed and its validity and reliability have been ascertained. The results have been calculated statistically and conclusions have been drawn, which confirm the hypothesis of the study and indicate that this method motivate students and develop student's confidence and improve classroom processes and outcomes.

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## Free Online Tools for Teaching Ottoman Language

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**Dr. Mehmet Ali  
EROGLU**  
Fatih University,  
Istanbul, Iraq

### Biography

Mehmet Ali Erođlu was born in Eskisehir, Turkey. He has graduated from Selçuk University, Faculty of Art and Sciences, Arabic Language and Literature Department in Konya, Turkey. He started his professional carrier as a lecturer at Lenkeran State University in Azerbaijan in 1993 teaching Turkish language for foreigners. He worked as a lecturer at International Eastern University in Russian Federation between 1995 and 1999. Meanwhile, he completed PhD in Daghestan Pedagogical University on Turkic Language in Russian Federation on contemporary Turkic Language and Dialects. He is still teaching Old Turkish Language (Ottoman) and Arabic Language at undergraduate level and Azeri language at both undergraduate and graduate level at Fatih University in Istanbul, Turkey.

### Abstract

**Topic: Free Online Tools for Teaching Ottoman Language:** Old Turkish was written in Arabic script and usually called “Ottoman” during the Ottoman State period for approximately 1000 years before the alphabet changed to a Romanized alphabet after the establishment of the Turkish Republic in the 1920’s. Ottoman and Modern Turkish are

considered to be two separate languages. Today the script continues to be used for Turkish in some areas of Iran and Afghanistan, and as an alternative to the Cyrillic script in Turkic republics of the Soviet Union. Efforts in Turkey to transliterate pre-Republican literature continue as well.

The objective is to provide a well-defined area of concentrated literary/cultural study and invite the investigation of a specific scholarly problem through the application of appropriate research skills and methodological approaches. Using online tools for the course while on class or distance education, students ought to have sufficient familiarity with the requirements and parameters of literary analysis; the specific character of Turkish literature and its audience; and the challenges to interpretation posed by the peculiarities of Turkish culture and tradition.

Students will be expected to read and prepare all texts for discussion by their assigned dates. Each student, in consultation with the instructor, will choose and prepare a particular text which will then be assigned to the entire class or participating homeworks and dealt within a discussion directed by that student.

This current study will focus on free online tools while teaching Ottoman language at graduate level.

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## **Comparison of Brainstorming and Traditional Instruction Methods on the Academic Achievement and Attitude of Grade Level Three Students of Kurdistan High Schools in Chemistry Lessons**

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**Dr. A. R. KARAMI &  
K. HATAMI**

Shahid Rajaei  
University,  
Iran

### **Biographies**

Ali Reza Karami is an assistant professor of chemistry and his field of research is chemistry education. He is currently working at Shahid Rajaei Teacher Training University along with his co-author Kolsom Hatami.

### **Abstract**

**Topic: Comparison of Brainstorming and Traditional Instruction Methods on the Academic Achievement and Attitude of Grade Level Three Students of Kurdistan High Schools in Chemistry Lessons:** In this research, the efficacy of brainstorming has been studied in scope of academic achievement and attitude of high school students and then compared with traditional teaching methods. It was performed on K-12 students in Bukan city in 2011.

This is an applied research with a semi-experimental method and has been conducted by experimental and control groups based on pre-test and post-test. 88 female students were selected as subjects, who were homologized according to previous semester chemistry scores and randomly divided to control and experimental groups. The experimental group was taught with brainstorming method, a combination of traditional brainstorming and brain-writing, for 4 weeks and the other group with traditional method both at same time.

The instruments of measurement were academic achievement test prepared by the researcher and the CLASS-CHEM attitude standard test. The reliability of academic

achievement and attitude tests was calculated and Cronbach's Alpha Coefficients were obtained as 0.70 and 0.75; respectively using SPSS software which indicates good reliability of the tests. The validity of attitude questionnaire was performed by University of Colorado and the validity of academic achievement test was performed by experienced chemistry professors and teachers. In order to analyze the pre-test and post-tests, descriptive and inferential statistics methods along with SPSS software were used. In the achievement test, there was a significant difference between the two instruction methods at knowledge, comprehension and application Bloom's level, by comparing of means of post-test for two groups but there was no significant difference in the analysis Bloom's level at 95% confidence level. In the attitude test, by comparing of means of post-test for two groups there is no significant difference between two instruction methods at 95% confidence level.

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## Effective Lesson Planning

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**Mustafa Azmi  
BINGOL**  
Ishik University,  
Erbil, Iraq

### **Biography**

Mustafa Azmi Bingol has graduated from English Language Teaching Department at Azadi University in Turkmenistan in 2002. He received his master degree in English Language and Literature in Ukraine. Currently, he is working as an English instructor at ELT Department at Ishik University, Erbil.

### **Abstract**

#### **Topic: Effective Lesson Planning:**

Generally, inadequate time is spent on instructional planning. Rather than a list of assignments or textbook pages to cover, a lesson plan is simply an orderly guide to how instructional objectives or goals will be accomplished setting clear guidelines for what the teacher and the students will be doing in the classroom. Lesson plans also help recognize the resources, activities and the time needed to accomplish these activities. A well-developed plan is likely affect students' learning positively.

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## **Cultural Memes through Literature for Second Language Learning**

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### **Biographies**

Salar Ghasemi has an MA in English Language and Literature. His thesis was entitled "Self Actualized individuals in Virginia Woolf's To the Light House and Mrs. Dalloway" dated 2012. He is currently working at Department of Postgraduate of English Language and Literature in Islamic Azad University, Boroujerd, Iran along with the co-author Behzad Mahmoudy. He has published the Teaching of English Grammar in Persian in 2007 and Intelligence as the Success Factor in 2009.

**Salar GHASEMI &  
Behzad MAHMOUDY**

Islamic Azad  
University,  
Boroujerd, Iran

### **Abstract**

**Topic: Cultural Memes through Literature for Second Language Learning:** Language are constructed with rules and conventions that second language learner must be aware of. Language and culture are not separated from one another and both of them exist in the life of human beings. Culture plays a discernible and complicated role in language learning and it can be a part of our teaching methodology. According to the British memetic theorist Susan Jane Blackmore's work in 1951, cultural codes can become memes which are transferred from person to person. Cultural codes can act as memes which are spread and provide advantages for better second language learning. One of the best ways to

introduce a culture is to present it in a literary work. Literary author as a language maven produces memes for copying to another language and second language learner obtains memes from authentic texts. Language learners can reach the best knowledge about a language by reading a literary work written in the target language. This research shows how language is determined by culture and how literature and culture are used for second language learning and in particular introduces the authentic literary works in which culture and language may teach together.

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## Teaching Literature in the Digital Age

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### **Biography**

Awfa Hussien Muhammed is an instructor of literature at Tikrit University, Tikrit, Iraq. She is born in 1976, married now and has four children. Her favorite hobby is reading and her favorite writer is D. H. Lawrence.

**Awfa Hussien  
MUHAMMED**  
University of Tikrit,  
Tikrit, Iraq

### **Abstract**

**Topic: Teaching Literature in the Digital Age:** In the light of revolutionary informational technology of today's age, teaching English Literature has become a quite interesting task. In this study, synthesis of traditional teaching devices and methods with those of modern ones will be discussed in the specific context of teaching English Literature.

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## **The Relationship between Translation Test Scores and Multiple-Choice Grammar Test Scores of Iranian Intermediate EFL Learners**

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**Ebrahim SHIRAMIRY**  
Sanandaj Azad  
University,  
Sanandaj, Iran

### **Biography**

Ebrahim Shiramiry is teaching English in Azad University in Sanandaj, Iran since 2001. Between the years of 1998 and 2001, he taught English in Kish Language Institute in Tehran, Iran. He is an author of a bilingual (English-Farsi) dictionary entitled "FARHANG MABNA", a general English book and an article on ELT published in Canadian Journal TESL volume 20. He translated three English books into Farsi and several articles/texts from English into Farsi and vice versa.

### **Abstract**

**Topic: The Relationship between Translation Test Scores and Multiple-Choice Grammar Test Scores of Iranian Intermediate EFL Learners:** This study investigates the relationship between the translation test scores and the multiple-choice grammar test scores of a group of Iranian intermediate EFL learners. In this study translation was used both as a teaching technique and as a testing technique. 30 intermediate EFL learners were taught Raymond Murphy's English Grammar book that is in use for one term. At the end of the term the learners were tested in two ways; via a translation test and a multiple-choice test. This way each learner had two scores; a translation test score and a multiple-choice test score. The learners' two sets of scores

were entered into SPSS program and the relationship that the scores have was analyzed. The result showed that while there is a positive relationship of 0.79 between the two sets of scores, there is also a significant difference between them.

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## **The Effect of Applying Various Forms of Listening Support on the Listening Comprehension: A Case of Iranian EFL Learners**

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**Khaled  
MORADI**  
Azad University,  
Takestan, Iran

### **Biography**

Khaled Moradi holds an MA degree in TEFL from Azad University in Takestan, Iran. He has been teaching English for 8 years. His research interests include language learning strategies, listening skills, testing, classroom research, CALL and teacher education.

### **Abstract**

**Topic: The Effect of Applying Various Forms of Listening Support on the Listening Comprehension: A Case of Iranian EFL Learners:** The present study was carried out to determine the effect of various forms of listening support in listening comprehension test on a group of Iranian EFL learners' listening comprehension ability. Two groups of male English learners (N 120) participated in the study. In one group, the treatment group, the participants received listening support which contained the repeated input, question preview and topic preparation in the listening comprehension test. In the other group, the control group, the students received the same test without any supports. The collected data were analyzed using the Correlation Coefficient Procedure to investigate the relationship between listening supports and learners' listening comprehension, One Way Anova to measure the significant differences among the mean score of intermediate learners

and listening comprehension ability. The analysis of the data revealed that the students in the treatment group significantly outperformed those in the control group in listening comprehension tests. Further analysis of the data indicated that topic preparation was the most effective support followed by question preview and repeated input. The results of the present study shed more light on the influence of listening supports on listening comprehension.

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**Evaluating the English Textbook Published  
by SAMT for Students of Physics  
at University Level**

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**Mina SAJADI**  
Tarbiat Modares  
University,  
Iran

**Biography**

Mina Sajadi is 27 years old and has been teaching English for 8 years. She received her MA in TEFL in Tarbiat Modares University, Iran. Her research interests include TEFL any related interdisciplinary field.

**Abstract**

**Topic: Evaluating the English Textbook Published by SAMT for Students of Physics at University Level:** English for Academic Purposes (EAP) and English for Specific Purposes (ESP) are developing branches of EFL instruction in Iran and have a marginal status in the tertiary education. Ministry of Science, Research, and Technology's high commission offers no clear guidance for selecting and developing basic academic instructional materials related to the linguistic or communicative standards expected by teachers.

This paper discusses an evaluation of the ESP textbook, which is prepared by the Center for Studying and Compiling University Books in Humanities (SAMT) for BA level students of physics. The present research is based on qualitative and quantitative research techniques and includes two steps. In the first step, internal and external evaluation of the book as proposed by McDonough & Shaw in 1993 is investigated.

At external stage of the evaluation, the intended audience, the proficiency level, the context of use, the language, the author's views on language and methodology, the inclusion of a vocabulary list/index, visual features, and the cultural aspects are examined.

The internal evaluation includes the presentation of the skills, grading and sequencing, discourse skills, listening section, the representation of different learning styles. In the second step, three teachers responded to a 15 item textbook evaluation questionnaire to express their perceptions concerning various aspects of the textbooks. Findings reveal the extent of appropriateness of the textbook used by BA students of physics. Suggestions are offered for the future revision and/or designing the textbooks.

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## **Investigating the Influence of Previous Language Experience on Written Production of Foreign Language Learners**

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**Nahid Movasseyf  
GHALICHEH**

Azerbaijan Teachers  
Education University,  
Tabriz, Iran

### **Biography**

Navid Movasseyf Ghalicheh has received M.A. degree in TEFL in 2007 from Azarbaijan Teachers Education University in Tabriz, Iran and B.A. degree in English Language and Literature also from Azarbaijan Teachers Education University in Tabriz, Iran in 2006. Navid was awarded a Delf Certificate in French B1 category administered by the French Ministry of Education and Iran Language Institute in 2007, a Junior Proficiency Certificate (J.C.E) in English in 2003, 15 terms of English Classes in Iran Language Institute (ILI) in Tabriz, Iran began in 1998 and completed in 2003.

### **Abstract**

**Topic: Investigating the Influence of Previous Language Experience on Written Production of Foreign Language Learners:** Of all the questions posed in the field of language acquisition, one of the most difficult to answer is how and to what extent bilingualism affects the learning of subsequent languages. Studies have shown that literacy in two languages facilitates the acquisition of a third language. The present study seeks to contribute to this line of research and tries to investigate the effect of bilingualism

on the learning of a third language by comparing the written productions of Persian-French Bilingual students and Persian-English-French Trilingual students in terms of grammatical errors. It was expected that learners with previous foreign language experience would exhibit a higher level of performance in the new foreign language they were learning than learners who had little experience of learning another foreign language. Analysis and comparison of the results of grammatical errors reveal that participants in Trilingual Group had little errors than Bilingual participants; therefore, the results proved the hypothesis and indicated that previous language experience had positive effects on the performance of learners in learning a third language.

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## **Air Pollution from Shipping in the Straits of Malacca**

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**Omar A. JASSIM**  
UPM University,  
Malaysia

### **Biography**

Omar A. Jassim has received his B.Sc. degree in microbiology from Al-Mustansiriya University in Baghdad, Iraq and his M.S. degrees in Environmental Journalism from USM University and Environmental Science (Ecology & Pollution) from UPM University both in Malaysia. Omar A. Jassim is an activist on environmental issues trying to increase environmental awareness among people. He is a member of the Biologist in Iraq since 2002. His research interests include various areas in environmental science.

### **Abstract**

**Topic: Air Pollution from Shipping in the Straits of Malacca:** Air pollution is a very important concept in environmental science of which awareness shall be arisen via education.

One of the main contributors of airborne deposition of sulfur is through shipping. The emissions of carbon monoxide, nitrogen oxides and volatile organic compounds affect the structure of ozone layer, which influences human health and causes destruction to plants.

Segregation studies to determine the types and quantum of gas emission vs. different types of fuel and engine condition will further detail the emission pattern of different fuels and vessel speed. This will further add to the body of

information that can lead to effective recommendations for reduction of ship emission in the Straits of Malacca.

For Malaysia, proximity to the Straits of Malacca which host more than 75,000 ships transiting the Straits annually in 2009, the quantum of emission into the surrounding air must be considerable but is not clearly known. There have been no studies performed to quantitatively determine the amount, types of pollutants and their impact on the Straits of Malacca environ. This study is important to Malaysia because of lack of data and information of air pollutants from ships through Strait of Melacca. This study embarks on the following objectives to:

- i. assess the level of air pollution along the Malacca Strait,
- ii. investigate the relationship between ports' activities, which is measured as vessels arriving at the ports on the Strait and air pollution levels on the Malacca Strait,
- iii. investigate the relationship between engine type, fuel type and fuel consumption of vessels arriving at the Strait and air pollution levels on the Strait,
- iv. make conclusions on the effect of engine type, fuel type and fuel consumption of ocean vessels on the pollution levels on Malacca Strait.

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## **A Discussion on Today's Education System in India**

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**Kumut Havalli,**  
India

### **Biography**

Kumut Havalli studied M.R.Tech and PGDHRM. He has 6 years of experience with Non-Governmental Organizations and Training Institutes and also 4 years of experience in teaching, research and extension works in University Education System. He is currently doing Ph.D. on Vocational Education programs of Jan Shiksan Sansthans, a central government scheme on vocational Training.

### **Abstract**

**Topic: A Discussion on Today's Education System in India:** In India issue of education is raised as a fundamental right of every citizen. However, the subject of education comes under the purview of states and not the center. Education is of various types; general education, school education, higher education and professional education and this became the cause and disease for patterns that are not uniform. The policy of liberalization, privatization and globalization impacted the types of education patterns surfacing conflicts in quality, standard, cost and excellence. This apart, multitude cultures, languages, scripts and social plus economic conditions promoted or resulted in the 'commercialization' in the system of education and gave an impetus to competition, exploitation

and oppression. Education builds the man so it builds the nation. Today India claims to be the biggest human resources supplier for the world, but it is a question needs to be answered whether India is concerned with the quality of human capital it is building and for whose needs. India supplies bureaucrats to the government, software engineers to the IT companies around the world, highly paid managers to the multinationals, engineers and science graduates as researchers to the foreign universities. Finally in this study, answers to the following issues of whether India builds a capital for itself and whether the education system of India leads to life enrichment in general will be discussed.

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## **Psycholinguistic Aspects of Reading in Language Teaching**

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**Suleyman Celik**  
Ishik University  
Erbil, Iraq

### **Biography**

Suleyman Celik has a MA degree in Educational Management and has been a PhD candidate in Educational Sciences and ELT at IBSU (International Black Sea University) in Georgia. He has been an instructor and a researcher in Multiple Intelligences and Reading in Foreign Languages at ELT Department at Ishik University in Erbil, Iraq since 2008 after teaching English Language in Turkey for 12 years. Among his research interests are learner diversity in the classrooms, teaching English to multiple intelligences, differentiated instructions and different ways of teaching and learning.

### **Abstract**

**Topic: Psycholinguistic Aspects of Reading in Language Teaching:** In the most adequate psycholinguistic model of the reading process the proficient silent reader decodes directly from graphic surface structure into deep structure, with no decoding into oral surface structure. Three cue systems used by all proficient readers include graphic cues (letters and words), syntactic cues (the grammatical arrangement of words) and semantic cues (the meaning of the words and concepts that the reader brings to the reading process). Reading is a four step process;  
1. Sampling words and phrases,

2. Predicting other words and phrases that might follow,
3. Testing the predictions and
4. Confirming or correcting the predictions.

To help to understand the reading deeply, reading theories like bottom up-top down and schema theory have significant importance in teaching reading. This study aims to indicate the psycholinguistic aspects of reading in the light of above mentioned theories.

# Workshop Concurrent Sessions

1<sup>st</sup> AFTERNOON SESSION

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## **How to Get Kuwaitis to Read and Write in University Courses**

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**Dr. Janet  
TESTERMAN**  
Gulf University  
Mishref, Kuwait

### **Biography:**

Dr. Janet Testerman is the Coordinator of the Writing Division of the English Language Department at Gulf University for Science and Technology in Mishref, Kuwait where she has worked the last three years. Prior to that she taught in the Master's program at Florida Gulf University in Fort Myers, Florida, U.S. and at Dickinson College in Carlisle, Pennsylvania, U.S. She has undergraduate degrees from Rutgers University in New Brunswick, New Jersey, U.S., and a PhD in Educational Leadership from the University of Miami in Coral Gables, Florida, U.S.

### **Abstract:**

**Topic: How to Get Kuwaitis to Read and Write in University Courses:** Students come to the universities in Kuwait with poor English speaking and writing skills. The Foundation English Language Unit (ELU) at Gulf University for Science and Technology (GUST) underwent a complete overhaul by including prescriptive, intensive, four to five hour per day writing instruction. Students made significant gains; nonetheless their writing skills remain insufficient

for the rigors of university courses. The first four credit-bearing courses at GUST, therefore, are being revised as well. The first course in the series includes daily computerized, interactive non-fiction reading and writing activities in order to prepare students for the next two composition courses which require higher-order thinking, evaluation, and analytic writing. My research includes the details of the curricular changes made in the ELU and the new credit-bearing writing courses as well as statistical evidence for progress in the ELU. The changes in the university writing courses are too new to have born results.

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## **The Use of L1 in Teaching L2 Classrooms**

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**Dr. Mohammed H.  
AHMED &  
Bahar M. KAREEM**  
Garmian University,  
Sulaimania, IRAQ

### **Biography:**

Dr. Mohammed Hussein Ahmed is a PhD holder in English Linguistics and Pragmatics. He is the founding member of TESOL-Iraq and also the leading member of Kurdistan Academians Association since 2009. He is currently the Head of English Department at the Faculty of Education in Garmian University since 2007, where he also became the acting dean of the college several times and for different periods. He has been teaching English for 12 years serving the pre-university stages including both intermediate and preparatory schools teaching English before joining to the university. He completed a leadership course at Appalachian State University, NC, U.S. in 2009 as the representative of the KRG Ministry of Higher Education and Scientific Research. Then in 2010, he has received a research scholarship to Aston University, Birmingham, UK. He participated in a number of International conferences and workshops.

### **Abstract:**

**Topic: The Use of L1 in Teaching L2 Classrooms:** Language teachers always face difficulties in teaching the second language L2 classes to the speakers of the first language L1. This is usually because students have no good backgrounds of L2 they are studying. Language teachers usually ask if L2 learning is the same

inside the classroom as outside. An extreme point of view sees L2 classroom as a world of its own. Thus some teaching methods exploit deliberately unnatural L2 learning.

Another view is that all L2 learning, or indeed all language learning of the first or second language, is the same. The classroom at best exploits this natural learning, at worst puts barriers in its way. On a more functional level however, language teachers often sense the students' need for a more unambiguous and stress-free method of communication; a need that can sometimes only be satisfied through interactions in the learners' native tongue.

In societies where L2 is in actual use, L2 teaching in the world outside can be meaningfully compared with L2 teaching inside the classroom. The issue of whether one is better than other hardly arises since few L2 students have the option of deciding between learning in a classroom or a street.

The researcher tries to find out if teaching a L2 best inside or outside a classroom as well as to discover if the classroom is a real situation of its own or as something artificial. Another issue in which the study deals with is for the amount of time the teacher of the second language speaks in this language. The study ends with a number of conclusions and recommendations for further studies.

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## On the Implications of the Theory of Information Structure for a Translator

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**Dr. Habib  
GOWHARY**  
Azad University  
Ilam, Iran

### **Biography:**

Habib Gowhary holds a Ph.D. in linguistics from the Allameh Tabatabaei University in Iran. He is currently teaching at MA level in Azad University, Ilam, Iran. His areas of interest include Discourse Analysis, Contrastive Analysis, and Translation. He has published widely in both national and international journals and has presented numerous articles in national and international conferences.

### **Abstract:**

**Topic: On the Implications of the Theory of Information Structure for a Translator:** As a component of grammar, information structure is concerned with the degree of felicity or appropriateness of a given linguistic form with a given communicative situation as stated by Lambrecht in 1994. In other words, from a set of linguistic forms with a similar propositional or analytic meaning, the issue is which one is more appropriate or felicitous in a specific communicative situation. In this study, an attempt is made to elaborate on some of the implications of the theory of information structure for a translator. To achieve this goal, a questionnaire was devised in which the subjects participated twice in a pre-test and post-test with a treatment in between. Morphological and syntactic coding of English and Persian were the focus of the included questions. A matched T-test was, then, run to analyze the data. The results, in connection with syntax, revealed no significance difference

in the performance of the subjects. However, the results were different as far as morphological performance of the subjects was concerned. The matched T-test showed that the attested difference in morphology was meaningful. What these findings imply for a translator is twofold. First, a literal translation works as far as syntax is concerned, while, literal translation of morphological elements of SL has a less chance of success. Second, it seems a formal training of information structure is becoming more urgent for a translator.

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## **Appropriate Ways to Initiate Classroom Interaction As Seen By Specialists and Educationalists**

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**Prof. Dr. Nahida T.  
MAJEED &  
Ibrahim K. SALIH**  
University of Tikrit,  
Tikrit, Iraq

### **Biographies:**

Dr. Nahida Taha Majeed is currently working as a professor at Department of English, College of Education, University of Tikrit. She has a PhD in Methodology of Teaching. She has completed her BA, MA and PhD degrees at University of Baghdad. She has 32 years teaching experience at Al-Mustansiriyah University of Baghdad and Tikrit University. She participated in many local, national and international conferences and symposiums. She published more than 15 research papers and supervised more than 20 MA and PhD theses and dissertations.

Ibrahim Khalaf Salih is currently working at University of Tikrit, College of Education, Department of English as well. He has an MA degree in Methodology of Teaching English as a Foreign Language. He has completed his BA and MA degrees at University of Tikrit. He has 4 years teaching experience at Tikrit University.

### **Abstract:**

**Topic: Appropriate Ways to Initiate Classroom Interaction As Seen By Specialists and Educationalists:** This study aims at first, identifying the appropriate ways used by EFL teachers to initiate classroom interaction as seen by specialists and educationalists and second, assessing the extent of using the identified ways inside classroom situation.

The study is limited to the ways of initiating classroom interaction for teaching EFL at intermediate schools during the academic year of

2011-2012. A sample of 15 specialists in methodology and linguistics of teaching EFL, 2 supervisors as well as 13 teachers have been involved in this study. A questionnaire of five-point scale has been constructed and used in order to collect the necessary data. The questionnaire includes thirty-four items. The validity and reliability of the questionnaire are calculated and then administrated to the selected sample of the study. In order to achieve the first aim of the study, the collected data have been statistically analyzed to find out that all the questionnaire items are appropriate ways which could be used by EFL teachers for initiating classroom interaction. As for the second item of the study, the whole items are organized in a checklist and used to observe and record to what extent our intermediate school teachers (ISTs) employ them inside their classrooms. The obtained results have indicated that less than 20% of these items are actually employed. Accordingly, a number of conclusions and recommendations are given. Recommendations;

1. There is an urgent need for well qualified teachers of English who are capable to motivate their students and maintain their communicative initiatives.
2. A serious attempt should be made to train the ISTs on using appropriate techniques that enable their students to take the initiative where possible in conversational situations.
3. ISTs are recommended to design energetic activities and tasks that involve collaboration and self-initiated language, engage learners in the authentic, practical and functional use of language for meaningful purposes.

Conclusions:

1. All the thirty-four items have been pointed by the constructed questionnaire could be adopted by ISTs and used to appropriate

teaching techniques to initiate classroom interaction.

2. The identified teaching techniques encourage active learners' involvement in a wide range of activities and tasks for communication that introduce freedom and autonomy into the learning effort.
3. ISTs adopt very limited number of the appropriate techniques for reaching English exercises and activities. These teaching techniques constitute less than 18% of their total number.

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## **The Necessity to Start Preparing to Involve Software and Internet Technology in Kurdistan Educational System**

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### **Biography:**

Alex Tajirian is a senior lecturer at the Lebanese French University in Erbil, Iraq. He is a Chief Executive Officer at Domain-Mart. He has taught finance at University of California, Berkeley in CA, U.S. His nonacademic experience includes consulting experience with Morgan Stanley, Bank of America, and Wells Fargo. He has also been engaged as a federal expert witness for ecommerce-related litigation support. Tajirian is widely quoted in the media, including The Wall Street Journal, Forbes, Wired magazine, and The San Francisco Chronicle. He is also a member of the board of Third World Enterprises Ltd., a leader in the acquisition and online distribution of reggae-related intellectual property.

**Alex TAJIRIAN**  
Lebanese-French  
University  
Erbil, Iraq

### **Abstract:**

**Topic: The Necessity to Start Preparing to Involve Software and Internet Technology in Kurdistan Educational System:**

Kurdistan's educational governmental authorities must start work now to prepare Kurdistan for online education and to encourage the use of technology as a learning instrument. Kurdistan's educational problem is neither technical nor economic; rather it's rooted in psychology and culture. Technology can address exactly those

hurdles. The government and schools must begin experimenting with the social and technological trends that are now emerging worldwide.

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## Time Expressions in Iraqi Arabic

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### **Biography:**

Assistant Professor Dr. Amra Ibrahim Sultan was born in Baiji, Iraq. She received her B.A., M.A., and PhD degrees from Baghdad University in Baghdad, Iraq in 1978, 1987, and 2001; respectively. She taught English language at secondary school level, at the teacher institutions, and at the university level. She was the Head of English Department for three years. She is teaching English Phonetics to undergraduates and Methods of Teaching to M.A. students. She supervised 25 M.A. students and has published many research papers. She participated in many conferences in Yarmook University, Tishreen University, Mosul University and Ishik University. She attended many workshops inside and outside Iraq.

**Dr. Amra Ibrahim  
SULTAN**  
University of Tikrit,  
Tikrit, Iraq

### **Abstract:**

**Topic: Time Expressions in Iraqi Arabic:** Time expressions in Arabic constitute a set of forms reflecting some culture specific ethno-linguistic patterns of communication. These patterns are translatable into English. Although the translation is comprehensible, the time expression may be strange to non-Arabs. This study discusses spoken Iraqi Arabic time-expressions, and provides ethno-linguistic and pragmatic explanations of their meanings in the context in which they occur. Time expressions will be examined in contexts.

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## Project Development

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**Dr. Mehmet Ozdemir**  
Ishik University  
Erbil, Iraq

### **Biography:**

Dr. Mehmet Ozdemir received his PhD in Moldova and after working many years as an educational administrator in Moldova and Macedonia, he began working at Ishik University as the Vice President for Administrative Affairs since 2011.

### **Abstract:**

#### **Topic: Project Development:**

There are many important and effective methods of teaching methods. One of them is to prepare the student so he/she can project his/her own abilities. This can be done via allowing students to prepare projects in areas such as environment, engineering, energy and social sciences. Project development includes the following stages of starting date, specific goals and conditions, defined responsibilities, a budget, planning, fixed date and multiple parties. Students also gain researching skills and social skills such as working as a group.

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**The Study of Effectiveness of SCORM  
Standard in Scope of Knowledge and  
Attitude and Comparison with the  
Traditional Learning Methods in  
Chemistry Teaching for the Grade  
Level Two High School Students**

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**Biography:**

Ali Reza Karami is an assistant professor of chemistry and his field of research is chemistry education. He is currently working at Shahid Rajaei Teacher Training University along with co-authors A. Zamani and R. A. Davandi.

**Dr. A. R. KARAMI &  
A. ZAMANI &  
R. A. DAVANDI**  
Shahid Rajaei  
Teacher Training  
University,  
Iran

**Abstract:**

**Topic: The Study of Effectiveness of SCORM Standard in Scope of Knowledge and Attitude and Comparison with the Traditional Learning Methods in Chemistry Teaching for the Grade Level Two High School Students:**

In this research, The effectiveness of SCORM standard has been studied in scope of academic achievement and attitude of high school students and then compared with traditional learning methods. It was performed on K thru 10<sup>th</sup> grade students in Shahrerey in 2010. Some factors limited our study such as low speed internet, lack of computers and internet connection in homes. Initially many electronic documents about stoichiometry, chemical and physical reactions and balance chemistry reaction were collected of which some of them were selected and uploaded at <http://www.chemscorm.ir>. Two classes in Maryam high school were selected as samples and divided by two groups; control and exam. The introductory computer skills were presented to exam group such as windows, e-mail and

operating with chemscorm.ir.

The CLASS-chem attitude test and researcher made test were used as research instruments for surveys of attitude and academic levels of groups were measured by pre-test with two research instruments. Then each group was trained by its method and finally post tests were performed.

Cronbach's alpha coefficient of reliability was used for the attitude questions and learning test. Reliability attitude and learning test obtained as 0.83 and 0.71. To determine the validity of the data, gathering tool in the learning test was used under the supervision of experienced chemistry teachers. The validity of questionnaire to survey attitudes first was performed among 60 third year students and then run to remove ambiguous questions and 35 was chosen as the appropriate number of questions. In order to finish analyzing data from pre-test and post test, methods of descriptive and inferential statistics using SPSS were implemented. In the descriptive statistics mean and standard deviation and variance were used. For the statistical inference in the analysis, Levine test and t-test were used. The research results indicated use of the SCORM model increased learning. Also significant data was obtained as to using this model was effective in teaching chemistry students regarding their attitude.

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## **American Students' Career Decision Making Process: Which College/University to Choose**

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### **Biography:**

Dr. Volkan Cicek is the current Vice President for Scientific Affairs at Ishik University in Erbil, Iraq where he began working since 2009. Previously, he worked at different educational institutions around the globe and at different positions as a teacher, assistant principal and vice principle at public schools in Oklahoma and Texas states in U.S. following his PhD education at Oklahoma State University; as a teacher at Hong Kong UMAH school in Hong Kong SAR/China, at Moldo-Turc school in Kishinev/Moldova, and at Private Kultur and Darussafaka Schools in Istanbul, Turkey following his B.Sc. education at Bogazici University/Istanbul. He has two published books; one published by U.S. Wiley Int. and other by Turkish Maya Akademi Publications; two papers as the main author published in SSCI indexed journals as well as three other papers in journals indexed internationally and over twenty-five conference papers along with many other national and international conference participations. His current research interests are various fields of educational management.

### **Dr. Volkan CICEK**

Ishik University  
Erbil, Iraq

### **Abstract:**

**Topic: American Students' Career Decision Making Process: Which College/University to Choose:**

High school students' career decision making process during the post secondary stage is examined. The way the college/university

concept is perceived in United States is reviewed followed by the students' methods of career planning. Upon establishing the career choices, selection process of the best college/university that fit the career interests and other criteria that deemed highly in United States are discussed. Among these criteria are types of colleges, affiliation; accreditation, credit transfers, majors and academic programs, degrees offered; location and community; size, physical facilities; admission requirements, types of applications accepted, levels of selectivity; extra-curricular activities, social clubs; cost, financial aid; athletics, other specialized programs; housing; campus safety and security; co-ed, all male or all female, and religious affiliation.

Ways of gathering preliminary information about colleges that are reviewed are through college night programs, websites, college publications, campus visits, guidance counselors, teachers, family and friends, college catalogs, videos and computer-based services, college representatives and college fairs, alumni, directories and score reports.

After gathering preliminary information, college visits are arranged, which consist of multiple steps that are explained in detail, e.g. a student-conducted campus tour and a college interview.

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## **Toward a Typology of Politeness Strategies in Iranian (Kurdish) Languages**

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### **Biographies:**

Dr. Payman Rezvani is the current President of Sardasht University and also a faculty member and permanent Lecturer at Department of English in Islamic Azad University in Mahabad, Iran where he works alongside with the co-author Boyuk Behnama.

Payman Rezvani received his BA and MA degrees both in English Language Teaching and in Islamic Azad University, Tabriz, Iran in 1998 and 2002; respectively. He was the Head of English Department for 6 years at the Islamic Azad University, Mahabad, Iran, where he taught 8 years altogether. Previously, he taught English as a high school teacher for 13 years.

**Dr. Payman REZVANI  
& Boyuk BEHNAMA**  
Islamic Azad  
University  
Mahabad, Iran

### **Abstract:**

**Topic: Toward a Typology of Politeness Strategies in Iranian (Kurdish) Languages:**

Politeness is a current sociolinguistic issue and it is appreciated that polite behavior, whether linguistic or non-linguistic, has characteristics that can be considered universal and others which are actually culture-specific. Therefore, there is a necessity to construct a typological framework for carrying out research into linguistic politeness phenomena around the world. This study aims at comparing politeness strategies used by native speakers of various languages. We will shed light on politeness in Kurdish as one of indo-European languages and argue for a view of politeness as appropriate behavior which provides a basis for a broader claim for universals and reduces the danger of

ethnocentrism. Such a study can explain to what extent Iranian (Kurdish) languages follow the same strategies in the same situations and for the same purposes. Thereby, some universal and some culture-specific aspects of politeness can be exemplified. In the framework of Brown and Levinson's politeness theory, this study deals with linguistic strategies of pragmatic politeness expressions. It draws on how the speaker's pragmatic intent is recognized from the conventional meaning of an utterance and how the content of this pragmatic intent is understood by the hearer. The examples of languages are taken from different sources including articles, journals and books, travel accounts, national databases, and field research. The Iranian languages which we are going to be classified in this study are Kurdish; Sorani and Kurmanji of Northwest Iran and Contemporary Persian of Tehran. Furthermore, we will look at a Semitic language which has a long history in western areas of Iran, i.e. Neo-Aramaic of Northwest Iran. Kurdish and Neo-Aramaic constitute a sprachbund and Persian is a lingua franca in this region. Therefore, there are many linguistic and non-linguistic contacts among native speakers of these languages. A further question is whether politeness strategies can spread through language contact; since Iran with diverse languages are relatively close to each other, and there is no doubt that Persians and Kurdish are related languages in the long run, thus the present research can lead to a conclusion if English could have taken politeness phenomena from Iranian ones. Moreover, we apply a typological framework to classify languages on the basis of similarities and differences in politeness strategies as opposed to the genetic classification of languages based on their shared and even unshared history. Interest in linguistic typology grew out of attempts to identify universal

features in unrelated languages as stated in the work edited by Denning and Kemmer in 1990. Universal tendencies could provide evidence about the nature of human language, but they may also reflect accidents of history. The superficial nature of typological classifications raises significant questions about the basis of many typological claims. A survey of different linguistic features provides an appreciation of the diversity that exists in human languages. Therefore, these results will show again how universals can be evaluated. To give an impression of what politeness comprises, some polite pronouns and their usages in the respective languages will be presented. Sorani Kurdish in southern regions has six major pronouns, while in locations near the central part of the province there are seven pronouns of which 2. plural 'ango and 3. plural ewa show politeness. On the other hand, Kurmanji speakers in central parts have eight pronouns including gender for third person and the polite forms, 2. plural hang and hon. In northern areas, some Kurmanji varieties possess eight pronouns with gender in the third person pronouns but no polite form. In Kurdish using polite pronouns reflects the hierarchical structure of the society. Persian has six pronouns, of which the 2. plural indicates politeness. The deference system in this language is based on general humility and respect and its relationship to power and solidarity. Neo-Aramaic has sixteen personal pronouns, expressing politeness with 2. singular and 3. singular. They are mostly employed with people being higher in the religious or governmental hierarchy, older or more educated than the speaker. Reasons to use them are political and marital status, religious function, age and occupation of the person or people referred to. The differences between the languages under investigation concern, for example, the persons, genders if distinguished

and numbers covered by polite pronouns. Pragmatic differences can also be identified, e.g. certain social facts such as marriage seem to play a role in some cultures, but not in others. However, some features hold true throughout the Iranian sample, the main thing being that polite expressions are used for talking to or about people whose status is higher in some kinds of social hierarchy than the speaker's status. This means that linguistic facts are strongly tied to social facts.

Further studies will have to include more languages and societies in order to prove or dismiss the universality of these results. Especially in the Iranian context, the question of culture contacts and their influences on politeness strategies must also remain open for future research.

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## Nurturing Positive Student Behavior

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### **Biography:**

Behcet Celik graduated from English Language Teaching Department of Bashkort State University in Ufa, Russia in 1999. He has been a teacher since then and currently working as the Head of ELT department and ELT instructor at Ishik University, Erbil, Iraq.

### **Behcet CELIK**

Ishik University  
Erbil, Iraq

### **Abstract:**

#### **Topic: Nurturing Positive Student Behavior:**

Teachers do influence the behaviors of the students both positively and negatively. Nothing helps nurture positive student behavior better than an engaging and meaningful lesson. As educators we need to find ways to show recognition and appreciation of their gains, even the small ones. It is important to reward appropriate behavior and not to ignore, catching and the student being good. Behaviors that have desirable consequences will likely continue. Pleasant or desirable consequences that cause a behavior to be repeated are called rewards or positive reinforcement. This involves a different kind of attitude, a new, more positive outlook on the world.

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## **The Impact of Teacher-Student Discussion on the Complexity of Iranian Learners' Oral Discourse**

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### **Hosein JABARI**

Islamic Azad  
University  
Tabriz, Iran

### **Biography:**

Hosein Jabari received an M.A. in TEFL from the Islamic Azad University in Tabriz, Iran where he is a lecturer. He received his B.A. degree in Teaching English from the Islamic Azad University, Tabriz, Iran as well. He has published and presented papers in international conferences and journals.

### **Abstract:**

**Topic: The Impact of Teacher-Student Discussion on the Complexity of Iranian Learners' Oral Discourse:**

This study attempts to investigate the impact of teacher-student discussion during the narrative task performance on the complexity of task-based oral discourse among 80 Iranian intermediate level students at Jihad-e-Daneshgahi Institute in Tabriz, Iran. The assumption is that learners have available limited attention capacities that the different components of language production and comprehension compete for such limited capacities. A number of proposals have been made as to how some attention may be focused on form. It was hypothesized that providing an opportunity to have discussion between the teacher and the students about the narrative task would lead to more complex performance. To test the research hypothesis, a quasi experimental design was used. The participants in this study were 80 intermediate level English

learners who were selected out of 200 students on the basis of their scores on a proficiency test. The independent samples, t-test results and the analysis of variance indicated that teacher-student discussion while performing oral narrative task resulted in significant differences in participants' oral discourse in terms of complexity. However, there was no significant effect on complexity in control group which was not provided with an opportunity to have a teacher-student discussion while performing a narrative task.

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## Grammar in Modern Drama

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**Maha B.  
MOHAMMAD**  
University of Tikrit  
Tikrit, Iraq

### **Biography:**

Maha B. Muhammad has received her Bachelor degree from Kirkuk University, Kirkuk, Iraq in 2006. She has received her M.A. degree in Linguistics and English language from Tikrit University, Iraq in 2008. She is currently an instructor at Department of Translation at College of Arts, University of Tikrit. She was one of two instructors who translated the Guide of Kirkuk University into English language where she worked for three years.

### **Abstract:**

#### **Topic: Grammar in Modern Drama:**

This study deals with the English language grammar used in modern plays. It sheds light on some important features of modern drama. This study is limited to one dramatic piece written by the British dramatist Tom Stoppard. The grammar of this play is studied according to Leech and Short's division of the grammatical categories mentioned in their approach to analyze the literary texts. This study is preceded by a display of the elements of this play and focuses on the use of the formal grammatical structures as well as the use of informal grammatical ones or in other words "grammatical deviation".

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## **A Blogged English: The Role of Social Media in Language Learning and Teaching and an Alternative Language Learning and Teaching**

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### **Biography:**

Mohammed Nasser Abdul-Sada was born in 1977 in Kut, Wasit, Iraq. He has an MA degree in Applied Linguistics. He is currently working as a lecturer in Department of English, College of Education, Wasit University, in Kut, Wasit, Iraq.

**Mohammed Nasser  
ABDUL-SADA**  
Wasit University  
Kut, Iraq

### **Abstract:**

**Topic: A Blogged English: The Role of Social Media in Language Learning and Teaching and an Alternative Language Learning and Teaching Approach:**

Social networks have revolutionized communications between nations. Networking media have created a new space in which people exchange their views, attitudes and contributions. The virtual space has motivated people all over the world; these sites have made possible the exchange of different contents between users. Social networks helped exchange other media contents and not only text messages. Foreign language educators feel it necessary to cope with learning technology so as to maintain meaningful professional development. The internet has impacted communication between countries and communities. Internet has reshaped the connection between world countries as this connection has taken a new profile and a new world has risen since then, the digital world. The e-mail and chat services have

emerged. This was shortly followed by an emergence of other accompanying media ways such as blogs and webcasts. The recent emergence of social media networks have added to this communication; web users, all over the world, have made advantage of these media as it helped them exchange a variety of contents; photos, videos, texts, and live events. The virtual world took a new turn with these media. Of the areas most impacted by these social media is education and more specifically, language learning and teaching. Learners started to get benefited from online materials; they began to receiving language materials, visual, audible and readable. This has led to a more understandable and comprehensible learning environment. Distance has revolutionized real learning and there are now many universities and schools that are found in the virtual world only; these institutions are a set of connected or wired computers connected by joint networks. Learning methodologies are still behind the race in learning advance. Traditional teaching methods still dominate schools and universities, textbooks are not developed enough to encounter progresses in science and technology, and virtual learning has not received that attention. Virtual learning is still not recognized in Iraq, which is reflected in the attitude that online degrees are not recognized whatever be the major or the awarding institution. Online learning provides easy access to learning methods and education contents; makes examinations and tests applicable in that it saves time, effort, and scoring; grants awards and certificates; issues books, notes, textbooks on all majors and specialties on demand. Regarding social

networks following conclusions are appropriate;

1. Social media networks have contributed to language learning and teaching.
2. These networks had made the connection between the learner and the teacher on one hand and between the learners themselves easy, accessible, flexible and learning-specific.
3. They are important in that they offer an open and free space of communication between those involved in education so that they can express what they have.
4. They create a space of communication between the learners and the teachers from all over the world by sharing their comments, contributions, newsletters and other learning-related posts.

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## **Investigating Pronunciation Learning Strategies of EFL College Students**

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**Narmeen Mahmood  
M. Al-JAFF**  
University of Baghdad  
Baghdad, Iraq

### **Biography:**

Narmeen Mahmood M. Al-Jaff finished both her M.A. and B. A. in Language Teaching in College of Basic Education Department, Al-Mustansiriyah University, Baghdad, Iraq; respectively in 2005 and 2001. She had taught in the Department of English, College of Basic Education, Al-Mustansiriyah University in between 2005 and in the Department of Chemistry, College of Science, University of Baghdad in 2007. She is currently an instructor in the Department of English, College of Education for Women, University of Baghdad since 2006, where she taught English phonetics and Phonology to second year students, English Phonetics to first year students, Methods of Teaching to third year students, and general English to students of other departments. She attended four online teacher training programs, namely; Oregon-Iraq Guided Online English Studies (GOES), Tandem English Language Teacher (ELT) Training, Shaping the Way we Teach English, Individual Learning Styles and Strategies in the EFL Classroom.

### **Abstract:**

**Topic: Investigating Pronunciation Learning Strategies of EFL College Students:**

Over the last few decades, especially in field of language education, a huge emphasis has been put on learners and learning more than teachers

and teaching. An extensive investigation is carried out by researchers dealing with the area of language learning, which their primary concern has been how learners process new information and what kinds of strategies they employ to understand, learn or remember the information in order to make language learning more efficient and to produce a positive effect on learner's language use.

Therefore, exploring language learning strategies have proved of a great value in teaching and learning all language skills since, on the one hand, they help teachers know how their students deal with new materials presented in language classroom and on the other hand, they help to improve learners' language skills by using various language strategies.

Although learning strategies have had their greatest impact in language learning on the four major skill areas of second language learning that are speaking, listening, reading, and writing; only a limited number of studies have required students to reflect on their pronunciation learning techniques and report the strategies they use, because most of the literature on pronunciation deals with what and how to teach, while the learner remains an abstract, silent body in the classroom.

This paper is an attempt to investigate pronunciation learning strategies used by fourth year EFL college students. To achieve the aim of this study, the researcher has applied an adapted questionnaire prepared by Eckstein in his work in 2007 concerning pronunciation learning strategies on 40 students and analyzed the data obtained after changing its scale, modifying and deleting some items. The five-point scale questionnaire consists of 20 items dealing with five categories input, practice, noticing/feedback, hypotheses forming, hypotheses testing.

Using the Fisher's formula to manipulate the data statistically, it is found out that the participants use all types of pronunciation strategies but with different weights. No strategy was proved to be weak or unused by them.

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## The Value of Content Based Instruction (CBI)

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### **Biography:**

Raswan Sockol is a visiting lecturer at University of International Studies in Canada. His goal as an educator is to have his students be comfortable, interested, and excited in what they do as a class. He is always looking for a way to illustrate the usefulness and the intriguing side of any given subject, to awaken the students' inner desire to learn simply for the joy of it.

### **Raswan SOCKOL**

University of  
International Studies,  
Canada

### **Abstract:**

**Topic: The Value of Content Based Instruction (CBI):**

There are often two divided camps; those who think that English needs to be explicitly taught as a grammar based subject in order to complete an educational "job", and those who think that context based learning is the equivalent, or better than, a grammar based method. A basic film making class, conducted entirely in English, using authentic English video, will illustrate how using a subject to teach a language is effectual, motivational, and fun for all. Overt language teaching should not be the means; language acquisition should be the ends. With the CBI approach, this is achieved.

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## Learning Second Language through Games

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**Sajad QASEMI**  
Islamic Azad University  
Ilam, Iran  
**Salar GHASEMI**  
Islamic Azad University  
Boroujerd, Iran

### **Biographies:**

Sajad Qasemi received his B.A. degree in English Language and Literature from Department of English Language and Literature, Islamic Azad University, Ilam, Iran. He has published "The Intelligence as the Success Factor" in 2009. He teaches English language in Jihad Daneshgahi, Iran.

Co-author Salar Ghasemi received his M.A. degree in English Language and Literature from Department of Postgraduate of English Language and Literature, Islamic Azad University, Boroujerd, Iran. He has published "The Teaching of English Grammar in Persian in 2007 and "Intelligence as the Success Factor" in 2009. His thesis title was "Self Actualized individuals in Virginia Woolf's To the Light House and Mrs. Dalloway" completed in 2012.

### **Abstract:**

**Topic: Learning Second Language through Games:**

Teachers know that learning of a second language without creativity is boring and difficult for both teachers and young learners. Therefore creative teacher tries to find a way for increasing second language learner's interest. This study applies David Premack's model of reinforcement to improve quality of performance in young learners dated 1925. Premack states that for any pair of activity, the more probable or value one will reinforce the less probable or less value one.

The game is a natural activity that youngsters express themselves and develop motor, cognitive, and social skills through the individual's or group's task. Free gaming is rarely used in the school as a means of enhancing student's motivation to learn second language. This study shows how the game acts as a motivator for learning English. Game is guided by teacher and depends on some factors. The game should be related to age, subject and ability of learners. In particular this study introduces a way in which a game can be performed in English classes resulting in an effective and encouraging learning environment for young learners.

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## Technological Pedagogical Content Knowledge in Science Education

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**Semih AYDIN**  
Ishik University,  
Erbil, Iraq

### **Biography:**

Semih Aydin was born in Izmir, Turkey. He received his B.Sc. degree in physics teaching from Bosphorus University in Istanbul, Turkey. He received his M.S. degree in Physics from Marmara University in Istanbul, Turkey in 2003. He worked as a physics and science teacher in private schools in Istanbul, Turkey and since 1995 he has been training teachers on classroom management, teaching science, teaching physics, multiple intelligence, physics and science laboratory experiments, student centered education and science projects. Simultaneously he was also working in Surat Publishing Company in Istanbul between the years of 1995 to 2010. He has many published school books in science and physics both in English and Turkish. He has been working as a general physics instructor and as the Head of IT (Information Technology) Department at Ishik University, Erbil, Iraq since 2010.

**Semih AYDIN**  
Ishik University,  
Erbil, Iraq

### **Abstract:**

**Topic: Technological Pedagogical Content Knowledge in Science Education:** The science lessons has utmost importance for students to gain skills of problem solving, scientific inquiry and to apply mathematical knowledge into practice. The effective science teachers of the 21<sup>st</sup> century should have various qualifications, which are categorized under the title of Technological Pedagogical Content Knowledge

(TPCK). Teachers should know how people learn, how memory operates, and how a brain develops with age, which is known as the pedagogical knowledge. Most importantly, teachers of a specific subject should possess special abilities that integrate their knowledge of the subject's content and student learning of this content. This special knowledge is known as pedagogical content knowledge (PCK), which distinguishes the science knowledge of teachers from that of scientists. Teachers should be able to use the technology in teaching science and create learning environments in which students can study the concepts and the processes of science. Scholars of TPCK, e.g. Koehler, Mishra and Yahya, appropriately indicate that intelligent pedagogical uses of technology require the development of a complex, situated form of knowledge, which is called TPCK. At the heart of TPCK is the dynamic and transactional relationship between content, pedagogy and technology.

# Workshop Concurrent Sessions

2<sup>nd</sup> AFTERNOON SESSION

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## The 21<sup>st</sup> Century Learner Needs Intellectual Virtue

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**Dr. Seán MORAN**  
Waterford Institute  
of Technology,  
Ireland

### **Biography:**

Dr. Seán Moran is Director of the MA in Education program at Waterford Institute of Technology, Ireland. His main research interest is the philosophy of education, in which he has published internationally and spoken at conferences around the world. He recently led a two-year European Union funded project on Creative Approaches to Intercultural Competence, involving partners from eight European countries. Dr. Moran has experience of educating at a variety of levels; from teaching in high schools to supervising postgraduate students and leading staff development sessions in schools and universities in Ireland, Pakistan and the UK. He is a keen musician, photographer and podcaster.

### **Abstract:**

**Topic: The 21<sup>st</sup> Century Learner Needs Intellectual Virtue:** The needs of the 21<sup>st</sup> century learner are in some ways very different from those of previous centuries. This is mainly

because of the exponential increase in the availability of information in recent times. Anyone with the use of a cheap computer and access to the internet now has the potential to acquire knowledge of a breadth and quality, which was unimaginable a few years ago. But this is only a 'potential' for knowledge-acquisition, since knowledge and information are not the same. In other respects, the epistemic predicament of the present-day learner has not changed. He or she must still be able to distinguish reliable knowledge, knowledge that provides genuine cognitive contact with reality, from attractive but false alternatives. We continue to want the learner to use this knowledge to build understanding and cultivate wisdom.

To benefit from the wonderful new potential in cyberspace, identify the truth while rejecting falsehoods, and enable wisdom and understanding to dawn, the learner will need something of enduring value, 'Intellectual Virtue'. The learning landscape has changed dramatically with the arrival of the worldwide web, but the intellectual virtues are, I argue, more important than ever. We educators should become aware of the increasing value of intellectual virtue in a world where information may be plentiful, but knowledge is not so easily won, understanding is in short supply, and wisdom is rare.

So what are the intellectual virtues, what justification do we have for believing in them, and how might they help meet the needs of our students in these rapidly-changing times?

Virtues in general are stable dispositions to act in good ways, such as the moral virtues of courage, justice and charity. Intellectual virtues are stable habits of mind that lead the learner to the epistemic goods of knowledge, understanding and wisdom. They sometimes parallel the moral

virtues, for example, in the form of intellectual courage, intellectual justice and intellectual charity, but there are also intellectual virtues with no moral equivalents. For instance, an important virtue for learners in the information age is the ability to recognize reliable testimony in a field outside their area of expertise. Internet can be regarded as a source of 'extended testimony', which supplements traditional face-to-face dialogue or testifying.

A discussion of the intellectual virtues is now back on the agenda, thanks to the recent flowering of a new offshoot of philosophy, 'Virtue Epistemology'. To virtue epistemologists, the learner can only acquire knowledge by exercising the intellectual virtues. Any true beliefs which are formed without these virtues are not genuine knowledge at all, but an inferior substitute, produced by naïve credulity, conditioning, or indoctrination.

The role of the teacher is thus no longer primarily one of providing information, but rather one of helping the learner to cultivate the intellectual virtues and hence access knowledge and develop understanding and wisdom. In this talk, I shall consider practical ways in which the teacher can act for the good of the 21<sup>st</sup> Century learner.

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## Applying the Millennial Generation Language in the Classroom Setting

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### **Biography:**

Helene A. Sairany is a lecturer, Director of Postgraduate Studies, and Quality Assurance Coordinator of Dentistry Faculty in Faculty of Dentistry, Ishik University. She is originally from Zakho but grew up in U.S. She earned a BA degree in Biology and Psychology from Agnes Scott College in Atlanta, Georgia. Upon graduation in 2004, she began work for a non-profit organization for a year. She was accepted as a distinguished candidate into the graduate doctoral program at Northeastern University in Boston at 2005 in pharmacy. Continued to emphasize on wanting to become a pharmacy educator upon graduation, she chose to put a teaching elective course together with her adviser at Northeastern. While a graduate student, she continued to work in the fields of education, immigration, discrimination and worker's rights. She returned to Kurdistan in 2010. Though new to academic arena, she finds her strength in teaching and writing about her daily experiences.

**Dr. Helene A.  
SAIRANY**  
Ishik University,  
Erbil, Iraq

### **Abstract:**

**Topic: Applying the Millennial Generation Language in the Classroom Setting:** In order to teach well, academics need to grasp an understanding of students' nature and needs in the classroom setting. Academicians are starting to recognize a unique trait among the current generation of students, herein called the millennial generation. Born between 1982 and 2003, the millennials have been summoned as a new 'Great Generation'. Although each

generation of students have had their own unique characteristics shaped by events of the time period in which they grew up, the millennial generation of students have been technologically enabled and shaped by access to world and cultural events at the touch of a button. It is therefore in the best interest of students, academics and future employers that the nature of teaching and classroom setting to be tailored toward the characteristics of the millennial generation to maximize their learning, earning and productivity potential. In this study, the author defines the millennial generation and then presents some potential strategies to enhance learning and bridge the gap between the academics and the millennial.

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## **Constructivism and Computer-Mediated Communication in ESL Classes in Pakistan**

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### **Biography:**

Prof. Dr. Shamim Ali has a PhD in English Linguistics in 2007, Masters in TEFL in 2006, and Advance Diploma in Computer Science in 2001, Postgraduate Diploma in Futuristic Advanced Integrated Studies in 1998, Masters in English Language and Literature in 1996, Diploma in TEFL in 1995, Advance Diploma in English Linguistics in 1993. He is a professor since 1997 up to date at National University of Modern Languages in Islamabad, Pakistan teaching designing curriculum and functional English courses at Foundation, Diploma, Advanced, M-Phil and PhD Diploma levels. He has written three books and 300 poem in English on various topics.

**Prof. Dr. Shamim Ali**  
National University of  
Modern Languages,  
Islamabad,  
Pakistan

### **Abstract:**

**Topic: Constructivism and Computer-Mediated Communication in ESL Classes in Pakistan:** Recently, speaking has played an increasingly important role in second/foreign language settings. However, in many Pakistani schools, students hardly communicate in English with other people effectively due to their educational system. The present study aims at investigating the implementation of constructive role plays, e-learning and their effect on Pakistani students' speaking in English classes of college level. Speaking pretests and post-tests, student role play recording analysis, student questionnaires, and student interviews have been employed to collect data during the six week teaching period. Results show that the e-learning role plays have constructive effects on student's performance in speaking skills in terms of language fluency and accuracy, further more all

students express positive opinions towards the e-learning implementation of constructive role plays. The findings from this study are directly beneficial to all ESL teachers, because they can improve the quality of students' English practice by encouraging them to generate a variety of responses, rather than the usual set and prescribed responses to a situation that a role may demand. This means students can be actively involved in the whole learning process by gathering and summarizing speaking knowledge from what they have learnt before and generating new speaking knowledge for their future use. This study contributes to the understanding of CALL, e-learning, and constructivism in the Pakistani context, because constructive role plays do have positive effects on improving students' L2 speaking, and, students agreed that the e-learning constructive role plays should be practiced in speaking classes. It is necessary because the new Pakistani education system emphasizes the shift from studying for examinations to quality education. The present study provides some insights into how constructivism and e-learning could possibly be effectively used to help Pakistani students learn to speak English, which is also in line with the reformation of college English learning and teaching. Future research studies could be conducted to examine how constructivism, CALL, and e-learning can help students construct new knowledge in college English classes in terms of all four language skills.

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**An Analysis of Elision and Insertion  
Errors Made by EFL College Students in  
Connected Speech**

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**Biographies:**

Dr. Nahida Taha Majeed is currently working as a professor at University of Tikrit, College of Education at Department of English. She has a PhD in Methodology of Teaching. She has completed her BA, MA and PhD degrees at University of Baghdad. She has 32 years teaching experience at Al-Mustansiriyah University of Baghdad and Tikrit University. She participated in many local, national and international conferences and symposiums. She published more than 15 research papers and supervised more than 20 MA and PhD theses and dissertations.

Co-author Adhwaa' Mohammed S. is an instructor currently working at Tikrit University as well.

**Prof. Dr. Nahida T.  
MAJEED &  
Adhwaa' M. S.**  
University of Tikrit,  
Tikrit, Iraq

**Abstract:**

**Topic: An Analysis of Elision and Insertion Errors Made by EFL College Students in Connected Speech:** This study is an attempt to analyze elision and insertion errors made by EFL college students in connected speech. Objectives of this research are;

- Finding out the students', of the two involved colleges of education, errors in elision and insertion, at both recognition and production.
- Pointing out whether there are any significant differences between the whole sample's performance in elision, on the one hand, and insertion, on the other hand, at both recognition and production levels.

- Identifying whether there are any significant differences between the whole sample's performance at recognition level, on the one hand and that at production level, on the other hand in both elision and insertion.
- Finding out whether there are any significant differences between the performance of the two involved groups of students, i.e. the students of the College of Education (CE) and those of the College of Education for Women (CEW), in both elision and insertion.
- Identifying whether there are any significant differences between the performance of the females and that of the males in both elision and insertion.

Five null-hypotheses have been formulated in this study. In order to verify these hypotheses and achieve the stated aims, a diagnostic test has been constructed. The test consists of 8 questions. 4 questions are related to elision at both the recognition and production levels and 4 to insertion, also at both levels. The test is exposed to a number of jurors who agreed on its content validity and face validity. Reliability is ensured by using split-half method. The adopted test has been administrated to the selected sample of 108 EFL fourth year students in the CE and CEW at the University of Tikrit. Errors are classified, identified and computed to obtain the following results:

1. The students' performance in both elision and insertion is below the average level, at both recognition and production levels. The students have committed 6169 errors out of 8400 responses which constitute 73% of their total responses. Errors detected in elision are 2939 which represent 70% of the total number of the student's responses. 1202 errors have been committed at recognition level and 1737 at production. In insertion, 3230 errors are committed which constitute

77% of the total number of the responses supplied on this aspect. Errors of insertion at recognition level are 1487 and those at production are 1743.

2. There are no significant differences between the whole sample's performance in elision, on the one hand and insertion, on the other hand.
3. There is a significant difference between the whole sample's performance in elision and insertion at recognition level and that at production, and in favor of recognition.
4. There is no significant difference between the levels of the students' performance of the CE and those of the CEW in both elision and insertion.
5. There is no significant difference between the performance of the females and that of the males in both elision and insertion. The study ends up with a number of conclusions and recommendations which are based on the obtained results.

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## **Teaching Haiku as a Tool in Developing the Writing Skills of Iraqi EFL Students**

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**Dr. Adil Saleh  
AZ-ZUBEIDI**  
Wassit University,  
Kut, Iraq

### **Biography:**

Dr. Adil Saleh Az-Zubeidi is an assistant professor at Department of English, College of Education, Wassit University, Kut, Iraq. He was born in Basra in 1955. He joined the Department of English at the College of Arts, Baghdad University where he received his B.A., M.A., and Ph.D. degrees in English Language and Literature in 1978, 1989 and 2002; respectively. He had some educational work experience at secondary schools before he started his career as a college lecturer at Al-Qadissiya University in 1991. In 1997 he moved to Wassit University where he has been working ever since.

### **Abstract:**

**Topic: Teaching Haiku as a Tool in Developing the Writing Skills of Iraqi EFL Students:** This study investigates the effectiveness of haiku as a social-expressive tool for teaching writing in the EFL classroom. The paper applies a scheme suggested by Atsushi Iida in English Teaching Forum, volume 48 in 2010 for the teaching of haiku writing in EFL contexts, based on the social-expressivist approach which is at the heart of the communicative approach. The research was conducted at a freshmen class of the Department of English at the College of Education, University of Wassit, and it lasted for twelve weeks during the second term of 2010-2011.

The study group was first taught the form, structure and the technical rules of the haiku, then they were provided with the chance of learning the basic concept of haiku through reading, analyzing and interpreting, and finally they were taught how to compose haiku.

The researcher conducted this study as a writing-centered experiment for the purpose of testing the effectiveness of this tool in developing the writing skills of EFL learners. Several attempts of composing haiku were made by the study group, and they were given the required feedback after each attempt. The results showed that this creative, literarily-oriented, "voice-developing" method of haiku-writing is far more effective in developing EFL students' writing skills than any traditional method that has so far been followed in teaching composition at Iraqi universities.

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## **Age Constraint on Foreign Language Learning in Monolingual versus Bilingual Learners**

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**Dr. Maryam T. YEGANEH**  
Ilam University,  
Iran

### **Biography:**

Maryam Tafaraji Yeganeh is an assistant professor of applied linguistics at Ilam University, Ilam, Iran. Her research interests include second language acquisition, foreign language learning, discourse analysis, bilingualism, and neurolinguistics. She has published a number of articles in international journals and has presented papers in several conferences.

### **Abstract:**

**Topic: Age Constraint on Foreign Language Learning in Monolingual versus Bilingual Learners:** Critical period hypothesis indicates that language learning could occur better from early infancy until puberty. In its basic form, the needs only have consequences for first language acquisition. Nevertheless, it is essential to our understanding of the nature of the hypothesized critical period to determine whether or not it extends as well to foreign language learning. If so, it should be the case that young children are better foreign language learners than adults and should consequently reach higher levels of final proficiency in the foreign language. This research aim is to answer this question whether age constrains the outcome of foreign language learning and if it is so, does it affect the learners regardless of whether they are monolingual versus bilingual ones. To test this hypothesis we have compared the English

proficiency attained by 50 monolingual Persian speakers and 25 Kurdish-Persian bilinguals who had learned English as a foreign language. They were categorized in two groups; in the first group English was learned at early ages between 7 and 15 years old, while in the second group English was learned in adulthood between ages of 18 and 45. These subjects were tested on a wide variety of structures of English grammar, using a grammatically judgment task. Both correlational and t-test analyses demonstrated a clear and strong advantage for learning in age up to puberty; after puberty, performance of both monolingual and bilingual individuals were low but strongly related to this fact that whether they are monolingual or bilingual, as result shows bilinguals have a better performance than monolinguals, but in under- puberty stage there is no significant differences between monolinguals and bilinguals performances.

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## **Determining the Advantages and Disadvantages of Distance Education and Face to Face Education**

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**F. BALAMAN &  
T. ATALAR &  
R. KAHRAMANOGU**  
Mustafa Kemal  
University,  
Hatay, Turkey

### **Biographies:**

Fatih Balaman graduated from Computer and Teaching Technologies Teaching Department in Selcuk University, Konya, Turkey in 2003. He completed his master's degree in 2008 and started doctorate in 2009 at Mustafa Kemal University of Hatay, Turkey, where he is currently a lecturer.

Tarik Atalar graduated from English Language Teaching Department in Cukurova University of Adana, Turkey in 2009 and started master's program in English Language Teaching in 2009 at Mustafa Kemal University of Hatay, Turkey, where he is currently a lecturer.

Recep Kahramanoglu graduated from Computer and Teaching Technologies Teaching Department of Inonu University, Malatya, Turkey in 2006. He completed his master's degree in 2008 and started his doctorate degree in 2009 at Mustafa Kemal University of Hatay, Turkey, where he is currently a lecturer.

### **Abstract:**

**Topic: Determining the Advantages and Disadvantages of Distance Education and Face to Face Education:** With the improving technology, the use of technology in teaching and education has started to be used widely. Besides, distance education has emerged as a kind of method in education. With the broad opportunities, distance education has brought many techniques into education apart from customary techniques and this has taken the

attention of educators and society. However, it has brought some disadvantages as well.

Face to face education is a very old method and still used widely in education. In this study, a current trend that is distance education is compared with an old one, which is face to face education which is an old method determining both the advantages and disadvantages of both methods on vocational school students' success in English classes.

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## **Comparative Study of CCM and Traditional Teaching Method on Achievement and Attitude of Students**

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**Dr. A.R. Karami &  
N. Bagheri**  
Shahid Rajaei  
Teacher Training  
University,  
Iran

### **Biography:**

Ali Reza Karami is an assistant professor of chemistry and his field of research is chemistry education. He is currently working at Shahid Rajaei Teacher Training University along with his co-author N. Bagheri.

### **Abstract:**

**Topic: Comparative Study of CCM and Traditional Teaching Method on Achievement and Attitude of Students:** The present study aims at investigating the effect of Conceptual Change Model (CCM) on students' academic achievements and their attitudes in electrochemistry. It also seeks to investigate the effectiveness of this model on decreasing the students' misconceptions in this issue. Our research subjects consist of 47 K-12 students in a zone of Neyshabour City in Iran. The students were randomly divided into two groups including 23 students as control group and 24 students as the experimental group. A researcher made exam has been used for achievement measurement and so class-chem. questionnaire for attitude which was prepared in University of Colorado, U.S. The validity of the researcher made exam was checked by consulting with the supervisor, advisor and 4 experts in this field and in order to examine its reliability, the Cronbach's alpha coefficient ( $\hat{I} \pm 0.77$ ) was obtained.

First, pre-test exams in achievement and attitude were administered to the students in two

groups. Then control group was taught by traditional method and, in contrast, experimental group was taught by Conceptual Change Model (CCM). Afterwards, the same questionnaires were administered to both groups as post-tests and the results were analyzed. In order to analyze the data, two statistical methods, that is, descriptive statistics (Mean and Standard Deviation) and inferential statistics (Levine test, t-test, and Chi-square test) in the SPSS statistical software were used.

Comparing the means of two groups with t-test, Conceptual Change Model was effective in the 95% confidence level on the students' learning level and their attitude. Moreover, Chi-square test showed that using of this model can diminish the misconceptions better than the traditional method.

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## Overview of United States College Entry Exams

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**Dr. Volkan  
CICEK**  
Ishik University,  
Erbil, Iraq

### **Biography:**

Dr. Volkan Cicek is the current Vice President for Scientific Affairs at Ishik University in Erbil, Iraq where he began working since 2009. Previously, he worked at different educational institutions around the globe and at different positions as a teacher, assistant principal and vice principle at public schools in Oklahoma and Texas states in U.S. following his PhD education at Oklahoma State University; as a teacher at Hong Kong UMAH school in Hong Kong SAR/China, at Moldo-Turc school in Kishinev/Moldova, and at Private Kultur and Darussafaka Schools in Istanbul, Turkey following his B.Sc. education at Bogazici University/Istanbul. He has two published books; one published by U.S. Wiley Int. and other by Turkish Maya Akademi Publications; two papers as the main author published in SSCI indexed journals as well as three other papers in journals indexed internationally and over twenty-five conference papers along with many other national and international conference participations. His current research interests are various fields of educational management.

### **Abstract:**

**Topic: Overview of United States College Entry Exams:** Admission tests constitute one of the most important admission criteria for entry in

United States colleges and universities. In this study, major tests that high school students, from within US and abroad, take for college admissions are reviewed in terms of their individual content, benefit, priority and differences. Major tests that are reviewed are Scholastic Aptitude Test (SAT) Reasoning tests, American College Testing (ACT) test, Scholastic Aptitude Test (SAT) Subject tests, and Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT) test. Terminologies related to aforementioned tests are also included for further familiarization about the subject.

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## The Comparative Study of English and Kurdish Phonology

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**Dr. Payman REZVANI  
& Zohre SEIFOORI**  
Islamic Azad  
University,  
Mahabad, Iran

### **Biographies:**

Dr. Payman Rezvani is the current President of Sardasht University and also a faculty member and permanent Lecturer at Department of English in Islamic Azad University in Mahabad, Iran where he works alongside with the co-author Zohre Seifoori.

Payman Rezvani received his BA and MA degrees both in English Language Teaching and in Islamic Azad University, Tabriz, Iran in 1998 and 2002; respectively. He was the Head of English Department for 6 years at the Islamic Azad University, Mahabad, Iran, where he taught 8 years altogether. Previously, he taught English as a high school teacher for 13 years.

### **Abstract:**

**Topic: The Comparative Study of English and Kurdish Phonology:** The purpose of this research is to investigate the phonology of Middle Kurdish, spoken by Iranian Kurds, comparatively with the phonology of English since phonology is more basic and more finite than grammar or lexical systems and therefore more amenable to exhaustive description. Here the attention is on Middle dialect of Kurdish which is spoken at least by 10 million people in Iran and Iraq. Middle Kurdish is considered to be the written and literal Kurdish, thus the standard dialect of Kurdish. The result of this study is aimed to help those who are dealing with related pedagogical problems which block English learning. The

Kurdish phonological description is based on existing data, which are collected and analyzed through Kurdish native speakers, e.g. high school students, graduate students in education and elderly people.

Kurdish like English belongs to Indo-European language family, one of the largest and most significant language families in the world. The Kurdish language has about 36 million speakers in different areas, e.g. Iran, Turkey, Iraq, Syria and some countries in the Central Asia. Kurdish is written with Latin alphabet in Turkey and in Syria but with Arabic alphabet in Iran and Iraq. Kurdish language has many dialects which are more or less mutually intelligible. Four major branches of the language are; Guarani, Lori, Zazai and Kurmanji each of which is spoken in different places. North Kurdish is spoken in Turkey, Syria and some small areas in northern part of west Azerbaijan province and northwest of Iraq.

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**Are World-Class Universities the  
Emerging Model in Higher Education?  
The Case of the University of Sao Paulo  
and Its Peculiarity**

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**Bruno A.  
MOURA**  
University of Brasilia,  
Brasil

**Biography:**

Bruno A. Moura received Master's Degree from the University of Brasilia in Brazil. Bruno is a member of International Research Group entitled "Frontier Epistemologies and South-South Connections".

**Abstract:**

**Topic: Are World-Class Universities the Emerging Model in Higher Education? The Case of the University of Sao Paulo and Its Peculiarity:** One of the most popular themes in the contemporary debate regarding global higher education has been the shaping of university excellency thru the development of world-class universities. The contrast of research themes in the scientific production about global higher education points to a displacement of thematic paradigms in this area of study, in which global tendencies of higher education massification has been supplanted by tendencies of government led university excellency development. This study highlights the question if world-class universities could be an emerging institutional model for national higher education systems and critically argues how this model may in fact come to reshape academic ethics and obligations. With this it aims to:

- (i) present how academics and international organism representatives have been defining world-class universities;
- (ii) expose global examples on the growth of these universities;
- (iii) justify how this model promotes inequality and institutional vision

- annihilation in the field of higher education institutions;
- (iv) exemplify, thru the experience of the University of Sao Paulo, how the pursuit of world-class status may produce tensions and problems between faculty, students, and university

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## **Ideological Orientation of English Language on Kurdish Language**

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**Hossein SAFARI &  
Kyoumars AZIZI**  
Islamic Azad  
University,  
Boroujerd, Iran

### **Biography:**

Hossein Safari received his MA degree in English Language and Literature from Department of Postgraduate Studies of English Language and Literature in Islamic Azad University, Boroujerd, Iran in 2011. His MA thesis title was "Change, Chance and Chaos in Joseph Conrad's *Nosrtomo*". He has received his BA in English language and Literature in Islamic Azad University, Ilam, Iran in 2007. He has published an article entitled "T.S. Elliot The Waste Land's Architecture: A Mise-en-abyme Fractal in Hypodiegetic Level" in *ARCHTHEO*, Istanbul, Turkey in 2011.

### **Abstract:**

**Topic: Ideological Orientation of English Language on Kurdish Language:** Language as a means of communication has its own complexities. It is believed that there is a connection between the language spoken by members of a social group and that group's identity. Because of the effect of globalization, the language or identity of a social group of people is under the influence of change. In this case the alteration of a language may be because of different issues as cultural interrelatedness, ideological orientation or diachronic transformation. Ideology as a means of creating identity is so influential in the development of a specific language. One important issue is that a certain ideology can produce, enact, reproduce or

legitimize the content and the structure of a language. Concerning the interaction between the language and ideology, this study tends to make a journey on different aspects of 'Englishness' in Kurdish language on the basis of Louis Althusser's concept of "Ideology" and Jacques Lacan idea of the "Other" on the one hand, and linguistics lexicography of Kurdish language and English language on the other.

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**Gender Differences in the Use of Death  
Words: A Study of the Use of Taboo and  
Euphemism in Esfahani Persian**

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**Zeinab S.  
MOHAMMAD**  
Islamic Azad  
University,  
Khorasgan, Iran

**Biography:**

Zeinab Shiasi Mohammad is 30 years old from Esfahan, Iran. She is currently an MA student studying linguistics in Islamic Azad University in Khorasgan, Iran.

**Abstract:**

**Topic: Gender Differences in the Use of Death Words: A Study of the Use of Taboo and Euphemism in Esfahani Persian:** The present study intends to investigate the relationship between the frequency use of taboo words and gender in Esfahani Persian speakers. The researcher examined death words. Using the Cochran formula, 150 female and 150 male undergraduate students, who are between 18 and 25 years of age studying at Islamic Azad University, Khorasgan Branch were selected as the sample. In order to collect the required data, the researcher employed a closed self-administered researcher made questionnaire. The questionnaire consisted of 20 questions. In the analysis of the collected data, the descriptive statistics, mean and SD, and inferential statistics, Chi Square test, were adopted. The results indicated that there is a relationship between the frequency use of death words and gender in Esfahani Persian speakers.

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## Multiple Intelligence in Science Education

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### **Biography:**

Semih Aydin was born in Izmir, Turkey. He received his B.Sc. degree in physics teaching from Bosphorus University in Istanbul, Turkey. He received his M.S. degree in Physics from Marmara University in Istanbul, Turkey in 2003. He worked as a physics and science teacher in private schools in Istanbul, Turkey and since 1995 he has been training teachers on classroom management, teaching science, teaching physics, multiple intelligence, physics and science laboratory experiments, student centered education and science projects. Simultaneously he was also working in Surat Publishing Company in Istanbul between the years of 1995 to 2010. He has many published school books in science and physics both in English and Turkish. He has been working as a general physics instructor and as the Head of IT (Information Technology) Department at Ishik University, Erbil, Iraq since 2010.

**Semih AYDIN**  
Ishik University,  
Erbil, Iraq

### **Abstract:**

**Topic: Multiple Intelligence in Science Education:** Although almost all science subjects are directly related to daily life, teaching science in schools continues to be a real problem in education to be solved. Some subjects in science need mathematical and logical background, some need reading and understanding abilities, etc. Therefore, students have not the same interest in science topics. However as teachers, we have to

find new ways to teach them. Multiple intelligence theory can help to find new and interesting ways to teach science.

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## **A Crucial Aspect of Interactive Learning: Public Speaking and Ways to Succeed**

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### **Biography:**

Numan Kanar was born in Tokat, Turkey in 1969. He received his BA degree from English Language Teaching Department, Educational Faculty, Selcuk University in Konya, Turkey in 1995. He worked as a teacher of English in public schools and as an author for many years in popular publishing companies in Turkey. He is the author of more than 15 books about English language grammar, reading and vocabulary development. He had his MA in Educational Management from Yildiz Technical University in Istanbul, Turkey and his MBA from Fatih University. He is currently working as an instructor in the English Language Teaching Department, Faculty of Education, Ishik University in Erbil, Iraq.

**Numan KANAR**  
Ishik University,  
Erbil, Iraq

### **Abstract:**

**Topic: A Crucial Aspect of Interactive Learning: Public Speaking and Ways to Succeed:** Speaking clearly and comfortably in public is a valuable and often essential skill to possess. A basic background in the theories and principles of public speaking, as well as practical experience with the basic types of speeches are necessary for everyone. While in front of public one may find his/her performance frightening or frustrating. It is assumed that the reasons to feel embarrassed in public caused by less experience in giving speech and lack of knowledge in the respective major, while the only necessary thing for perfect speeches or presentations is to gain insight into the tactics.

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## Being a “Teacher”: Students’ Views

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**Basar BATUR**  
Ishik University,  
Erbil, Iraq

### **Biography:**

Basar Batur was born in 1979 in Turkey. He studied American Culture and Literature at Hacettepe University, Ankara. After graduation, he came to Iraq and worked in Fezalar schools in Sulaimania, Kirkuk and Erbil as an English language teacher. He is currently working as an instructor in ELT Department and as the Head of Student Affairs Office at Ishik University. He has master degree on Educational Administration and Supervising and is pursuing his PhD degree on Educational Programs and Curriculum Development.

### **Abstract:**

**Topic: Being a “Teacher”:** **Students’ Views:** Many specialists describe the “teacher” as a profession. Sometimes students’ ideas about being a teacher are neglected. In this research, students’ views about being a teacher are revealed. Students’ definition of a “teacher”, their expectations from teachers, their reasons to become a teacher in the future and otherwise are studied through face to face interviews with students in Erbil, Iraq. Students are the products of educational systems. Thus, it is beneficial for educators, teachers and school administrations, to hear and understand students’ point of view.

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## Changing the Way We Teach Literature

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### **Biography:**

Abdurrahman A. Wahab was born in Baghdad in 1980. He spent his early childhood in Iran in refugee camps. He finished his undergraduate study at Salahaddin University in Erbil, Iraq and his graduate study as a Fulbright Scholar in the U.S., where he received his MA degree from University of Massachusetts in Boston in 2007. Since then, he has been teaching English at Salahaddin University, Cihan University, Soran University and Ishik University. He has an HCDP scholarship from the KRG to study PhD in Education Policy and Leadership.

**Abdurrahman A.  
WAHAB**  
Ishik University,  
Erbil, Iraq

### **Abstract:**

**Topic: Changing the Way We Teach Literature:** This study aims at helping teachers and students redefine the process of teaching and learning literature in Kurdistan. Regardless of the language of instruction, literature classes have been a victim of certain ideas and practices that have marginalized the importance of literature in the process of education. Before embarking on specifics of teaching literature, this study encourages us to rethink the meanings and objectives of the act and process of teaching and learning asking the following questions;

- How do we define ourselves as teachers?
- Do we define ourselves as teachers by the actions that we perform inside and outside the classrooms or by the outcomes of our actions?

— What are our teaching objectives?

The study, then, tries to stimulate thinking and discussion about the nature of literature and how doing this will affect the way we teach it. Since literature is a broad subject that is uniquely related to humans and their existence, it is necessary to seriously discuss our general and specific objectives about why we teach it; whether because it is a required course in the curriculum or for gaining specific personal, professional or academic skills or for the sake of discussing cultural, political or philosophical contents. Whether this or that, it is necessary for the success of our teaching to define clear learning objectives and with that the following questions shall be answered;

— How do we come to agree on these objectives?

— Do we teach literature based on our personal experiences with literature as teachers?

— Do we teach literature considering the personal and collective experiences of students?

In brief, this study tries to open doors for discussion on major issues in teaching and learning literature, and offer general and specific solutions for both teachers and students to have a joyful and fruitful experience in teaching and learning literature.

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**The Impact of Education in  
Constructing the Turkish National  
Identity in Diaspora: Case of Rochester,  
NY**

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**Biographies:**

Dr. Huseyin Cakillikoyak is the current Dean of Law School and Economics & Administrative Sciences at Ishik University in Erbil, Iraq where he began working since 2011. He received his Ph.D. degree in sociology from Sociology Department, Social Science Institute, Sakarya University in Sakarya, Turkey in 2004 and his M.S. degree in sociology from Sociology Department, Middle East and Islamic Countries Institute, Marmara University in Istanbul, Turkey in 1998. He received his Bachelor's degree from Theology School, Marmara University, Istanbul, Turkey in 1995. Previously, he worked as a teacher at Putnam Science Academy, in Putnam, CT, U.S. for 4 years between the years of 2007 and 2011 and as a visiting scholar at Hartford Seminary in Hartford, CT, U.S. between 2005 and 2007. His research interests include ethnicity, Identity, assimilation, and Diaspora. He had two recent fieldwork studies that are 'Turkish Identity in America', and 'American-Armenian Society'. He has one published book.

Tasan Deniz is the current Director of Continuing Education Center at Ishik University in Erbil, Iraq where he began working since 2011. Previously, he worked as the General Director of Private Ufuk School in Istanbul, Turkey between 2008 and 2011; as the Director

**Dr. Huseyin  
CAKILLIKOYAK &  
Tasan DENIZ**  
Ishik University,  
Erbil, Iraq

of Private Aziziye School in Erzurum, Turkey between 2007 and 2008; as the Director of Private Ilkbahar School in Bursa, Turkey between 2003 and 2007 and as the Director of Private Coskun School between 1997 and 2003 after working as a teacher in Private FEM Tutoring Company in Istanbul for 4 years.

Tasan Deniz is a current Ph.D. candidate at Marmara University Educational Science Institute. He received his M.Sc. degree in Education and Management from Educational Science Institute, Marmara University in Istanbul, Turkey in 1999 and his Bachelor's degree from Turkish Language Teaching School, 19 Mayıs University in Samsun, Turkey in 1992. His research interests include leadership, curriculum development, carrier management, and school development.

**Abstract:**

**Topic: The Impact of Education in Constructing the Turkish National Identity in Diaspora: Case of Rochester, NY:** This study examines how education impacts constructing a national/transnational identity in a multicultural society. The study is focused on two areas; the interviews with Turkish migrants who is living in Rochester, NY and with four different groups of Turkish American Associations of self-organizations of which first is the Rochester Turkish Community, second is the Suleyman Hilmi Tunahan Community, third is the Mescid-u Sabur group, and the last one is Gulen Movement group. These Turkish-American Associations of self-organizations differentiate from each other ideologically and methodologically.

Turkish migrant society is trying to survive in an environment of melting pot policy of the host country aiming to transfer its cultural

values to the next generation via these self-organizations. This study explores the aspects of the Turkish immigrants' identity construction via the educational help of self-organizations while they progress as part of a host country.



