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Table of Contents

THE ANALYSIS OF EDUCATIONAL NEEDS OF MANAGING TEACHING STAFF IN SCHOOLS IN THE SLOVAK REPUBLIC

Eva Tóblová, Mária Pisoňová, Jana Bírová, Farida S. Gazizova and Elena V. Spirina

A SOCIONOMIC APPROACH IN STUDYING KEY TYPES OF THE PERSONALITY'S VIABILITY

Sergei N. Mitin, Darya B. Belinskaya, Bogdan S. Vasyakin, Elena V. Kamneva, Nadezda V. Lipatova

EDUCATIONAL SERVICES EXPORT AS AN OBLIGATORY CONDITION FOR INCREASING QUALITY AND COMPETITIVENESS OF RUSSIAN EDUCATION

Andrei Yu. Aleksandrov, Svetlana V. Barabanova, Svetlana B. Vereshchak, Olga A. Ivanova, Zhanna A. Aleksandrova

METHODOLOGICAL ASPECTS OF TEACHING PROBABILITY THEORY AND MATHEMATICAL STATISTICS TO UNIVERSITY STUDENTS

Ms. E. Yu. Aristova

Ms.R.V. Baturina

INVESTIGATING IRANIAN EFL STUDENTS' ATTITUDES CONCERNING THE NEWLY DEVELOPED ESP MATERIALS

Mohammadhossein Besharati, Golnar Mazdayasna

THE IMPACT OF COMPUTER-ASSISTED INSTRUCTION ON NON-IRANIAN PERSIAN LEARNERS

Malihe Farkhondeh

ARTISTIC FUNCTIONS OF THE FOLK CONCEPT OF "WATER" IN THE WORKS OF RUSSIAN AND TATAR WRITERS OF THE LATTER HALF OF THE 20th CENTURY (WORKS BY V. ASTAFIEV AND G. BASHIROV)

Guzial Golikova

Alfiya Motigullina

THE MODALITY OF INFINITIVE CONSTRUCTIONS IN LINGUISTICS

Ekaterina Aleksandrovna Khuzina

Dinara Dilshatovna Khairullina

Elmira Minekasimovna Vildanova

Marina Sergeevna Ilna

Emma Nikolaevna Gilyazeva

A CONTENT ANALYSIS OF VOCABULARY LEARNING WEBSITES WITH A VIEW TOWARDS MATERIALS DEVELOPEMENT

Nava Mahmoudian

MODEL OF PROFESSIONAL MOTIVATION DEVELOPMENT FOR TEACHERS ACTIVITIES IN THE EDUCATIONAL PROCESS

Tatyana N. Petrova, Valerij V. Andreev, Marina B. Kozhanova, Galina V. Kalinina, Tamara Y.

Silvestrova and Elizaveta M. Mikhailova

EVALUATION OF CURRICULAR ALIGNMENT IN STANDARD-BASED HIGHER EDUCATION: A CASE STUDY OF IRANIAN UNIVERSITY TEFL COURSES

R. Rezvani

B. Haghshenas

BOOK REVIEW: EDUCATIONAL TESTING AND MEASUREMENT: CLASSROOM APPLICATION AND PRACTICE

Ali Taghinezhad

Mehdi Dastpak

RUSSIAN-POLISH CROSS-LANGUAGE INTERFERENCE IN FOREIGN LANGUAGE TEACHING

Erofeeva Irina, Galeev Timur

ON THE EFFECTS OF LINGUISTIC INTELLIGENCE-BASED ACTIVITIES ON IRANIAN EFL LEARNERS' SPEAKING ABILITY

Aida Pahlavani
Emad Khosravani
Fariba Zanjani

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THE ANALYSIS OF EDUCATIONAL NEEDS OF MANAGING TEACHING STAFF IN SCHOOLS IN THE SLOVAK REPUBLIC

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Abstract

In this paper, the authors focus on the analysis of the term school management with the subsequent detection of educational needs of the teaching staff in elementary schools in the area. The aim of the research is to analyse the level of knowledge of school management by head teachers and managing teaching staff in elementary schools. Also listed are the actual interpretation of the results of research and investigation. In conclusion, the authors present proposals and recommendations for practice in the area of the concerned educational needs. The presented research forms part of the preparations for the creation of a terminology and explanatory dictionary of school management, which is especially designed for educators and school managers in the Slovak republic.

Keywords

School head teacher, deputy head teacher of schools, school management, educational needs, elementary school.

Introduction

We are inclined to the view that the management of a school or any other organisation cannot be properly effective, innovative and flexible if it does not involve all its components and elements. Teachers often believe that the management area is only in the hands of the head teacher him/herself, whom, without their efforts and assistance, cannot drive a school towards its development. It is therefore necessary to have an overview of the opinions and concerns in the management and by the school head teachers and deputies.

Educational needs in the process of school micro-management

According to the Act no. 245/2008 Coll. on education and training (Education Law) and on amendment of certain laws, the school educational program is issued by the head teacher after discussion at a staff meeting with the head of school, his/her deputies and other teaching staff present. These meetings are aimed at determining matters such as: nominating classroom teachers, creating lesson timetables, creation of school work plan for the relevant school year, creating criteria for assessing teaching staff, as well as

deciding on the career development of teachers. At the same time, the teaching council helps with the provisions and structure of methodical commissions, as well as questions concerning the organisation of education and teaching.

An important advisory body to the Head of school, which is in the particular conditions of Slovak education system, is the School Council which approves and comments on the content of education, the school evaluation report for a given school year, the issues of cooperation with the public and so on (Tóbllová, 2014, Tóbllová, 2015).

Palán (2002, p. 234) argues that learning needs arise as awareness of an absence of a condition where an individual is lacking knowledge or skills, which are important for his/her survival and the preservation of mental and social functions. These are the intervals between the current performance and the predetermined performance standards.

We agree with this statement and we think that the lack of knowledge in the field of school management can significantly determine the effective management of schools.

For this reason, we decided to find out what provisions head teachers have and their alternatives in selected areas of management and, based on analysis, identified the areas for possible cooperation of head teachers, deputy head teachers and teachers in elementary schools (Bitterová et al. 2014, Eger, 2013, Miklošíková, 2015, Nagyová – Šebenová, 2014).

Another head teacher's competence is emphasised by Pisoňová (2012). It is the development of school education programs and compliance with state education program, developing an annual plan of further education of teaching staff, an annual evaluation of teachers and professional staff and assessing the level of the educational process.

Pedagogical management of the present situation has been established by Trojan (2014) who says that today the pedagogical management gets sidelined and responsibilities of the head teacher are largely focused on economic and legal management. This problem is exacerbated especially in recent years, as founders of elementary schools have become town and city councils. Head teachers have less time to supervise the educational process, and therefore for its failure the objectives may not be achieved as they would be expected.

Research methodology

The research tool was an anonymous questionnaire containing 13 open and closed questions with a choice of answers. During the implementation of the research we interviewed 25 respondents who formed the ensemble. These are the head teachers and deputy head teachers of elementary schools.

We also conducted a short pre-research in order to verify the accuracy and comprehensiveness of the questionnaire. We picked three random head teachers who expressed their opinions on the clarity and level of the questionnaire. These changes and comments, we then incorporated into the questionnaire to be understandable to all respondents.

Objective of the research

In this research we aimed to achieve the **main objective**:

To identify and analyze the level of knowledge of school management and to analyze the educational needs of teachers in this area.

We set the following **intermediate targets**:

- To find out what kind of lifelong learning the head teachers and deputy head teachers have undertaken.
- To identify what additional training courses have been attended by the respondents in further education with a focus on management.
- To find out which factors, and to what extent, affect the efficiency of the head teacher and deputy head teacher of elementary schools.
- To identify activities that head teachers and deputy head teachers of elementary schools devote most of their time.

- To find out the knowledge of head teachers and deputy head teachers of elementary schools in basic management terminology and specifically in the area of organisational structures of school management.
- To find out the views and attitudes of head teachers and deputy head teachers of elementary schools on the statements relating to the management, organisation and coordination of schools.

An anonymous questionnaire was distributed electronically. The analysis of the empirical survey was carried out by processing the results of descriptive research through determining frequency and comparative analysis of all the data.

Interpretation of the research results

Because the questionnaire contained 13 questions and the possibilities of our contributions are limited, we do not provide an evaluation of all the questions of the questionnaire, but the most important, in correspondence with the theme of the post.

First, it was necessary to determine the age structure of the respondents. Most managers who responded to the survey were aged from 40-49 years. Just behind them followed respondents aged 50-59 years. None of our respondents fell below the age limit of 30 years.

With regard to the gender of the respondents, it was quite high for females (66.7%) and therefore significantly lower for males, representing 33.3%.

We also investigated the professional experience of our respondents. This item is important to us because it highlights the direct link between the length of management practices of an individual and their disincentives, respectively a motivation to perform the function in question or to a potential risk of burnout. However, we believe that more valid findings about this fact requires further research in this area to be conducted. This would identify the real incentives or disincentives of the respondents. The most frequent answer on the above issues related to the finding that the respondents have been working in a management position, i.e. as head teacher or the deputy head teacher of a school, is on average 6-10 years. Only one respondent replied that this was only their first year. Not one respondent answered that he/she was working as the head of the educational staff for more than 20 years.

Furthermore, we asked the respondents how many teaching staff there are in their school. The number of teaching staff, which the respondents most frequently answered, ranged from 6 to 59.

In question number 10, respondents were offered a number of options that could limit the efficiency of the work of the head teacher and deputy head teacher of the school. Respondents answered on a scale from 1 (not limited) to 5 (very limited) and had a choice of the following: inadequate school budget, legislative restrictions, lack of teachers, lack of involvement and support from the parents of pupils, career and salary system for teachers, shortage opportunities and support for their own education, shortage opportunities and support for teacher training, high workload and level of responsibility at work. The alternatives mentioned above are shown in Graph 1.

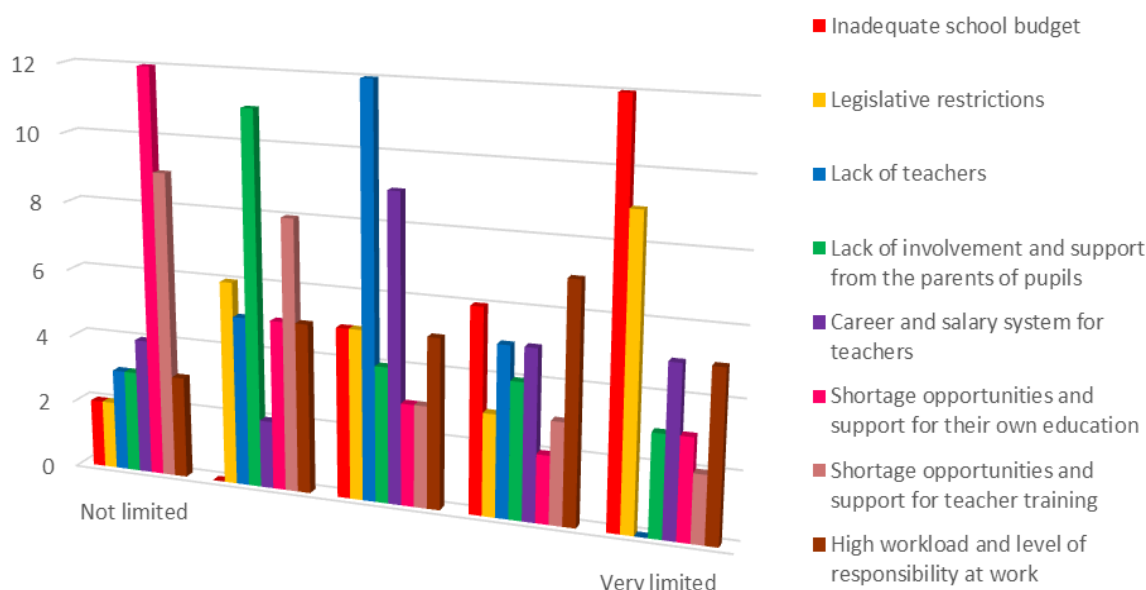


Figure 1. Factors limiting the efficiency of the work of the head teachers and deputy head teachers of schools

Insufficient school budgets and resources, legislative restrictions, as well as career and payroll system are the top factors restricting head teachers and deputy head teachers from effective work management. What restrict almost all respondents efficiency is mainly the lack of support for teachers and their development and education.

Furthermore, we have focused our research to determine how much time do head teachers and deputy head teachers devote to internal administrative tasks (including human resources/ personnel, regulations, reports, school budget, schedule). Most of the respondents answered that they spend 40% of the time on these tasks during the school year. Curriculum and tasks related to teaching (including teaching, preparation for teaching, 30% of the time of the majority of respondents is devoted to classroom visits in classes, advising teachers. They spend only 20% of their time devoted to handling the requirements of the founder, the Ministry of Education, Science, Research and Sport of Slovak Republic, or other national educational institutions. For activities such as school representation at meetings or other joint events in the region and establishing new contacts, just 10% of their time is devoted during the school year.

Head teachers and deputy head teachers of elementary schools dedicate most of their time during the school year to internal administrative tasks, closely followed by tasks such as teaching and curriculum.

From the above facts, it is clear to us that most school heads are loaded with tasks that relate directly to school management and teaching. The least time is spent in meetings, social events, where they would have the opportunity to promote their school and acquire new contacts aimed at expanding cooperation.

Question number 12 was intended to ascertain whether the heads of the teaching staff have the knowledge of school management, particularly in the area of organisational structures and management of schools and know the terms defined. Our aim was to determine whether respondents know what organisational structure is used in their school and whether they know of many other structures that occur in practice. Tóblóvá (in Pisoňová et al., 2014) claims that the object structures operate on individual objects, which are divided by activities or geographical location.

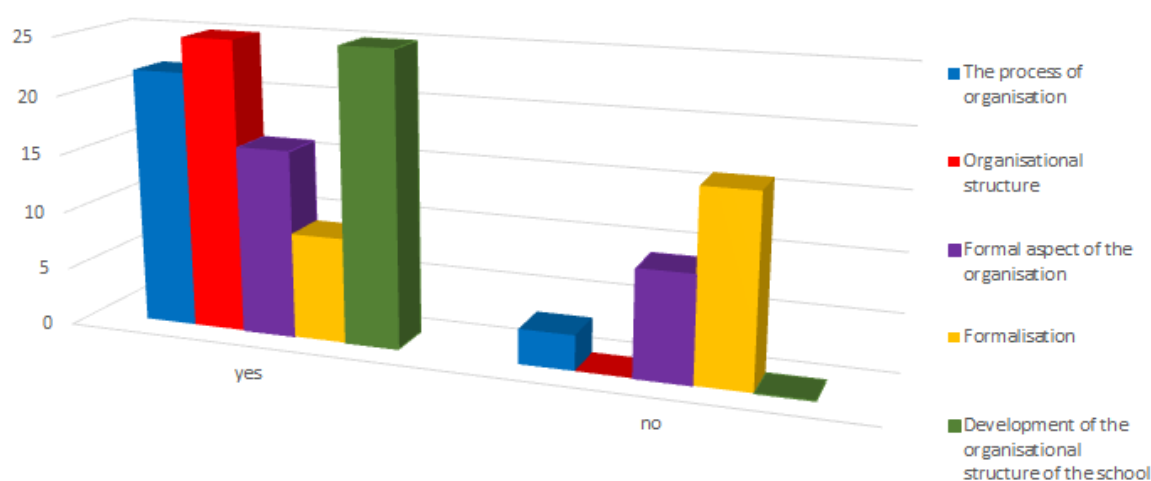


Figure 2. Basic terms of school management

We presented the respondents with the following terms: the process of organisation, organisational structure, formal aspect of the organisation, formalisation and development of the organisational structure of the school. Most of the respondents correctly understood this concept. The biggest problem was to define and understand the concept of the degree of formalisation, which is a term used frequently in managerial practice.

In the last question we focused on the following arguments:

1. Managing and organising is an art in which the head teacher plays a major role;
2. Efficient organisation of the head teacher is mainly dependent on the ability to govern him/herself;
3. The quality of the work organisation of head teacher which is influenced by his/her personality capabilities, knowledge of time management;
4. The head teacher of the school has to ensure coordination of activities of the school and to pass on some responsibilities to colleagues;
5. Every head teacher should be a particularly good teacher and educator.

The task for the respondents was to express approval or disapproval of those arguments.

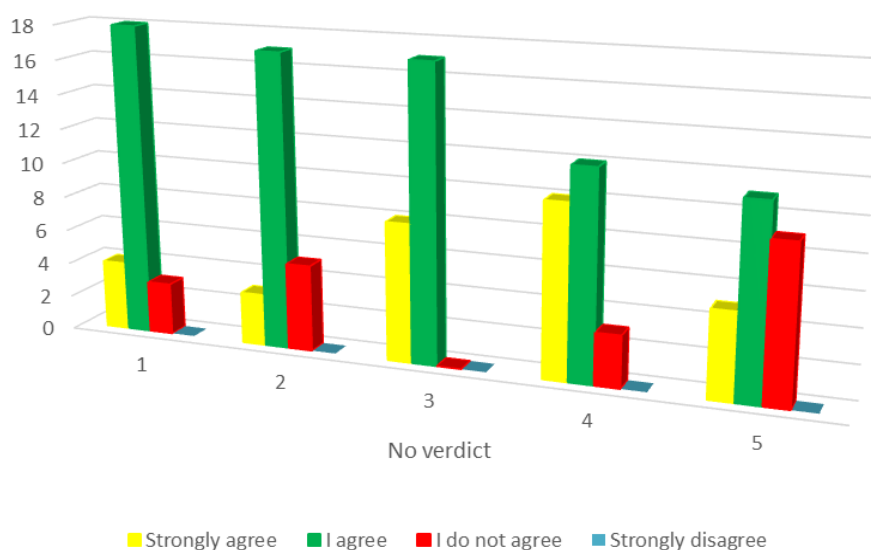


Figure 3. Comments on the statements

From the graph we read that the majority of respondents agree with the first, second, third and fourth arguments. In the final argument, "Every head teacher should be a particularly good teacher and educator", we saw conflicting answers. Some respondents agreed with this statement and some did not.

From the observed results we can conclude that not all respondents agree with the above statements. Most respondents, however, expressed agreement with the statement no. 4 "The head teacher has to ensure coordination of activities of the school and to pass on some responsibilities to colleagues."

The survey showed us that, when implementing their effective work, most head teachers and deputy head teachers are negatively affected by an insufficient school budget and they are least limited by a lack of opportunity and support for their own self-education. Most of their time during the school year, is dedicated to internal administrative problems and problems related to teaching. Little time is devoted to school representation. All head teachers and deputy head teachers knew how to define the professional terminology from the area of school management, apart from the term of degree of formalisation, which appeared to be the most problematic.

Based on the research results and the afore set milestones of research, we have formulated the following recommendations:

- Head teachers and deputy head teachers should attend a training course focused on management activities of schools, as quite a few of them believed this would be beneficial to their management duties.
- Although the majority of respondents said the school budget was limiting and restricting their management performance, it is now hardly possible to count on a change in the sector. Therefore, we recommend for the head teachers to look for other options to streamline management activities, for example completion of training courses on time management and leadership.
- The fact that most respondents knew how to define terms of school management, we indicated that the theoretical knowledge in the field is sufficient; however, some areas require further information.
- It is necessary to strengthen the cooperation of teachers, head teachers and deputy head teachers.

More attention should be paid to lifelong learning for school heads, as teachers see their professional growth as a priority for schools.

Conclusion

The issues of educational needs of school management, which we addressed in this paper, are mainly associated with the activities of managing teaching staff, head teachers and their deputies. The organisational structure of schools not only consists of the head teacher, but also the teaching staff, whose work can be greatly improved and the level of school management therefore enhanced.

The contribution forms part of the outputs of the KEGA project n. 007UK-4/2016 Designing and development of terminology and explanatory dictionary of school management for teacher training courses and school management staff training followed by supplementing its functionalities in LMS Moodle.

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Act no. 245/2008 Coll. on education and training (Education Law) and on amendment of certain laws

A SOCIONOMIC APPROACH IN STUDYING KEY TYPES OF THE PERSONALITY'S VIABILITY

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Abstract

The article deals with a topical problem of the executives' personality's viability as specialists working under stressful conditions. For this purpose the components' interrelations in the personality's viability structure and psychotypes of perception, information processing and decision making are studied in this work. Empirical research was carried out with the use of psychological tests of viability and personality's psychotypes. The results' processing and interpretation is carried out on the basis of the correlation analysis. On the basis of the data obtained the conclusions have been drawn about the interrelations of the executive's personality viability and ways of perception, information processing and decision making ways due to which the key types of the executive's personality have been distinguished.

Key words: typology, socionics, viability, executive's personality, extraversion, intraversion, information perception, a way of decision making.

Introduction

The problems of any institution are closely connected with the problems of managing people for the purpose of achieving the goals set. Executives should build their interrelations with people correctly in order to solve the objectives that life dictates efficiently. There are two main approaches in the theory of management to build an efficient organization - a person for an organization or an organization for a person, or, in other words, one can recruit staff members who are suitable for a certain position, and one can develop staff members so they could fit this or that position. Both approaches, of course, have their advantages and disadvantages, and without any doubt, the complex application of the above mentioned approaches in practice will be the most optimum from the position of management.

However, we will take interest, first of all, in this study of the possibility of identifying specific types that is expressed by one of the fundamental approaches of psychology - typology. Typology makes it possible

to obtain a grounded classification of the object studied into multiple sets, to describe peculiarities of each set in detail that helps to get a possibility of a more exact diagnostics of the object and constructing a forecast in the applied aspect. Besides, the typological approach can be used both in selecting the personnel, and in developing staff members for prognosis and taking account of their individual traits (Lipatova, 2001).

The idea of a typological approach in management was well expressed in the works of Aushra Augustinavichute (2008) who joined two different fields of knowledge – the theory of psychotypes and information science, as a result, a new science emerged – socionics. A. Augustinavichute's (2008) absolute merit is the description of the information structure of the person's mentality as well as the study of information interrelations between psychotypes. Despite the fact that the discoveries made by A. Augustinavichute (2008) are not indisputable from the point of view of psychology, taking a relatively low occurrence of bright psychotypes into account, from the point of view of practical implementation they make it possible to get a very convenient and effective instrument which is designated as the socionomic approach.

The socionomic identification of psychotypes is mainly based on the personality typology created by C.G. Jung (2006) which is in contemporary interpretation generally presented in the following way. A person interacting with other people makes use of such functions inherent to the organism as mastering the information and a way of decision making. According to it, all the people in the way of information perception can be divided into the people who perceive practical, specific information (designated as S from the English word "sensory") and people who perceive notional, non-verbal information (designated as N from the English word "intuition"). In the way of decision making the people are distinguished as those who can objectively and logically assess information and take decisions in the similar manner (designated as T from the English word "think") and those who can subjectively, from the ethical point of view, assess information and also take decisions (designated as F from the English word "feel"). Apart from the above named, C.G. Jung (2006) introduced two more generally known parameters: extraversion (E) and introversion (I). On the basis of the given parameters eight basic types are distinguished.

On the other hand, many known scientists connect the problems of managing an organization with the personality potential of staff members that is expressed in professional development, professional self-improvement. For instance, R.A. Berezovskaya (2016) considering the personality's professional well-being points out that the presence of such personal qualities in a specialist as resilience, career steadiness, self-confidence, a low internal proneness to conflicts determine the orientation of his activity towards long effective functioning in the profession. Along with it, it is noted that professional development – this is not only a positive process – the development of a professional is accompanied by the emergence of conflicts and possible professional negative changes which form negative tendencies in the professional development. In this respect, E.E. Symanyuk and A.A. Pecherkina (2016) suggest forecasting strategies of professional development owing to the definition of psychological predictors viewed as "an aggregate of personal characteristics, mindsets and values forming readiness for overcoming professional crises and stipulating its stability and constructiveness". The identification of the category "viability is offered as a psychological predictor of constructive professional development.

«Viability, «vital capacity» is a complex, macrosystemic, integral quality of a person, the study and investigation of whom a special place should be devoted to (Abulkhanova, 2006). All social institutes

practically become the customers for raising a viable personality: the state, the family, the school, business. However, the studies of viability of the person itself as an independent psychological phenomenon carry only an occasional character. The notion of "viability" was introduced in Russian psychology by B.G. Ananyev (1977) who considered it among the main potentials of development. Despite its wide use, B.G. Ananyev (1977) does not give an exact definition implying the person's general ability to effective functioning which correlates with a high level of vital functions, with the most active and productive phases of the human's life. These constituents of viability, in our opinion, are the main ones in the majority of foreign studies at the end of the XX century. We can state with confidence that B.G. Ananyev's (1977) theoretical provisions of the person's viability outpaced significantly the operational use of this notion in late overseas experimental studies.

At present, nevertheless, it is not clear if the interest to this category is the reflection of development tendencies in domestic science or we are obliged to our overseas colleagues for the spread of this term in its English variant «resilience» (flexibility, elasticity). One of the definitions of this notion known in foreign countries was formulated by M. Ungar: «Viability is the person's ability to manage resources of his own health and in a socially acceptable way to use the family, society and culture for this purpose» (Makhnach, 2005). Our compatriots A.V. Makhnach (2005) and A.I. Laktionova (2010) supplemented this definition: «Viability is an individual ability of a person to manage his own resources: health, emotional, motivation and will, cognitive spheres in the context of social, cultural norms and environmental conditions». A.A. Nesterova (2011), the author of the social and psychological concept of young people's viability in a situation of the job loss presented viability as a systemic quality of the personality characterizing it as an organic unity of individual and social, psychological abilities of the person for the realization of the resource potential, the use of constructive strategies of behavior in difficult life situations and under conditions of social and economic deprivation that provides the personality's return to the functioning level before the crisis and determines the post-crisis, personal growth.

At present in psychology there is a row of notions that are very close in meaning to the notion «viability». First of all, viability correlates with the problem of potencies. In V.N. Myasishev's (1995) opinion in the mental organization one can establish two categories – potential and process-related which do not exist one without the other, however, they are not similar. V.N. Myasishev (1995) wrote: «So far we have spoken about the personality from the point of view of its relations. It would be unfair, however, to confine oneself to it and not to consider the personality from the point of view of its capabilities, that is to shed light on its functional side». B.S. Bratus (1980) also emphasizes the most important role of the person's potential as a factor of the personal development. He states that the person is genuine not in the mode of presence, but in the mode of obligation, to be more correct, of conjugating the poles of existent things and which are bound, of the present and possible. D.A. Leontyev (1999) introduces the notion «personal potential» which is viewed as an integral characteristics of the personality's maturity level at the same time the main phenomenon of the personality's maturity and form of the personality's potential manifestation is the phenomenon of the personality's self-determination. According to D.A. Leontyev's (1999) definition the personal potential is an integral systemic characteristics of individual and psychological peculiarities of the personality that underlies the personality's ability to rely on stable internal criteria and orientations in life activity and to preserve the stability of meaning orientations and efficiency of activity against the background of effects and changing external conditions. The notion close in meaning with the personal potential is the notion «life creativity»

which D.A. Leontyev (1999) defines as the world expansion as a result of which the person starts perceiving everything from the perspective of eternity, from the perspective of moral values. Sometimes viability is viewed as an adaptive ability in the context of homeostatic regulation emphasizing that the existence of homeostasis holds vital functions of the organism within the boundaries of admissible deviations despite the diversity and complex changes of the environment. In S.G. Posokhova's (2001) opinion all the issues of the biological objects' adaptation to changing conditions are reduced to stability. Adaptation is thought of as a purposeful systemic reaction of the organism to long and multiple, intensive and extensive effects of the environment that lead to the homeostatic balance upset. The formation of a systemic response gives a person an ecological equilibrium, a possibility of carrying out all types of social activity and supporting his own viability. Homeostasis provides a high stability of the organism to the effect of various, especially extreme factors, it is equated with total adaptation which is associated with the formula «to live under conditions earlier incompatible with life». Viability sometimes is treated as a synonym of mental health and viewed as a prerequisite of psychological health: «Mental health of a person is interpreted as the person's own viability, life force ensured by comprehensive development and functioning of mental apparatus. «Viability or ability to survive, to adapt and develop under changeable, not always favorable conditions is a prerequisite of mental health». The constituents of mental health are considered as derivatives from the process of a gradual, stage by stage involvement of an individual in the generic human essence. V.I. Slobodchikov (2013) considers that humanity of an individual as an essential characteristic of mental health assumes the adherence to the highest samples of human culture, moral principles, creational transformation of reality based on the love to life quality. In this context mental health is a unity of an individual's viability and humanity. Mental health in this way is related to the normative operation of psycho-physiological functions, but psychological health characterizes inherent human, spiritual, personal well-being.

Approaches to the problem of mental health can be correlated categorically with interpretations of structures and functions of the state of mind. V.I. Slobodchikov (2013) and E.A. Isayev (2013) offer a well-ordered aggregate of paradigm bases forming an arrangement of beliefs about the essence of human mind and laws of its development: naturalism, socio-morphism, culturalism and theologism. The first two of them can serve as a fundamental premise of solving the problem of mental health and in this context the problem of the person's viability. A notional range of the mindset "naturalism" set by the relation «a person-nature» forms a theoretical scheme «organism-environment» and determines the level of the person's viability as a natural individual having the psyche. An ideal sample in this respect is a surviving individual adapted to the environmental conditions and procreating offspring. The categorical scheme of sociomorphism as a correlation «a person-society» is oriented to the theoretical scheme «an individual- a social structure». The object of mental health here is a person as a social individual and his natural, biological abilities are the prerequisites of normal functioning (that is social) functioning of the psyche. The psychic status of sociomorphism determines the person's viability as a social individual. V.I. Slobodchikov (2013) also asserts that the viable majority can realize, at least, two capabilities: either to cope with his life activity (animal way) or to be in a relation with it (humanistic way). Thus a viable individual, in a certain sense of the word, can be «healthy» or «unhealthy».

The category of life self-realization is a close notion to viability that is presented as a form of self-organization getting more complicated in the process of its formation and determining the intentionality of progression and a capacity to interact with the world for the purpose of realizing life choices. In

overseas psychology a wide range of terms is used that are related to viability. The chronological data of their emergence in the thesaurus of the psychological science are quite contradictory. Zh. K. Ionesku (2007) speaks of such phenomenon as resistance asserting that it was first mentioned in «the American Journal of Psychiatry» as early as in 1942. One of the articles contained the activity results of British social workers during the Second World War who noticed that children facing life-threatening situations demonstrated an amazing resistance.

Taking into account the fact that professionals in our country are working under conditions of instability and significant organizational changes T.Yu. Lotaryova (2016) believes that the identification and study of a specialist's viability factors are an important objective of contemporary researches. In this respect, the most relevant is the person's viability structure developed by A.V. Makhnach (2012) that incorporates the components: self-efficiency, persistence, internal locus of control, coping, social support, spirituality/morality.

Beliefs about the viability structure and socioeconomic, typological approaches made it possible to make a hypothesis - various psychotypes identified in the way of extraversion - introversion and the way of perceiving and analyzing information form the groups that differ in specific features of viability in specialists.

In view of the aforesaid the following objectives were set in our study.

1. To study main psychotypes of the executives's personality according to the personality typology offered by C.G. Jung (2006) (in the parameters - sensory perception, intuition, logics, feelings, extraversion, introversion).
2. To investigate the viability structure of the executive's personality with application of a development worked out by A.V. Makhnach (2016) (parameters - self-efficiency, persistence, internal locus of control, coping, social support, spirituality/morality).
3. To conduct the data analysis for the purpose of identifying various groups of psychotypes in view of specific features of the viability structure.

Materials and Methods

An empirical part of the study was carried out at the Dimitrovgrad Institute of Engineering and Technology - a subsidiary of National Research Nuclear University MEPhI, in the town of Dimitrovgrad, the Ulyanovsk region. Second year students taking correspondence courses of the Faculty of Economics were respondents and who work as managers, 19 people - aged 25, total number is 31 people.

The test developed by A.V. Makhnach "Viability of an adult" and I.I. Karnaukhs's (2005) typological questionnaire determining key psychotypes of the personality according to C.G. Jung's (2006) classification were used in the study.

I.I. Karnaukhs's (2010) typological questionnaire consists of four blocks of the test. While being tested the tested person has to choose one of the offered variants of statements which is more peculiar to the tested person "for real" (not necessarily at work) and assess in percentage to make the distribution amount equal to =100%.

The questions are directed towards the clarification of the “path” of life or a way of achieving the activity result (plans, objectives, goals). While choosing the answer the tested person has to rely on his behavior in his leisure time, at home, in the family, to be brief, when he is free in his choice. If a variant of the answer is 50% by 50%, than it is required to make a choice with a slight bias by 1% at least, for example, 49 : 51. The test was composed in such a way that the tested person may be bewildered by contradiction of positions. The statements when chosen are not analyzed, it is required to give an answer to them without thinking.

The test “Viability of an adult” is intended for the evaluation of the person’s viability of mature age (approximately from 30 to 60 years of age) as an integral ability to preserve his own systemic integrity which helps to successfully solve main life objectives of this age period. High values in the test mean easiness of adaptation to new life conditions, testify to independence, flexibility, easiness of mastering different activity types, confidence and success. High viability is correlated with the aspiration to self-cognition, self-development, with reflexivity and the person’s assurance of everything that happens to him contributes to his development at the expense of knowledge derived from experience. A viable person is ready to act both in habitual and extreme conditions. He perceives his life as interesting, emotionally rich, has distinct goals that give his life the meaning and temporary prospect. High values in the test on the whole are peculiar to people who are happy in their marriage and have good relations with their children, successful in their profession and do not have any addictions and problems with the law.

A.V. Makhnach (2005) considers the concept of «the person’s viability» building a holistic concept of the structural and dynamic approach to this notion.

Results

The correlation analysis of viability components and psychotypes of the executive’s personality according to Spearman was conducted for the purpose of analyzing the interrelations of viability and main psychotypes. As a result, significant correlation ties were found between self-efficiency, coping and way of the data analysis; persistence, internal locus of control and extraversion - introversion; spirituality, family and social interrelations and way of perceiving information (tab.1).

Table 1. Results of the correlation analysis of viability components and key executive’s personality psychotypes

Viability components / psychotypes	Extra- introversion		Way of perceiving information		Way of decision making	
	E	I	S	N	T	F
Self-efficiency	0,0903	-0,1777	0,0050	-0,0991	0,2511	-0,2555
Persistence	0,3440	-0,3372	0,0921	-0,1177	0,1788	-0,1863
Locus of control	0,2941	-0,2318	-0,1557	0,0667	0,1494	-0,1708

Coping	0,0502	0,1042	0,2974	-0,0643	0,4970	-0,5013
Spirituality	0,4478	0,0574	0,0439	0,2758	0,1831	-0,1791
Social interrelations	0,0355	-0,2720	0,2431	-0,3481	-0,0918	0,0625

A high correlation between the viability component of “self-efficiency” and the way of the executive’s decision making testifies to the fact that such personal quality as self-efficiency is connected with the ability to process information and take a decision. Along with it, high values of self-efficiency are positively connected with a logical type of a person and negatively with an ethical type. The person of a logical type evaluates actions from the point of view “correct - incorrect”, “reasonable – unreasonable”, he is oriented to the system, law and order, he likes analyzing everything and establishing logical ties, for the sake of a cause he can ignore people’s feelings. Characteristics of a logical type and self-efficiency agree very well. For example, the scale of self-efficiency evaluates awareness of person’s abilities, a capability of setting ambitious goals and overcoming obstacles when facing the difficulties, the ability to control stress and act confidently. At the same time, the ethical type uses the criteria of “humane – inhumane”, “decent – indecent”, takes decisions under the influence of affections and antipathies. He is capable of exerting influence on people around and he himself is affected by the influence of the others and for the sake of good relations is ready to make compromises. It turns out that a logical person is more efficient in that area where analysis and toughness are required, but an ethical person is more efficient in the area where it is required to sense or feel people and build up relations with them.

The viability component “coping and adaptation” is also connected positively with the logical type of processing information and decision making and negatively with the ethical type. In this respect, the above mentioned characteristics of the logical and ethical types also correlate with such personal qualities as coping and adaptation. This is explained by the fact that coping is associated with cognitive and behavioral strategies used by an individual under unfavorable conditions. A successful adaptation depends on which strategies of coping are used by an individual. That is why successful adaptation depending on the search and problem solution is more effective in case of the logical type of decision making in contrast to a sensor one, that is cold calculation predominates, in this case, over emotions (Salakhova et al., 2016).

A high positive correlation between the viability components of “persistence” and “internal locus of control” and extraversion, at the same time, a high negative correlation between the named components and introversion testifies to the benefit of interrelation of such personal qualities as persistence and internal locus of control with an extraversion type of interaction with people around. This is explained by the fact that viable individuals remain active and involved in the process of achieving their own goals despite the obstacles in their achieving which is, to a greater extent, in accord with the extraversion type that behaves decisively and freely. Internal locus of control also, to a great extent, corresponds to an extraversion strategy of interaction with people around that expresses an individual’s perception of the possibility to exert influence on the events that happen and thus bearing an optimistic sentiment regarding the ability to find positive solutions for himself and for the others (Kalinina et al., 2016).

It is worth paying attention to the fact that the integral indicator of viability is also significantly connected with extraversion by a positive correlation. In this respect, an extravertive typological trait becomes a principal one in the definition of the person's viability that is expressed in the active attitude to the environment, unlike the introversive typological trait which determines the prevalence of such traits as unsociability, orientation to the inner world, separateness in an individual (Lipatova et al., 2015).

Although an introvert is more prone to be absorbed in the problem while solving it, but an extravert tends to a superficial analysis of the problem. As it turns out that the strategy of extensive development is more effective for a person in view of viability. Extensive development is directed towards mastering new spheres at the expense of intensive processing the material that has already been mastered.

A viability component "spirituality" is also positively connected with extraversion that can testify to the fact that moral development of the person raises his abilities in the active interaction with people around. Along with it, spirituality of the person is significantly connected with the intuitive way of perceiving information which is explained by religious commitment in the irrational, more abstractive cognition of reality in contrast to a person relying on senses who is oriented to certain, specific, sensory information (Salakhova et al., 2017).

In its turn, the viability component "family and social interrelations" demonstrated a significant positive correlation with the psychotype of sensory perception of the environment. This is explained by the fact that family and social ties expressing interpersonal ties which provide an important source of emotional support, are more oriented to practical, mutual, but not abstractive relations.

Discussions

Thus on the basis of the above mentioned, one can draw the following conclusions.

1. The components of the viability structure is connected with significant, positive correlation ties with psychotypes of the executives' personality, responsible for perception, information processing and decision making. So, self-efficiency and coping and adaptation are connected with a logical type of information processing and decision making. Persistence, internal locus of control and integral indicator of the person's viability are connected with extraversion. Spirituality is also connected with extraversion and intuitive type of information perception. Family and social interrelations are connected with a sensor type of information perception.
2. The identified correlations structure of the executives' personality components enables us to distinguish the groups of executives who differ in various types of viability. Executives with a logical type of information processing and decision making possess higher self-efficiency, more adaptive and are able to cope with a stressful situation. Executives with an extraversion type of interaction with people around are more persistent, possess an internal locus of control and along with it, are stable morally which makes it possible to maintain viability on a high level. Executives of the sensor type of perceiving information aimed at specific and active actions are more oriented to social interrelations in which they find an emotional support and potential for life activity.

Conclusion

Viability today has a steady and specific position in the concept of human capital – the most important integrative indicator of the contemporary economic and political statehood, a global strategic resource of any social system's well-being. Alongside such concepts as working capacity, the ability to innovative activity and learning, viability of the person is considered as a basic constituent of the human capital requiring not only a special attention in the cognition theory, but an overall account in the practice of management.

Recommendations

The empirical research results presented in the article can be used by psychologists- practitioners in their work at enterprises, by the staff of HR departments as well as in the top management system of organizations.

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EDUCATIONAL SERVICES EXPORT AS AN OBLIGATORY CONDITION FOR INCREASING QUALITY AND COMPETITIVENESS OF RUSSIAN EDUCATION

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Abstract

Expansion of Russian educational services export is regarded as one of the most important areas of current state policy in the sphere of education. The urgency of a comprehensive scientific study of this issue stems from the fact that the export of educational services ensures the competitiveness of the Russian education system, improves its quality, promotes the implementation of the geopolitical and economic interests of the country. General scientific (dialectical and materialistic method, methods of formal logic) and specific scientific methods of knowledge (formal and legal, comparative, statistical, functional) make up methodological tools. Interdisciplinary approach and historical method are used to solve the problem. Approaches to adaptation and change in the university management principles are analyzed in the context of the expansion of educational services export in a number of educational institutions of the Volga Federal District, including I.N. Ulyanov Chuvash State University - the leading regional institution of the Chuvash Republic. Factors that have a negative impact on the expansion of international cooperation of educational institutions are carefully examined; proposals of theoretical and practical nature are made aimed at increasing the attractiveness of the Russian higher education for foreign students. The study results in identifying the need to change the approach to classical university management, both the inner organizational structure (introduction of new departments into University management system, new incentives for the teaching staff, evaluation of scientific and pedagogical efficiency), and the external evaluation of the University System (change of University funding principles, University efficiency, educational institutions rating system, public recognition).

Keywords: higher education, educational organizations, educational services export, foreign students, educational institutions network cooperation, international cooperation in education

Introduction

Systemic education reform at all levels of education, which has gradually been taking place in Russia for almost two decades, is aimed at the integration of Russian education in the international educational space. This, in turn, will allow it to compete not only in the educational market, but also on the global labor market (Lazutina, 2014).

The current situation is such that "the Russian higher education position in the international educational market remains substantially below its real potential" (Tkatch, 2014).

Current educational legislation establishes quite a broad framework for educational activities in the field of higher education and training of highly qualified personnel (post-graduate, doctoral training), leaving room for academic freedom and preservation of the national higher school identity (Aleksandrov, 2015). Simultaneously, the need to reform in line with state educational policy dictates its preconditions: increased transparency of the educational process (Rogova, 2013); introduction of assessment criteria of University efficiency by assessing the effectiveness of the University's scientific potential of the teaching staff, the demand for scientific research (Marginson, 2014); employment of graduates and their professional aptitude as a quality criterion of educational services; introduction of independent quality assessment of educational services by independent experts -potential employers, Russian and international public organizations.

Methodological Framework

Legal acts in the sphere of educational services export in Russia and foreign countries, local acts of a number of Russian universities having experience in introducing or expanding educational services export made up data for the study. In addition, the works of researchers on export of educational services from legal, educational and economic points of view were taken into account. To substantiate the author's position statistical data by law-enforcement bodies exercising control and supervision in the sphere of higher education, as well as independent public institutions evaluations, results of sociological studies of public opinion of target groups (students, University staff, employers) were used.

General scientific and specific cognitive methods of knowledge make up methodological basis for research.

Revealing assumptions and general rules of development of educational services export is implemented using scientific methods. The dialectical materialistic method of cognition allows us to consider educational services export in terms of variation of their implementation, prove the advantages and disadvantages of different approaches to solving this issue.

Methods of formal logic - description, comparison, classification, analysis and synthesis - allow to discover and characterize in detail the legal and ethical aspects of educational services export system functioning.

Application of cognitive scientific methods allows to conduct a study of existing federal legislation and international legal acts in this sphere, to identify a number of defects in regulatory acts and make proposals for their elimination.

The internal structure of educational services export system as a whole and its individual elements, its effectiveness, fixing historical events related to the development of this system are investigated through specific cognitive scientific methods: formal legal method, comparative, statistical and functional ones. The comparative legal method is necessary for the disclosure and comparison of different approaches to the assessment of the effectiveness of the institution on the basis of international legal instruments, the Russian Federation legislation and public opinion.

Formal legal method allows to develop recommendations on improving the conceptual and categorical apparatus in the given field of knowledge.

The statistical method is to be used for collection and compilation of information on the demand and the impact of the reform, due to global restructuring of the Russian education system, to assess the effectiveness of its results by students and their parents, academic staff, employers, state regulatory bodies of Russian and the international community.

Through structural and functional method the internal structure of the educational services export system is revealed, its elements are singled out, functional characteristic is given, inter-relationship are analyzed.

The use of these methods will allow to investigate the matter under consideration in the interconnection and interdependence, reveal trends, make generalizations and conclusions.

The study is based on a multidisciplinary approach in which organizational and legal aspects of educational services export are considered from the standpoint of legal and economic sciences (constitutional, administrative, civil law, management, marketing), sociology and pedagogy.

Systematic approach focuses research on the disclosure of the integrity of educational export processes, its structural elements, revealing inter-relations between them and bringing them into a single theoretical framework.

The study is based on the historical principle, involves the study of the formation of educational services export system at different historical stages of the society and state development, taking into account the specific political and socio-economic conditions, and the use of positive and negative experience for the development and improvement of a particular institution within the Russian Federation educational space.

Methodological tools matches specific purposes of the research.

Results

The competition of different systems of education has become a key element of global competition, which requires constant updating of technologies, the accelerated development of innovations, quick adaptation to the demands and needs of a rapidly changing world (Section III of the Concept of the Russian Federation export of educational services for the period of 2011-2020., 2008). The possibility of obtaining a quality education remains a priority for citizens (Aleksandrov, 2016), as well as a key factor of social justice and political stability.

The strategic goal of the state policy in the field of education is to improve access to quality education that meets the requirements of innovative development of the economy and the needs of society and every citizen. Achieving this goal is provided by staging a series of public tasks, one of which is to ensure the availability of educational services, including on the part of foreign customers, creating conditions for attracting foreign students to Russian educational institutions.

International cooperation in the field of education is one of the priorities of Russian educational institutions of higher education. Increasing academic mobility of students, the development of networking, exporting Russian educational programs abroad, attracting foreign students to the educational institutions of the Russian Federation, training of Russian university staff in foreign universities, participation in international scientific conferences and teaching events contribute to the competitiveness of the Russian system of education and science, Russian educational services export (Aleksandrov, 2015).

The reasons for the expansion of educational services export by the governments are:

- obvious economic benefit. Training specialists in a respective area of proper qualification level for foreign countries is one of the income items and a means to stabilize and increase the number of jobs in the sector of educational services;
- geopolitical, cultural and economic rapprochement between countries as a result of educational services export;
- triggering the reform of national education systems in accordance with the requirements of the world market of educational services and the labor markets; as a consequence, - improving the quality of vocational training; the development of innovative educational programs and courses involving international elements that are aimed at building up graduates' readiness to exercise their professional skills in conditions of global economy (Ostanina et al., 2016), turning national universities into international scientific and education centers;
- evaluating the effectiveness of the university predicament by foreign students, the education exporting state gains global connections with alumni of their universities;
- willingness of foreign graduates of national universities to implement their professional skills in the exporting country, which is due to their integration into society - language skills, immersing in the accepting culture, knowledge of laws of the exporting country. Moreover, a number of education-exporting countries (mainly the USA, Germany and others) use the potential of best foreign graduates for the development of economy and science of their states.

At present there are four ways to supply the export of education, including: the development and implementation of inter-state educational programs – they are: foreign students training in Russian educational institutions of higher education; commercial presence in partner countries (joint universities, affiliates and representative offices abroad), academic exchanges.

Major trends in the global education market are the following:

- export of educational services as one of the priorities of state policy in most countries of the world;

- a significant increase in the number of foreign students;
- increasing competition between countries - participants on this market.

The implementation of the key objectives of the current higher education state policy is carried out through the introduction of new criteria for the effectiveness of the educational organizations (Aleksandrov et al., 2016). One of these criteria is foreign students studying in Russian universities, as well as Russian students training in foreign universities without having to transfer from the national educational organization. The implementation of the latter must be carried out with caution, taking into account international historic experience. It should be noted that in Russia an authentic national system of professional training in higher educational institutions has been created, the final product of which, especially in high-tech industries, heavy industry, has been in demand and competitive both in domestic and international labor market throughout its existence (Ivanov et al., 2016). The priority of international cooperation in the field of higher education should not be replacement of national education by foreign one, but the adoption of the best practices in teaching technologies, expanding the sources of theoretical knowledge and practical skills, acquiring valuable skills of continuous upgrading of knowledge in the course of professional life.

A number of researchers of inter-state cooperation issues in the educational environment claim that it should be clearly understood that foreign educational institutions will also be able to freely enter the national market of educational services that will not only improve the international competition between universities, but also result in the abolition of a number of inefficient domestic educational institutions (Burtseva, 2014).

Russian universities, educational organizations of the CIS countries included in the Bologna process (for example, Kazakhstan (Mitina, 2014; Ordabayeva, 2013), face similar problems while developing this state segment. As credit system in assessing the level of knowledge has been slow to adopt, while educational programs implemented by national universities are very much similar, many students do not enjoy full academic freedom. Therefore, it is very difficult and sometimes even impossible to assess to what extent a Russian student has mastered professional and general cultural competences in international assessment units.

The concept of long-term socio-economic development of the Russian Federation for the period up to 2020 sets targets for education system development, in terms of export of educational services that contributes to strengthening the position of the Russian education in the global education market. By 2020, the share of foreign students studying in Russia should be at least 5 percent of the total number of students, the income from international students training in Russian educational institutions of higher education is expected to be no less than 10 per cent of the overall financing of education system; favourable conditions for training students from CIS member states have also been created.

Over the years, the Soviet Union occupied the second place (after the USA) regarding the number of foreign students. Educational services export have become widespread after World War II and grew rapidly until the early 90s. Education was mostly free, since education was aimed at addressing primarily geopolitical and economic objectives. Students mainly came from socialist countries, developing Asian countries, countries of Africa and Latin America. Upon training completion, foreign graduates had a high level of professional education and management skills that allowed them to take executive positions in

state bodies and different organizations of their countries. The development of this trend in the field of education has a positive effect on the development of the national education system as a whole.

Currently the share of foreign students in the total number of students in Russia dropped from 10% to 3%. Leaders in this sector are the United States, which take up 20% of foreign students, the UK - 12%, Germany - 9%, France - 8%, Australia - 7% (The Concept of Export of Educational Services of the Russian Federation for the period of 2011-2020). Growing potential of educational services export by South-East Asian countries should be noted. Thus, according to the Ministry of Education of China the number of foreign students in China has increased from 1 236 to 61 211 within the last 30 years. The Republic of Korea (1.5% share of the global market), Malaysia and Singapore (its share currently is 1.2%) are also showing strong growth in higher education export.

Bilateral and multilateral cooperation agreements, as well as interdepartmental ones, make up the legal basis for Russia's international cooperation in the fields of education, science and technology with foreign countries (Zornikov, 2003). Integration processes in the CIS countries (Kazakhstan, Azerbaijan, Armenia, Belarus, Georgia, the Kyrgyz Republic, Moldova, Tajikistan, Turkmenistan, Ukraine, Uzbekistan) include all levels of education, in contrast to the European educational space, where they focus more on higher education. With other regions agreements are less systematic in nature and do not cover all the priority areas of cooperation. Such agreements allow to take students to study in Russian educational institutions, but they do not express a country's intention to develop a deeper multilateral cooperation in the field of science and education (Lazutina, 2014).

The choice of a country and university for training is due to a complex of factors: prevalence of the teaching language in the world, the credibility of the country, the reputation of an educational organization, the cost of tuition and living expenses, the flexibility of educational programs and comparability of qualifications, geographic, commercial and historical ties between the countries, state measures of foreign students support, etc.

In order to increase the export of educational services by the Russian Federation Government's decree of October 8, 2013 № 891 "On establishing quotas for education for stateless persons and foreign citizens in the Russian Federation" set the annual quota for education in the Russian Federation of foreign citizens and persons without citizenship, including the compatriots living abroad, for educational institutions based on educational programs of secondary vocational education, higher education and extra vocational training at the expense of federal budget allocations.

In 2012, a large share of the quota (58.8%) was allocated to Africa, a number of countries in Latin America and the Middle East as priority regions for assistance in the framework of international development assistance policy. In 2014, the Concept of the Russian Federation's state policy in the sphere of international development assistance was updated, according to which priority states are members of the Commonwealth of Independent States, the Republic of Abkhazia and South Ossetia and other states, conducting a course of good-neighborly relations and alliance with Russia, as well as states that are members of international associations and organizations in the Eurasian space; states with historically friendly relations with Russia; those participating in joint economic and social projects; developing states, whose cooperation with meets the national interests of the Russian Federation. According to the Russian

Ministry of Education in 2015 compared to 2014 there was a growth from 35 to 41% in the number of citizens of neighboring countries, training in Russian universities within the quota.

It should be noted that despite government measures aimed at promoting educational services export there are a number of factors that have a negative impact on the process: lack of comparability of most programs that provide academic degree, lack of mutual recognition of diplomas with the majority of developed countries, limited financial resources of Russian universities (Aleksandrov, 1999) and others.

The process of adaptation of foreign students in Russia arouses a set of problems, among them are the language barrier, security and psychological aspects. Many people have difficulty in mastering the Russian language, Russian culture and perception of life. Living conditions in dormitories, small scholarship or complete lack of it, problems with medical insurance for foreign citizens are rated as unattractive.

A number of authors point out that in order to ensure international students safety there is a need for law enforcement bodies and universities deep cooperation to take the necessary measures to prevent life-threatening incidents, which is to be implemented on a permanent basis (Burtseva, 2014).

The language issue is also characteristic of university staff in Russia. The introduction of qualification requirements for a foreign language competence in case of polylingual contingent of students can become a special condition for participation in the competitive selection for the posts of teachers in a particular college or university faculty and motivate the existing teaching staff to master foreign languages, increase publication activity in foreign languages (Marginson, 2014).

It is possible to agree with a number of researchers, that the situation in the export of educational services is a result of underestimating the huge economic and geopolitical importance of educational services export for the country for an extended period of time, lack of target state programs of educational services export, lack of coordination of actions of all the main actors at the federal and regional levels (Rogova, 2013).

Significant competitive advantages of Russian educational institutions in the international market of educational services should be noted. First of all, this is a relatively low cost of tuition and accommodation that is attractive to students from CIS countries. A high degree of practical focus on educational process in a number specialties is equally important. Finally, the fundamental historical nature inherent in Russian education is one of the key competitive advantages.

Discussions

Considering the problem in a given chronological framework (from 2003 to present time), the authors revealed an increased interest in organizational and legal support for the export of educational services from foreign and Russian researchers.

Thus, the problems of higher education in the conditions of globalization are considered in the works of foreign and Russian scientists - F. Altbach (2009), S. Marginson, M. Van der Vende (2009), A. Aleksandrov (2015), I.V. Lazutina (2014), K.Y. Burtseva (2014), A.B. Ordabayeva (2013), V.S. Senashenko (2013) and others.

I.N. Zornikov (2003), A.L. Arefiev (2010), N.V. Beketov (2007), N.S. Maksakovskaya (2013), and others carry out assessment of trends and prospects for the export of Russian educational services, as well as the role of Russian universities in the international market of educational services.

Works by G.F. Tkatch and V.M. Filippova (2014), V.V. Nasonkina (2015) deserve special attention as they are devoted to the problem of increasing competitiveness of Russian universities in the world education market by introducing a system of academic mobility and extending educational services export. Works under the editorship by A.L. Aref'yev (2010), F.E. Sheregi (2014) are dedicated to rating as an integral part of external and internal university quality assessment. Works by E.E. Pysmennaya (2009), S.V. Dementieva (2011), E.I. Samofalova (2010) study the social impact of educational migration in Russia. Peculiarities of educational services export as a form of international economic relations, as well as the emerging trends of development of educational services export in the regional economy are investigated in the works by A.V. Kosevich (2006), T.M. Rogova (2013), and others.

The dynamics of education reform imposes new requirements and criteria for evaluating the effectiveness of higher education institutions in the context of educational services export, therefore, it is often impossible to implement, and even more so to evaluate the best practices scientific concepts under discussion suggest in view of long-range results. A feature of the source base at the present stage, within the last three years (2014-2017) is a lack of a comprehensive study on solving the problems of forming a system of optimal export of educational services, capable of rapid change and practicable, both within large metropolitan university complex and regional classical university.

Thus, the need for flexible and simple model of export of educational services that can be changed to meet modern challenges and is aimed at future development remains relevant with each new stage of educational reform.

Conclusion

We believe that the expansion of educational services export, attraction of foreign students to Russian universities, increased effectiveness of international cooperation in the field of education will be triggered by:

- development of networking cooperation system in higher education on a bilateral and multilateral basis, development of educational programs with foreign university-partners;
- accreditation of Russian education programs by international associations;
- exporting Russian training programs to foreign countries (including training of public service personnel and teaching staff);
- raising the level of foreign languages competence of the teaching staff;
- extension of academic mobility programs of students, teachers and researchers;
- development and implementation of training programs for foreign graduates of Russian universities;

- development of a network of branches and representative offices of Russian educational institutions abroad;
- improving infrastructure of Russian universities, including the improvement of living conditions and social protection, that contribute to increasing the attractiveness of education in Russian universities;
- improving the mechanism of distribution of quotas and selection of foreign students to study in Russian universities, taking into account economic and humanitarian interests;
- development and adoption of federal target program of educational services export.

Recommendations

The article can be useful in practical terms for the legislative and executive authorities in the development and implementation of regulatory legal acts on the issues of expanding the export of educational services, for participants of educational relations in order to improve the methods and approaches of work with foreign students and also for scientists investigating problems of higher education development in the context of globalization.

Further research can include the issues of improving network forms of cooperation in the world market of educational services, international accreditation of educational programs, academic mobility of students and teachers, legal support of educational services export.

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METHODOLOGICAL ASPECTS OF TEACHING PROBABILITY THEORY AND MATHEMATICAL STATISTICS TO UNIVERSITY STUDENTS

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Abstract. In this paper we consider the issues of methodology and teaching principles of the lecture course "Probability theory and mathematical statistics". A special attention is paid to the task of providing a rationale for teaching this subject to students and of demonstrating interrelatedness of theory and reality. The materials of the paper have resulted from many years of work of the authors in the capacity of tertiary school lecturers in mathematics.

Keywords: probability theory, mathematical statistics.

In bachelor engineering education, mathematics plays the role of a groundwork; it is a basis for all applied disciplines and sciences. On the other hand, it is also a worldview-formatting discipline as its methods underlie knowledge and cognition, abstract thinking, logic and the scientific approach to decision-making. As a rule, the shaping of mathematical competencies in bachelor education is aimed at binding mathematical abstractions to concrete applications in the courses of physics, mechanics and other mathematics-intensive disciplines [3, 5]. At the same time, modern engineering and technology levels require that courses in maths be based on set-theoretic approach, topology conceptions and, in particular, probability theory and mathematical statistics.

The cornerstone of modern probability theory are its formal analytical tools. Mastering them is to be the key goal of studying the discipline. It must rest on such principles as originality, reliance on evidence and logical coherence in formatting the main course sections along the lines of set-theoretic approach. Alongside this, the learning process itself has to reveal relations between basic probability theory notions and reality. A bachelor (or engineering) student has to form a clear idea of what sort of experience and practice underlie probability theory and how cognition proceeds from empirical perceptions to abstraction. This part of the course "Probability theory and mathematical statistics" ought to be concise but convincing. It should be also borne in mind that it is this part of the course where a student's world outlook gains a considerable momentum to expand and where he/she is provided with an opportunity to form such concepts as 'contingent' and 'necessary' in their interrelation and unity. If prior to this point

deterministic principles were prevalent, henceforth a student begins to take 'chance' into account, understand its nature and realize that consistent patterns can be revealed through purposely initiated accidents.

Implementation of these methodological ideas implies using the following course structure [1].

Introduction: presents the subject matter of the course and, relying on philosophical notions of 'contingent' and 'necessary', shows that probability theory is a rigorous mathematical discipline based on the axiom that relative frequency and probability of an occurrence are the same thing (given a sufficient number of tests and experiments). At this juncture we have to provide treatment of what a proper original aggregate or set of objects is, sharing certain attributes through definitions and axioms - a generalization of the key properties of random homogeneous mass phenomena of the material world.

Applicational significance of probability theory consists in the fact that it can be considered as a theory of mathematical simulation of statistical patterns of nature which are idealized descriptions of persistent averaging effects in mass stochastic phenomena. One of such patterns is event probability.

Event probability is the latter's objective property measured by frequency. An occurrence has certain probability, if and only if, in repeated experiments its frequency differs very little from probability, and nearly always so, provided that the event is replayed a sufficiently large number of times. But a question naturally arises: what do we mean by 'nearly always', or 'sufficiently large/small'? and consequently: with what degree of objectivity can probability be defined? Our suggestion is that it can be regarded as the exhaustive one, in accordance with the probability theory of cognition, since our experience or practice can provide answers to the question. It seems to be apparent that probability, as an objective property, occurs only in mass replaying of an event under scrutiny, and it never reveals itself in a single instance of experience. The sole exception are events that fall under the effects of practical certainty principle. It is this principle upon which many an inference of mathematical statistics do rest.

A particular attention has to be paid to definition of relative frequency of an event, to the former's properties, its relation to the event's probability (definition of statistical probability), because the science we know as "probability theory" proceeds from the axiom of the identity of the properties of frequency and probability. Also, what is to be demonstrated is the interrelation between different definitions of probability (classical, geometric, statistical), their respective advantages and drawbacks being considered and assessed. It is in this section of the lecture course that we have to make students see clearly and correctly what event probability is; doing it later, when Bernoulli's or Laplace's theorems are studied along with statistical hypotheses, is too late. For all the latter cases this notion will be the underlying one like the postulate not in need of further explanations.

However, it should be noted here that today, in secondary school, pupils get a preliminary idea of probability theory already in the 9th grade, and this area of mathematics is being paid proper attention, the testimony of which are the appropriate exercises in the Unified State Test for Secondary School Leavers adopted in the Russian Federation for all public and private secondary education institutions [4]. But, as experience has shown, the class time allocated for these issues at secondary school is utterly insufficient for the pupils to form a sound understanding of event probability. Perhaps, this can be accounted for by evidently scanty life experience of children. This is the reason why at the introductory

states of teaching probability theory to university students it is crucial to bring home the notion of 'probability' to be later expanded and further elaborated when teaching appropriate theorems and laws.

Upon describing and explaining about random events and what can be done to them, we can make a transition to their set-theoretic nature, which finds its expression in the fact that probability is a nonnegative, additive normalized function of sets. In connection with the fact that from modern curricula logic as a university discipline is absent, appropriate attention must be also paid to the issues of logical algebra and set theory.

The objectives of probability theory are largely different from those of mathematical analysis or linear algebra courses. Therefore, the focus at initial stages has to be concentrated on developing skills of applying the formal apparatus, the methods of set-theoretic simulation of real tasks and objectives, the rules of 'translating' the language of probability theory problems to that of axioms and theorems; at the same time what is to be highlighted is ambiguity of such a 'translation' and importance for the simulation to be the most rational one.

Another object for scrutiny within probability theory are random values that are defined as measurable functions within the space of elementary occurrences. The notion of distribution is introduced, the key distribution's numerical characteristics are established and their specific content defined. To analysis are subjected dependent and independent random values and systems thereof. Close enough attention is to be also given to the functions of stochastic arguments, to plotting their distributions along argument distribution, and, at last, to considering the origin of concrete distributions. The apparatus of generic functions theory is analyzed, whose capabilities are illustrated by systems of independent variables. The notion of random variable sequence is introduced and definitions are provided for different types of their convergence.

The part of the course pertaining to probability theory is closed by the study of the large numbers law. Here we consider the inequality and theorem of Chebyshev, the Bernoulli theorem, and the central limit theorem.

The amount of class hours for maths at a college or university curriculum is such that it cannot give us grounds to talk about wholesome, sound study of mathematical statistics per se as a separate discipline. Yet it is, and it has its own subject matter and research philosophy. Mathematical statistics can be defined as a sort of dialog taking place between man and environment: i.e. it treats of what and how the nature is to be asked, observed, and its responses interpreted. Mathematical statistics - with its analytic methods and experiment design techniques, distribution parameter assessment, hypothesis verification, with its theory of decision-making and forecasting - can be rightly claimed to be one of the main algorithmic methods of truth attainment.

The independent nature of mathematical statistics is also stressed by the following fact. Its method, basically, rely on set-theoretical principles but are not reducible solely to them. Modern mathematical statistics is guided by a series of inference principles based on the analytical apparatus of probability theory and other mathematical frameworks, e.g. optimization theory. It seems obvious that a course on math statistics is indispensable in any engineering college or university and, further on, in the work of industrial enterprises. Unlike classic branches of the math science, this one is required by each and any design engineer, product/process engineer, researcher and technical officer. Enhancing this section of

mathematical education also facilitates study of the theory and procedures of experimentation that are both based on the methods of probability theory and math statistics.

The key problem of developing and organizing a university lecture course on mathematical statistics has its roots in the philosophy of this subject, in the nature and practical value of statistical deduction, in its relation to reality. This is the reason why initial lectures of the course (after its subject definition) have to be devoted to an in-depth analysis of the principles of the science, to their clear definition and explanation. A systematic treatment of the principles, revealing their experiential nature and, at the same time, their relativity, will lead to shaping a correct methodological understanding of statistical study as a process of approximating truth via relative knowledge being constantly refined and corrected with new empirical data. A university student has to develop intuitive grasp of what the results of statistical method application are, a competence making him/her capable of poising between positive outcomes of such methods and their proper scientific critique. A natural continuation of this tutorial attitude is systematic revealing and identifying the properties of resulting decisions, i.e. investigation into hypothesis verification and parameter assessment criteria complying with the principle of maximum likelihood. Study of many a part of mathematical statistics science implies providing solutions to optimization problems, in particular, to experimentation design tasks. This aspect of the issue and its finalized definition are what is given preference in lectures of the course [2].

Summing up the aforesaid, we can conclude as follows: An engineer employed at modern high-tech production is constantly in need of learning, mastering and further developing state-of-the-art mathematical methods, whose content and manner/form of delivery may become a problem for learners or practitioners. Hence the problem of his/her training and re-training in maths. Here important are both the content of the discipline and methods of its delivery, along with a finely balanced proportion of topics, problems and chapters in its structure. A special role in this process is to be given to probability theory and math statistics which can be collectively viewed as the fundamentals of a theory of mathematical simulation of statistical laws and patterns of nature. It is here where intuitive and qualitative notions of the contingent and necessary originate, in their dialectic unity, and develop into quantitative, scientifically rigorous assessments. That is why it is difficult to overestimate the significance of methodological and tutorial aspects of teaching this branch of mathematical science.

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INVESTIGATING IRANIAN EFL STUDENTS' ATTITUDES CONCERNING THE NEWLY DEVELOPED ESP MATERIALS

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Abstract

The current study was an attempt to explore Iranian EFL students' attitudes in terms of newly developed ESP materials. To this end, 45 university students studying electrical engineering in Iran studying ESP course were randomly selected. A twenty-item questionnaire was utilized to gather the participants' perceptions on newly developed ESP materials. The analysis of findings through descriptive analysis revealed that majority of the students were satisfied with the newly designed course book. The findings also provided language instructors, content specialists, and materials designers with logical frameworks, which can be considered in designing new course books for ESP students of other academic disciplines.

Key words: ESP courses, Iranian EFL students, ESP material evaluation.

1. Introduction

Undoubtedly, in many language programs, materials, including textbooks, are key factors to make decisions and judgments. In addition, textbooks in second and foreign language situations have usually reflected the central sources of input for the learners. According to Torres and Hutchinson (1994), in English language teaching, the textbook is a universal element. Without appropriate textbook, teaching-learning situation is imperfect. Consequently, the textbooks should have an appropriate design to meet learners' language learning needs. That is to say, it is important to evaluate the textbooks based on their adequate coverage of the intended materials. Material evaluation is a new trend in language teaching process. As Tomlinson (2001) states, material evaluation is significantly important, leading to a better accepting of the nature of a particular teaching-learning context. In fact, according to McGrath (2002), material evaluation is valuable for developing and administrating of language learning programs. Tomlinson (2001) states that teachers, administrators, supervisors, and materials developers can evaluate the effect of the materials on students. Ansary and Babaii (2002) described the criteria for contributing a more successful textbook evaluation studies. They elaborated some common key characteristics and criteria for a good textbook such as content presentation and physical make-up. Furthermore, Jahangard (2007) adopted 12 criteria for evaluating textbooks such as good vocabulary explanation and practice, explicitness of objectives, acceptable approaches in social and educational fields to the target community, periodic review and test sections, clear attractive order, print easy to read, suitable visual materials, and clear instructions.

1.1. Statement of the Problem

In recent years, the evaluation of the English textbooks used in Iran has become important by researchers, English language institutes and Ministry of Education. Because of urgent need and high value of evaluation, the old textbooks have been replaced by new ones to advocate communicative approaches, leading to further revision of the textbooks, programs, and policies. However, most of the studies on the textbook evaluation have focused on traditional criteria and less attention has been paid to textbooks for English for Special Purposes (ESP). ESP can be defined as instruction based on actual and immediate needs of learners who have to perform successfully real-life tasks unrelated to merely passing an English course or exam (Smoak, 1996, p. 25). Some of the researchers believe that the fundamental concerns of ESP are needs analysis, text analysis, and students' preparation to communicate well in required situations. The emergence and spread of English as an international language of relationship and culture are well attested. English has become the primary means of communication among many people around the world. In fact, no one can deny the fact that there has been a growing need to use English language in each specific professional field. In response to this need, teaching of ESP has become a major concern in many countries. ESP is defined as "a language course or program of instruction in which the content and aims of the course are fixed by the specific needs of a particular group of learners" (Richards and Schmidt, 2010, p. 198). ESP provides the learners to use English in academic (students of different fields), professional (people of different professions such as doctors, engineers, and nurses), or workplace (technicians for example) settings. In countries where English is mainly utilized for academic purposes, like Iran, ESP has a definitive role. ESP is established on the fact that all language teaching should be tailored to the perceived and subjective needs of students. It is also susceptible to the cultural contexts in which these learners utilize English. Therefore, the emulation of the ESP textbooks in the view of their real users is essential.

1.2. Problem Theoretical Framework

The present study benefits from Hutchinson and Waters (1987) framework. This framework requires collecting data as to why students are taking the course, how the students learn English language, what resources are available, who the learners are, where and when the English course will take place. The evaluation procedure is divided into four major steps:

- (1) Defining criteria – on what bases the materials will be judged?
- (2) Subjective analysis – what comprehension of the criteria is needed in English language course? Subjective analysis identifies the instruments to approve an ESP course.
- (3) Objective analysis – how does the material being evaluated realize the criteria? (e.g. whom is the material intended for; how is the content organized within the units.) In fact, objective analysis identifies requirements in material analyzing.
- (4) Matching – how far does the material match the needs?

1.3. Significance of the Study

To date, very few studies have reported on the steps involved in the process of materials development. In addition, most of the ESP materials written so far are not prepared according to a justifiable theoretical

framework. Furthermore, the ESP materials are not in line with the students' required needs. Therefore, it is necessary to conduct a study in order to design materials to fulfill students' learning needs. The finding of the present study sheds light on most of the drawbacks and shortcomings and attempts to make changes in designing ESAP courses. To sum up, the result of this research is useful for language teachers, content teachers, materials designers and administrators.

1.4. Purposes of the Study

The current study is an attempt to evaluate the students' perceptions on ESAP course for the Iranian students of Electrical Engineering. To develop an ESP syllabus there is a need to understand the students' perceptions. In general English courses, it is difficult to determine the students' learning needs. However, for ESP courses, as needs of the learners are clear, is the first step before conducting any course.

1.5. Research Question

The current study was set to answer the following question:

What are the Iranian students' attitudes and beliefs concerning the newly developed ESP materials?

2. Review of the Literature

Some of the conspicuous studies on ESP material in Iranian EFL contexts will be discussed here. One of the first study on ESP material evaluation is the study conducted by Tajeddin (2005). He made an evaluation of some of the ESP textbooks in terms of three aspects, namely linguistic input, linguistic output and their relationship to each other. The findings revealed that that ESP textbooks published by SAMT organization lack one integrated approach and lesson plan. Moreover, they do not follow any specific purpose with regard to the selected reading passages, or activities designed for improving the learners' translation or comprehension ability. In a follow-up study, Rahimy (2008) evaluated the content and skill coverage of an ESP textbook for medical students, and its compatibility with Iranian curriculum for medical sciences. The results indicated that the content and curriculum for medical sciences had nearly complete compatibility concerning reading and close compatibility concerning writing while incompatibility concerning listening and speaking. Zangani (2009) evaluated ESP textbooks in Humanities. He investigated whether new goals in language learning and teaching are incorporated in these books and language and learning needs of students are catered for or not. Regarding the first variable, his findings indicated that the textbooks had not incorporated new goals to enhance linguistic and communicative competence. Concerning the second variable, it was found that the objectives and materials of the textbooks did not take students' language and professional needs into account.

3. Methodology

3.1. Participants

The participants of the current study consisted of 45 university students of Electrical Engineering at the faculty of Engineering in Yazd University studying ESP course. Their age ranged between 22-26 years old. Gender of participants was not considered as a variable in the study.

3.2. Instrument

The only instrument utilized in the study was a questionnaire to gather students' attitudes towards the newly developed ESP materials. Cronbach's coefficient alpha of the questionnaire was 0.90, revealing a high estimation of reliability. In addition, the content validity of the questionnaire was ensured by experts' judgments. In this study, one expert in Applied Linguistics and one expert in Electrical Engineering validated the questionnaire. The questionnaire consisted of 20 items designed based on a 5-point Likert scale ranging from "Strongly Agree" to "Strongly Disagree". All the 20 items included in the materials development questionnaire aimed at exploring the students' attitudes about the newly developed materials and the efficacy of different parts of the current course book.

3.3. Procedure

Before the academic year (2014-2015) began, the content specialist with the language instructor discussed some items concerning the needs and lacks of the students. In addition, the content specialist introduced some materials relevant to Electrical Engineering. These sources included texts on various topics consisting the characteristics of Electrical Engineering, the branches and sub-branches of Electrical Engineering, etc. Then, the texts were selected based on various factors such as students' needs, students' field of study, the number of technical and semi-technical vocabulary that the text covers, the potential of the passages in introducing new grammatical structures and so on. The general framework of the materials was established after selecting the texts. The final version of the newly developed materials was designed during the course based on the students' needs because of the application of a learning-centered approach. The language instructor had contacts with the students on every session in order to explore students' ideas and attitudes concerning the newly developed materials. Finally, at the end of the semester the questionnaire was administered to the students to elicit the students' comments regarding the newly developed materials.

3.4. Data Analysis

The collected data were processed and subjected to the statically analysis using the SPSS software in order to communicate the obtained data and to answer the research question. The descriptive statistics including, mean (\bar{X}) and percentages obtained for the responses given to each item on the questionnaire. Table 1 shows the percentage distribution of the students' responses to Q6 and Q8 of materials development questionnaire, which were related to the vocabulary section of the newly developed materials.

Table 1. Distribution of answers to Q6 and Q8.

Questions	Disagree	No Idea	Agree
(Q6): To what extent did each unit include various exercises to review and practice new vocabulary?	13.3%	16.7%	70%
(Q8): To what extent did the definitions of the terms help you to learn and remember them?	6.6%	16.7%	76.7%

Total Mean	9.95%	16.7%	73.35%
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As Table 1. reveals, with respect to students' answers to Q6, a considerable number of the students (70%) agreed that the exercises had a positive effect on the review and practice of new vocabulary. In contrast, some students (13.3%) disagreed regarding the above mentioned statement. In addition, with respect to students' responses to Q8, a good majority of the students (76.7%) agreed that the definitions presented for explaining the meaning of words, were more effective while learning and memorizing the new vocabulary; only few students (6.6%) disagreed regarding the above mentioned statement (Figure 1).

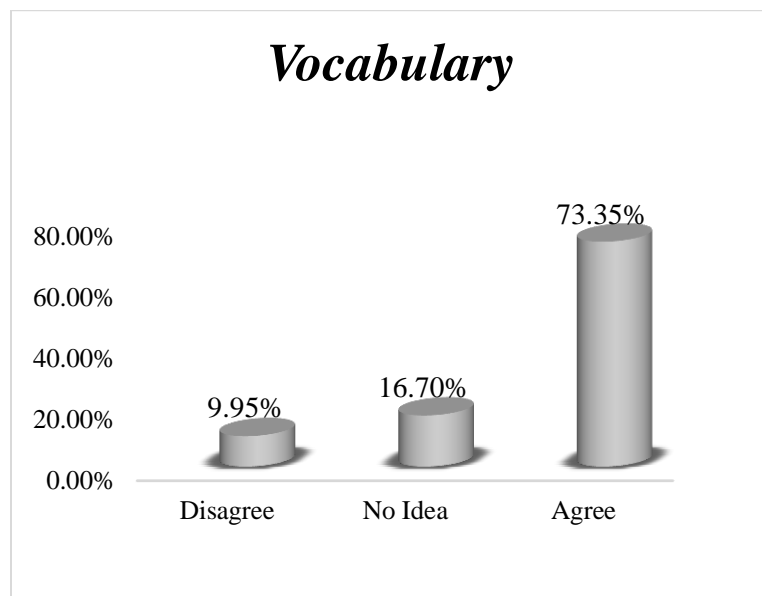


Figure 1. Distributions of answers to Q17 and Q20.

Table 2 illustrates the distribution of answers to Q17 and Q20 of the materials development questionnaire, which were related to the grammar section of the newly developed materials.

Table 2. Distributions of Answers to Q17 and Q20.

Questions	Disagree	No Idea	Agree
(Q17): To what extent was the relevance of grammar to the reading text of each unit helpful in learning the grammar?	26.6%	26.7%	46.7%

(Q20): To what extent were the explanations regarding grammar, comprehensive?	3.3%	50%	46.7%
Total Mean	14.95%	38.35%	46.7%

As Table 2 illustrates, with respect to students' answers to Q17, nearly half of the students (46.7%) agreed that the relevance of grammar to the reading text was helpful in learning the grammar; in contrast, few students (3.3%) disagreed with the above mentioned statement. In responses to Q20, nearly half of the students (46.7%) agreed that the explanation of the grammar structure was comprehensive; however, half of the students (50%) had no idea (Figure 2).

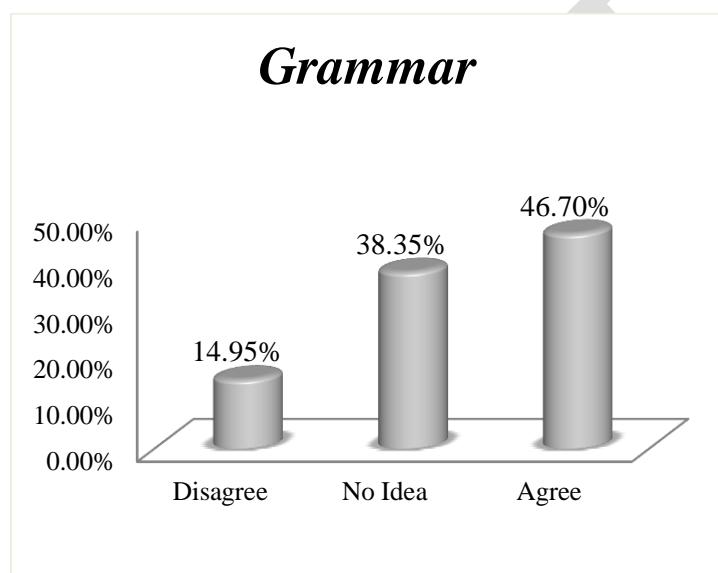


Figure 2. Distributions of answers to Q17 and Q20.

Table 3 shows the distribution of responses to questions 11 and 13 concerning the students' opinions about the reading skill included in the current course book.

Table 3. Distributions of answers to Q11 and Q13.

Questions	Disagree	No Idea	Agree
(Q11): To what extent were the grammar	16.6%	40%	43.4%

exercises useful in comprehension of the reading passages?			
(Q13): To what extent did the passages help you to improve your reading ability?	16.7%	13.3%	70%
Total Mean	16.65%	26.65%	56.7%

As Table 3 reveals, by referring to answers to Q11, nearly half of the students (43.4%) agreed that the grammar exercises were helpful in comprehension of the reading passages; however, 40% of the students had no idea. In response to Q13, a considerable number of the students (70%) agreed that the reading texts improved their reading ability; in contrast, 16.7% of the learners disagreed with the above mentioned statement (Figure 3).

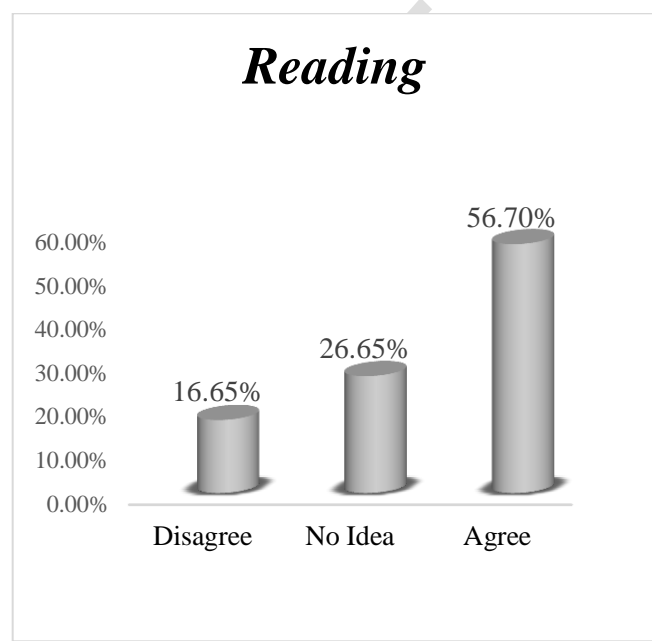


Figure 3. Distributions of answers to Q11 and Q13.

Table 4 reveals the distribution of responses to questions 14 and 15 concerning the students' attitudes about writing skill.

Table 4. Distributions of answers to Q14 and Q15.

Questions	Disagree	No Idea	Agree
(Q14): To what extent did the passages help you to improve your writing ability?	53.3%	40%	6.7%
(Q15): To what extent did the activities help you to improve your writing ability?	53.3%	36.7%	10%
Total Mean	53.3%	38.35%	8.35%

As Table 4 shows, with respect to responses to Q14, more than half of the students (53.3%) disagreed that the passage help them to improve their writing ability; however, 40% of the students had no idea regarding the above mentioned statement. In response to Q15, 53.3% of the students reported that activities included in the newly developed materials were not helpful in improving their writing ability; however, more than one-third of the students (36.7%) had no idea (Figure 4).

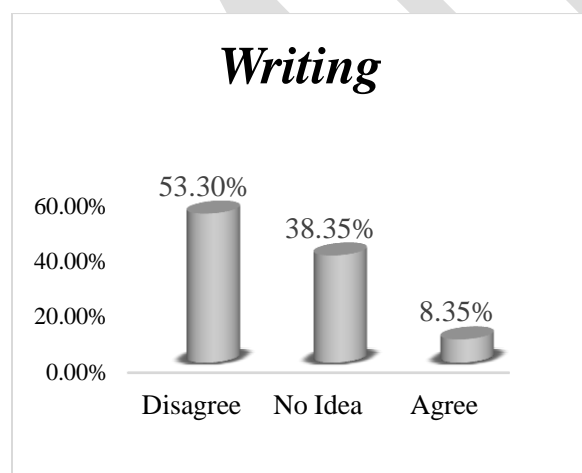


Figure 4. Distributions of answers to Q14 and Q15.

Table 5 illustrates the distribution of responses to questions 3, 4 and 16, which explored the students' attitudes concerning the texts included in the newly developed materials.

Table 5. Distributions of answers to Q3, Q4 and Q16.

Questions	Disagree	No Idea	Agree
(Q3): To what extent did the texts have variety of topics?	13.3%	20%	66.7%
(Q4): To what extent were the selected texts for "further reading" related to the discipline of electrical engineering?	10%	10%	80%
(Q16): To what extent were the passages complex and difficult to understand?	56.6%	26.7%	16.7%
Total Mean	13.34%	18.9%	67.76%

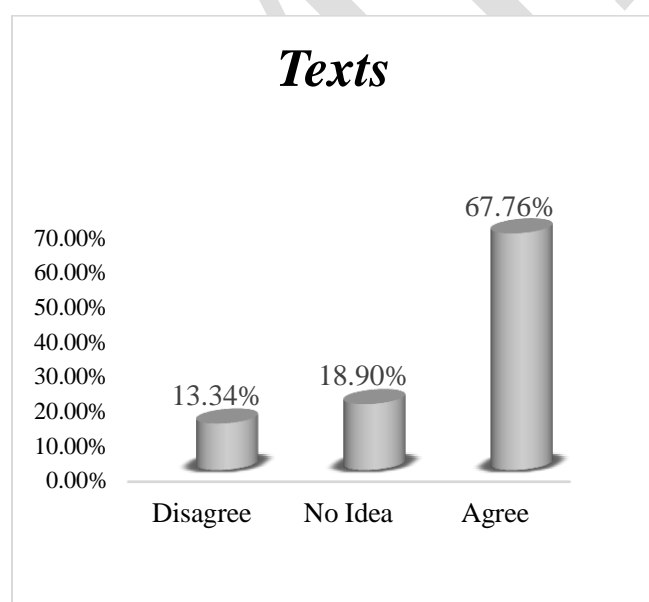


Figure 5. Distributions of answers to Q3, Q4 and Q16.

As Table 5 reveals, the students' answers to Q3, a considerable number of the students (66.7%) agreed that the text had variety of topics; however, 20% of the students had no idea concerning the above mentioned statement. In response to Q4, a good majority of the students (80%) agreed that the selected texts for further reading were related to the discipline of Electrical Engineering; however, 10% of the students had no idea. In response to Q16, more than half of the students (56.6%) agreed that the texts were not complex or difficult to understand; in contrast, some students (16.7%) disagreed with the above mentioned statement (Figure 5).

Table 6 illustrates the distribution of the answers to questions 9, 10 and 18, which explored the students' ideas about the exercises included in the newly developed materials.

Table 6. Distributions of answers to Q9, Q10 and Q18.

Questions	Disagree	No Idea	Agree
(Q9): To what extent were the exercises provided for vocabulary and grammar, comprehensive?	13.3%	16.7%	70%
(Q10): To what extent did the activities have variety?	13.3%	26.7%	60%
(Q18): To what extent were the exercises helpful in your learning?	0%	23.3%	76.7%
Total Mean	8.86%	22.24%	68.9%

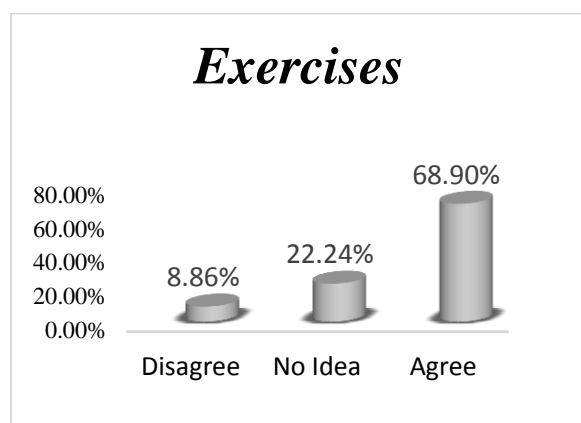


Figure 6. Distributions of Answers to Q9, Q10 and Q18.

As Table 6. reveals, with respect to students' answers to Q9, a considerable number of the students (70%) agreed that the grammar and vocabulary sections of the newly developed materials were comprehensive; however, 16.7% of the students had no idea. In response to Q10, more than half of the students (60%) agreed that the activities included in newly developed materials were various; in contrast, 13.3% of them disagreed with the above statement. In response to Q18, a good majority of the students (76.7%) agreed that the exercise included in course book were helpful in their learning; however, 23.3% of them had no idea (Figure 6). Table 7 illustrates the distribution of responses to questions 7 and 19, which explored the students' opinions regarding their prospective success in using English.

Table 7. Distributions of Answers to Q7 and Q19.

Questions	Disagree	No Idea	Agree
(Q7): To what extent do you think you will be more successful in your final exam than the pretest that you had at the beginning of the semester?	10%	20%	70%
(Q19): To what extent did the materials increase your self-confidence to study and use subject-specific English texts?	16.7%	20%	63.3%
Total Mean	13.35%	20%	66.65%

As Table 7 illustrates, with respect to students' answers to Q7, a substantial number of the students (70%) agreed that they would be more successful in their final exam than the pretest that they had at the beginning of the semester; however, 20% of the learners had no idea. In response to Q19, a significant number of the students (63.3%) agreed that the newly developed materials increased their self-confidence to study and use subject-specific English texts; in contrast, some students (16.7%) disagreed regarding the above mentioned statement (Figure 7).



Figure 7. Distributions of answers to Q7 and Q19.

Table 8 illustrates the distribution of the answers to questions 1, 2, 5 and 12, which explored the students' attitudes about the layout of the newly developed materials.

Table 8. Distributions of Answers to Q1, Q2, Q5 and Q12.

Questions	Disagree	No idea	Agree
(Q1): To what extent did the materials have relevance to your discipline?	0%	10%	90%
(Q2): To what extent did the content instructor's descriptions before the reading texts influence your learning?	0%	6.7%	93.3%
(Q5): To what extent was the density load of each unit appropriate?	16.7%	20%	63.3%
(Q12): To what extent was the layout of each unit appropriate?	6.6%	16.7%	76.7%
Total mean	5.8%	13.35%	80.85%

As Table 8 illustrates, with respect to students' answers to Q1, most of the students (90%) agreed that the materials were relevant to their field of study; however, 10% of the students had no idea. In response to Q2, most of the students (93.3%) agreed that the content instructor's descriptions before the reading texts influence their learning; on the contrary 6.7% of the students were not sure about it. In response to Q5, a considerable number of the students (63.3%) agreed that the density load of each unit was appropriate; in contrast, some students (16.7%) disagreed regarding the above mentioned statement. Moreover, in response to Q12, a substantial number of the students (76.7%) agreed that the layout of the newly developed materials was appropriate; in contrast, few students (6.6%) disagreed regarding the above mentioned statement (Figure 8).

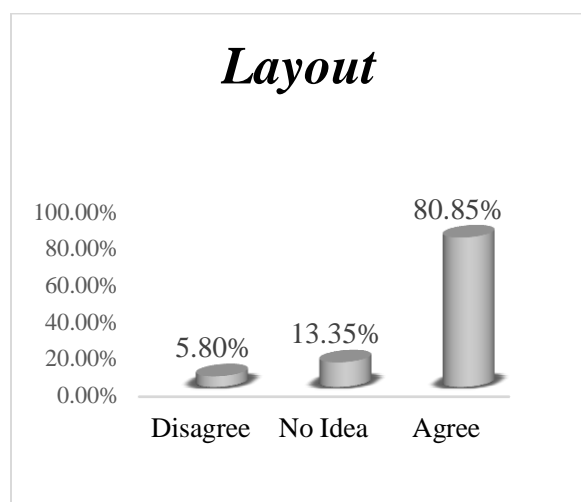


Figure 8. Distributions of answers to Q1, Q2, Q5 and Q12.

4. Discussion and Conclusion

The results of the present study revealed that majority of the students were satisfied with the newly designed course book. The results are consistent with those of Jordan's (1997). He points out that students become motivated if they find a relationship between the materials content and their needs. Therefore, it can be asserted that the ESP materials can be effective when it is designed according to learners' needs and objectives. However, the results of the present study are not in line with Zangani (2009). Zanjani stated that Iranian EFL learners disfavored the ESP materials. This study provides language instructors, content specialists and materials designers with logical frameworks considered in designing new course books for ESP students of other academic disciplines. The current study also provides organized information about all stages of materials designing, teaching and evaluation. The results of the study can fill the gap in the existing literature as recommended by Tomlinson (2003) regarding the lack of data about the stages of materials designing.

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THE IMPACT OF COMPUTER-ASSISTED INSTRUCTION ON NON-IRANIAN PERSIAN LEARNERS

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Abstract

Along with the increasing development of mankind in various fields and the unprecedented growth of technology and industry, a large share has been allocated to the computer, so that the computer entered all human activity at the end of the twentieth century. The use of virtual training systems is developing and increasing. Moreover, the importance of virtual and non-attendance courses has increased in the field of Persian language teaching as a foreign language because of the extent and distribution of volunteers, the high volume of requests, lack of sufficient resources and difficulty in learning Persian courses. The proper use of new technologies such as computers and related equipment, especially multimedia, in teaching and learning is important and helps to improve the teaching-learning process. The present study aimed to investigate the impact of computer-assisted instruction on non-Iranian Persian Learners. The population of the study included learners of the Center for International Education in Tehran, in the 2016-2017 academic year. The learners were assigned to one control and one experimental group with 22 participants in each. The sample was selected from pre-university classes using random sampling method. The research method was quasi-experimental. Data were collected through a teacher-made achievement test in the form of a pre and post-test and a Persian training package. The hypotheses were analyzed by t-test and analysis of covariance (ANCOVA) using the SPSS software. The results of the study indicated that the computer-assisted instruction (grammar and sentence structure, writing skills, reading comprehension and vocabulary) has an impact on non-Iranian Persian Learners.

Key words: impact of computer-based instruction, non-Iranian Persian Learners, traditional teaching, Persian learning

Introduction

Nowadays, considering the arrival of new educational technology and especially access to the internet in schools and influences from global and non-native cultures, there is a position that education is indispensable to adopt the new functions based on time. The selection and acquisition of new functions requires a new approach for the education system. New systems of education as a modern educational technology, rather than as a challenge in the education system, show the effects of this technology in the use of teaching aids in the classroom in order to strengthen students' learning and this issue has been proven in many studies (Seif and Beyranvand, 2009). According to the use of computers in education, curriculum is developed based on comprehensive features and conditions and the problem of individual differences in education is reduced. In the traditional education, teachers do not have enough opportunity to work individually with students and teach them, but the computer can provide diverse learning opportunities and experiences for students. Spending more time on learners who have learning

difficulties can help students reach the desired level and thereby overcome individual problems in education. In addition, the computer eliminates time and space constraints and provides teaching at any time and from anywhere (Saadatmand et al., 2002). One aspect of using computers in education is commonly called Computer Assisted Instruction (CAI). Although CAI is not a new concept and its roots date back to at least 40 years ago that was called teaching machines, this concept has been developed along with the progress and developments in other aspects of the computer and methods of using it. A number of experts define CAI as any educational use of the computer in which the computer is used as an aid for education. However, some experts consider the detailed design of computer-assisted instruction and the relevant factors. Thus, a well-designed program of CAI can inform learners of academic subjects and practices and provide enough experiences and the necessary skills to succeed as well as proper feedback to continuously evaluate learners' achievement. Computers can play an important role in teaching and learning without the human weaknesses, such as fatigue, forgetfulness and other reasons that cause a drop in the effectiveness of education, and with accuracy, speed and unique features (Saadatmand et al., 2002). When using computers and learning through educational software, learners' attention is attracted to their screen instead of the board, teacher and other classmates, leading to concentration, thinking, and eventually better and faster reactions (Behrangi and Asadi, 2008). Simulation is the most interesting learning by computer helping learners play an important role in simulating situations. The advantages of using computers in teaching include entertaining learners as a tolerant teacher, but with limited flexibility, lower costs than the real-life events, and the maximum use of capabilities in telecommunications for learning (Ahadian, et al., 1999).

The disadvantages of using computers in teaching include the inability to create human and emotional relations, the expensive equipment, and unrealistic simulations (Bayati, 1997). Two-way or interactive teaching in classrooms of developed countries has fundamentally changed the relationship between teacher and student, and teachers play the role of a guide instead of a well-informed person. Therefore, learners do not act as a passive recipient, but eagerly use their teacher's guidance and their strengths and weaknesses to determine the learning path. The teacher's responsibility depends on learners' age and mental conditions. A computer limits a learner in the next step or even stops him in the present step by providing a proposal. Considering that the computer evaluates learners' work, the teacher acts as a educational technologist who uses special multimedia software to develop curriculum (Seif and Beyranvand, 2009). Computer assisted instruction with multimedia capability can use various senses in the process of multi-sensory experience and create the optimal learning environment for people with different characteristics (Alemi, 2000). Thus, 75 percent of learning is done through visual tools and by the sense of sight; 13 percent of learning is done through audio tools and by the sense of hearing; and the role of other senses in learning is as follows: touch (6%), smell (3%), and taste (3%). These senses make the learning process effective (Delft Chrsh, 2010). Hofsteter (1996) stated that the multimedia provides interaction and gives feedback to users' performance. Hence, it can be concluded that multimedia software in teaching encourages independent and long-term learning skills and provides a hypertext network space to give students an opportunity to actively create knowledge (Attaran, 2002: p. 37).

Literature Review

Shooteh (2017) conducted a study entitled "an investigation on computer-based assessment for learning in primary and secondary education" and the results showed that students who are trained based on information and communication technology have better performance than students who are trained

based on traditional methods and obtain higher scores in the final examination and re-examination. Professional development of teachers is necessary to involve students with computer-based learning experiences appropriately and help teachers create and support these experiences (Shute et al., 2016). It implies the favorable effect of teaching methods based on information and communication technology on learning, or in other words, stable learning. Matthew E., et al. (2016) conducted a study entitled "the impact of computer-assisted instruction in learning mathematics". The results showed that mathematics education through computer significantly improves students' attitudes toward mathematics. Thus, it can be concluded computer-assisted instruction can be improve attitudes toward math. The data analysis indicated that there is a significant difference between mean scores in terms of enjoyment, motivation towards mathematics, the importance of mathematics, and fear of mathematics in the post-test of control and experimental groups. Therefore, computer-assisted instruction in learning mathematics can increase enjoyment, motivation towards mathematics, the importance of mathematics, and decrease fear of mathematics.

According to using technology in the learning environment, learning can become meaningful and continuous, and cooperative learning and the interaction between teacher and student can be increased. Positive changes in learning because of technology have caused evolution and not revolution in this phenomenon (Farrell and Rushby, 2015; Timmis et al. 2015). Amanzadeh and Naaman (2015) conducted a study entitled "the impact of web-based training, computer, and mobile learning on skills of critical thinking and creative thinking in university students in Mazandaran Province. The results of the study indicated that web-based training, computer, and mobile learning have a significant impact on skills of critical thinking and creative thinking in university students in Mazandaran Province. In addition, the impact of web-based training, computer, and mobile learning on skills of critical thinking and creative thinking was different in terms of gender. According to Mehring (2010), this training strategy will have the most effect when assignments are designed based on regular succession, accuracy, and from simple to difficult step by step. Swain et al. (2008) conducted a study entitled "teaching lessons using simulators in Architecture". The study group included students in Architecture and simulators were used in classes. The results of the study indicated that this software is effective in learning lessons. Reamon and Sheppard (1997) investigated the role of simulation software in an ideal learning environment using two experimental and control groups. The results of the study indicated the positive impact of multimedia software on teaching technical courses. Razavi (2004) conducted a study entitled "the impact of the order of providing an example and generalization through multimedia training on learning and retention of science concepts in the fifth grade of male elementary schools in Delijan city. The results of the study indicated the significant role of the multimedia in improving learning and retention of concepts. Karami and Attaran (2006) investigated the impact of multimedia on students' learning. The results of the study showed that students who learn the course of sciences through the multimedia have better performance than students who are trained based on traditional methods. Ortiz (2007) investigated effective factors in learning English. According to the findings, the most important factors to achieve the objectives in learning English included appropriate curriculum and teaching, involving students in the process of teaching and learning, creating a suitable environment to learn, inclusion of teachers, principals and parents in school decision, and the effectiveness of teachers' knowledge. In addition, creating the opportunity to learn skills and access to curriculum were considered as the factors that affect teaching and learning English. Lourdes (2000) investigated learning English based on the computer-assisted instruction for non-native English learners whose English skills are fewer than native-English learners.

The research was conducted on third grade students in the computer lab. Students were provided with synonyms, antonyms and compound words through shapes and images with sound in the computer, and the students had the possibility to interact with the computer. The results of the study showed that the students' ability to recognize synonyms and antonyms and compound words can significantly be increased using the computer (Cited in Poorjamshidi, 2002). Brinton(1999) stated the logic of using multi-media in foreign language teaching as follows:

1. In the same way that the media have an important role in social life, they are considered as an important factor in creating motivation for students' learning in the classroom.
2. The media facilitate the learning process to create a more realistic learning environment.
3. The media make the relationship between the classroom and daily social life opportunities more tangible for learners by authenticating the subject.
4. Considering that learning styles of learners are different, the media fulfill the audio and sight needs of learners.
5. Teachers use the important role of input data in language learning to provide the learners with various sources of information. Thus, learners' dependence on the dialect of a language teacher is reduced and their learning experiences are strengthened.
6. Educational media provide teachers with coherent and effective materials. In addition, they facilitate the understanding of the contents by stimulating learner's different senses.

University of California conducted a study on the impact of the media on the academic achievement of children in basic skills such as reading, writing and problem solving. The results were compared before and after using the educational media. The findings showed that the educational media are effective in 32% of the samples and at the 95% confidence level (Cited in Hoveyda, 1778, p. 42). Fazelian and Saadatmand (2004) conducted a quasi-experimental study entitled "the impact of computer-assisted instruction on learning English in the first-grade of high school in comparison with traditional teaching methods". The results of the study showed the positive impact of computer-assisted instruction on learning English. Behrangi and Asadi (2008) conducted a study entitled "using multimedia builder software with picture word inductive model (PWIM) for teaching English in the first-grade of secondary school". The results of the study showed that using multimedia builder software reinforces the understanding of English vocabulary, concepts and skills such as grammar, spelling, and writing compared with the control group. This study is based on objectives and variables of quasi-experimental research using pretest and posttest between the experimental and control groups. In the present study, the effect of an independent variable (Computer Assisted Instruction) on the dependent variable (Persian language learning) is investigated. Hence, the present study aims to investigate the impact of computer-based instruction on learning Persian for non-Iranian Persian learners (such as grammar and sentence structure, writing skills, reading comprehension and vocabulary) compared with traditional teaching methods.

Research Methodology

The population of the study included learners of the Center for International Education in Tehran, in the 2016-2017 academic year. The learners were assigned to one control and one experimental group with 22 participants in each. The participants' nationality included Chinese, Japanese, Syrian, Lebanese, etc. Considering the aim of the study was to investigate the impact of computer-assisted instruction learning Persian, equipment, basic knowledge among students and the necessary infrastructure in class were required to implement research. The Center for International Education in Tehran was selected as qualified educational center. A researcher-made achievement test of Persian literature for pre-university course was used to assess students' prior knowledge. The experts confirmed this test and it was used as a pre-test to determine the homogeneity of both groups in terms of the level of language ability. Both groups underwent the same amount of teaching during 3 sessions of treatment. The only difference was that the experimental group received the treatment in the form of getting computer-based instruction while the control group received the routine instruction based on traditional teaching methods. Computer-assisted instruction required having some background about how to work with computers, familiarity with the Microsoft office word environment and using its features, using power point, how to work with Internet and send e-mail, and several other technological communication skills. At the end of the treatment, an achievement test, including four lessons of pre-university Persian literature, confirmed by professors of Persian language was administered to both groups as a post-test. Kuder and Richardson Formula 21 (KR21) was used to measure the reliability of pretest and posttest that was 0.871 and 0.789, respectively.

Findings

In this section, the collected data related to the control and experimental groups tested in pre-test and post-test were analyzed using t-test and ANCOVA.

Table 1 shows the results of independent t-test between control and experimental groups in the pre-test. As displayed in Table 1, the significance level is higher than 0.05 in all four skills. Therefore, there is no significant difference between the mean score of the control and experimental groups in the pre-test of Persian language learning skills. In other words, both groups are homogenous before starting the course in terms of the level of language ability.

Table 1: Comparison of pre-test scores of English language learning skills in experimental and control groups

Variable	Group	Number	Mean	Standard deviation	T-test	Degrees of freedom	Significance level
Rules	Control	22	9.0000	1.04654	0.710	42	0.482
	Experimental	22	9.2045	0.85439			
Vocabulary	Control	22	7.6364	2.76105	-0.460	42	0.648

	Experimental	22	7.9545	1.70370			
Dictation	Control	22	8.4545	1.28090	1.042	42	0.303
	Experimental	22	8.8182	1.01823			
Reading Comprehension	Control	22	8.5455	1.76547	0.972	42	0.337
	Experimental	22	8.0000	1.95180			

- Hypothesis 1: Computer assisted instruction is effective in learning grammar and sentence structure in Persian language.

According to the following tables and the results of ANCOVA, the mean score and the standard deviation related to the skill of grammar and sentence structure in the control group are 7.52 and 1.51, respectively. Moreover, the mean score and the standard deviation related to the skill of grammar and sentence structure in the experimental group are 9.36 and 0.80, respectively. Considering the difference in pretest scores based on ANCOVA, pretest scores were controlled ($f= 28.423$, $p= 0.000$), after controlling, it was found that there is a significant difference between two groups in terms of grammar and sentence structure ($f= 30.702$, $p= 0.000$) and the mean score of the experimental group was higher than the control group. Hence, it is concluded that computer assisted instruction is effective in learning grammar and sentence structure in Persian language.

Table 2: dispersion distribution of scores related to grammar and sentence structure in both control and experimental groups

Group	Number	Mean	Standard deviation
Control	22	7.5227	1.51561
Experimental	22	9.3636	0.80448

Table 3: Results of ANCOVA scores related to grammar and sentence structure in both control and experimental groups while controlling pre-test scores

Source	Sum of squares	Degrees of freedom	Mean Square	F-test	Significance level
Grammar and sentence structure (pretest)	25.314	1	25.314	28.423	0.000

Groups	27.344	1	27.344	30.702	0.000
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- Hypothesis 2: Computer assisted instruction is effective in learning the writing skill in Persian language.

According to the following tables and the results of ANCOVA, the mean score and the standard deviation related to the writing skill in the control group are 8.56 and 1.42, respectively. Moreover, the mean score and the standard deviation related to the writing skill in the experimental group are 9.56 and 0.56, respectively. Considering the difference in pretest scores based on ANCOVA, pretest scores were controlled ($f= 9.929$, $p= 0.003$), after controlling, it was found that there is a significant difference between two groups in terms of the writing skill ($f= 9.047$, $p= 0.004$) and the mean score of the experimental group was higher than the control group. Hence, it is concluded that computer assisted instruction is effective in learning the writing skill in Persian language.

Table 4: dispersion distribution of scores related to the writing skill in both control and experimental groups

Group	Number	Mean	Standard deviation
Control	22	8.5682	1.42508
Experimental	22	9.5682	0.56264

Table 5: Results of ANCOVA scores related to the writing skill in both control and experimental groups while controlling pre-test scores

Source	Sum of squares	Degrees of freedom	Mean Square	F-test	Significance level
Writing skill (pretest)	9.611	1	9.611	9.929	0.003
Groups	8.757	1	8.757	9.047	0.004

- Hypothesis 3: Computer assisted instruction is effective in learning the reading comprehension skill in Persian language.

According to the following tables and the results of ANCOVA, the mean score and the standard deviation related to the reading comprehension skill in the control group are 8.40 and 1.70, respectively. Moreover, the mean score and the standard deviation related to the reading comprehension skill in the experimental group are 9.18 and 0.95, respectively. Considering the difference in pretest scores based on ANCOVA, pretest scores were controlled ($f= 46.913$, $p= 0.000$), after controlling, it was found that there is

a significant difference between two groups in terms of the reading comprehension skill ($f= 13.419$, $p= 0.001$) and the mean score of the experimental group was higher than the control group. Hence, it is concluded that computer assisted instruction is effective in learning the reading comprehension skill in Persian language.

Table 6: dispersion distribution of scores related to the reading comprehension skill in both control and experimental groups

Group	Number	Mean	Standard deviation
Control	22	8.4091	1.70878
Experimental	22	9.1818	0.95799

Table 7: Results of ANCOVA scores related to the reading comprehension skill in both control and experimental groups while controlling pre-test scores

Source	Sum of squares	Degrees of freedom	Mean Square	F-test	Significance level
reading comprehension (pretest)	43.006	1	43.006	46.913	0.000
Groups	12.301	1	12.301	13.419	0.001

- Hypothesis 4: Computer assisted instruction is effective in learning the vocabulary skill in Persian language.

According to the following tables and the results of ANCOVA, the mean score and the standard deviation related to the vocabulary skill in the control group are 7.97 and 1.95, respectively. Moreover, the mean score and the standard deviation related to the vocabulary skill in the experimental group are 9.40 and 0.71, respectively. Considering the difference in pretest scores based on ANCOVA, pretest scores were controlled ($f= 36.309$, $p= 0.000$), after controlling, it was found that there is a significant difference between two groups in terms of the vocabulary skill ($f= 15.508$, $p= 0.000$) and the mean score of the experimental group was higher than the control group. Hence, it is concluded that computer assisted instruction is effective in learning the vocabulary skill in Persian language.

Table 8: dispersion distribution of scores related to the vocabulary skill in both control and experimental groups

Group	Number	Mean	Standard deviation
Control	22	7.97	1.95
Experimental	22	9.40	0.71

Control	22	7.9773	1.95471
Experimental	22	9.4091	-0.71774

Table 9: Results of ANCOVA scores related to the vocabulary skill in both control and experimental groups while controlling pre-test scores

Source	Sum of squares	Degrees of freedom	Mean Square	F-test	Significance level
vocabulary skill (pretest)	42.766	1	42.766	36.309	0.000
Groups	18.266	1	18.266	15.508	0.000

Discussion and Conclusion

As mentioned, the first hypothesis was confirmed. Therefore, computer assisted instruction is effective in learning grammar and sentence structure in Persian language. Computer assisted instruction systems have a significant role in the development of education level. The systems help personal, group and classroom training, distance learning and provide a teaching aid to help learners and instructors (Majidi and Seddiqi Moshkenani, 2008). Grammar and sentence structure are considered as a set of rules that allows us to combine words and make larger components (Alavi, 2004). Computer assisted instruction informs learners of academic subjects and practices and provides enough experiences and the necessary skills to succeed as well as proper feedback to continuously evaluate learners' achievement. Behrangi and Asadi (2008) argued that using multimedia builder software reinforces the understanding of English vocabulary, concepts and skills such as grammar, spelling, and writing compared with the control group. The results imply the generalization of using useful software and teaching models. Coli, Krador and Vangel argued that technology can be used to eliminate unequal opportunities for students in various educational fields and they use information available on the Internet equally (Cited in Seif and Beyranvand, 2009). The results of a study conducted by Bashiri and Attaran (2007) showed that the use of computers has a significant impact on increasing learning and learners' interaction with each other and enhancing the morale of doing group work. The results of the present study are consistent with the results of the studies conducted by Behrangi and Asadi (2008), Coli, Krador and Vangel, and Bashiri and Attaran (2007).

The second hypothesis was confirmed. Therefore, computer assisted instruction is effective in the writing skill in Persian language. This finding is consistent with the results of the studies conducted by Behrangi and Asadi (2008), Fazelian and Saadatmand (2004), and Jones (1972) who argued that there is no significant difference in the mean scores of students trained by computers. However, this finding is inconsistent with the results of a study conducted by Morgil Inci S & et al. (2005) who argued that there is no significant difference between the control and experimental groups in terms of the comparison between computer assisted instruction and traditional teaching methods. Considering that one of the

basic strategies of language is the practice and repetition, computer assisted instruction can meet this need. A student can learn the spelling of words correctly by clicking on the images and, if necessary, repeats it several times but this is not possible in traditional classrooms.

The third hypothesis was confirmed. Therefore, computer assisted instruction is effective in learning the reading comprehension skill in Persian language. There was a significant difference between the mean scores of both groups. This finding is consistent with the results of other studies. Fetsco, T & Mc clure (2005) came to the conclusion that when students actively construct their knowledge, training and knowledge are created meaningfully for students and are easily used in new situations. The results of a study conducted by Jafari, Kokhalo, and Hamidi (2009) showed that cognitive functions (evaluation, experience, and composition) based on computer assisted instruction are more effective than the traditional teaching methods. The results of a study conducted by Behrangi and Asadi (2008) showed an increase in understanding the concepts in the experimental group compared with the control group. This finding is consistent with the results of the studies conducted by Behrangi and Asadi (2008), Jafari, Kokhalo, and Hamidi (2009), and Fetsco, T & Mc clure (2005). It can be concluded that learners do not act as a passive recipient, but eagerly use their teacher's guidance and their strengths and weaknesses to determine the learning path. Therefore, learning skills, especially reading comprehension skills, are easily done.

The fourth hypothesis was confirmed. Therefore, computer assisted instruction is effective in learning the vocabulary skill in Persian language. In other words, the mean score of the learners trained by computer assisted instruction is higher than the learners trained by the traditional teaching methods. This finding is consistent with the results of a study conducted by Lourdes (2000) who argued that students' ability to recognize synonyms and antonyms and compound words can significantly be increased using the computer. Moreover, this finding is consistent with the results of a study conducted by Behrangi and Asadi (2008) who argued that using software increases the vocabulary in the experimental group compared to the control group. The results of the studies conducted by Wolffe & et al. (2002) and Swain & et al. (2008) showed the positive effect of Computer Assisted Instruction in the experimental group compared with the control group. Karami and Attaran (2006) investigated the impact of multimedia on students' learning. The results of the study showed that students who learn the course of sciences through the multimedia have better performance than students who are trained based on traditional methods. It can be concluded that in teaching Persian based on Computer Assisted Instruction, teachers play the role of a guide instead of a well-informed person. Therefore, students actively learn words and correctly use them in sentences, and in general students' active role leads to better learning. Considering the results of the previous studies, the result of the present study can be said as follows: learners' development and learning Persian language using computers and educational software are far better than traditional methods. The following reasons are presented to justify the obtained result:

- Timely and appropriate feedback to learners' choices and responses.
- Reusing educational programs due to the reproducibility.
- Newness, novelty and unique attractiveness for presentation of educational materials using computers and educational software, leading to an increase in the interest of learners and active learning.

- Using several senses intentionally in the process of learning based on components of a multimedia program, such as sound, photographs, graphics, color, and movement.
- Engaging in activities, interaction with content in the learning process, leading to meaningful learning.

The present study was faced with some limitations like other studies. The most important limitations included lack of appropriate professional software and training package related to Persian texts for the researcher; lack of the control of confounding variables during training as well as the unwillingness of some students to do homework with computer; finally, they did their homework with the encouragement of researcher. It should be noted that the measurement tools of learning were developed by the researcher.

According to the results of this study, the following strategies can be used to improve the educational system:

The results of this study showed that the computer assisted instruction is effective in Persian language learning. Thus, it is suggested that the necessary measures are taken to facilitate training using advanced technologies. In addition, updating the pattern of teaching to non-Persian speakers, the use of modern technologies and new creativities, and giving importance to students' abilities can improve the educational system. Considering the impact of using computers and appropriate software on the attractiveness of courses and learners' academic achievement and the feasibility of its implementation in schools, it is suggested that teachers use these methods based on their time and materials. In addition, it is suggested that some competitions are performed related to making educational software and curriculum and the relevant festivals are held in this regard. Teachers and schools should be equipped with useful tools for computer assisted instruction. For teachers' familiarity with using computer assisted instruction, it is suggested that appropriate in-service courses are held in training centers to teach the modern methods. It is suggested that teachers consider individual differences and use computer assisted instruction learning method to develop learners' creative talents. Teachers can combine text, visual images and sounds to teach vocabulary and increase the level of remembering and recalling words using computer assisted instruction.

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**ARTISTIC FUNCTIONS OF THE FOLK CONCEPT OF
“WATER” IN THE WORKS OF RUSSIAN AND TATAR
WRITERS OF THE LATTER HALF OF THE 20th CENTURY
(WORKS BY V. ASTAFIEV AND G. BASHIROV)**

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ABSTRACT

The article reveals specific artistic functions of the folk concept of “water” in the works by Russian and Tatar writers – Viktor Astafiev and Gumer Bashirov. The aesthetic mechanism of the artistic manifestation of folk concept in the original text is illustrated by the conceptual analysis of two works by these authors. Conceptual core of the folk concept of water is used almost to the full, primarily in its positive constituent – water-life, water-wealth, water-cleansing. The folk concept is smoothly integrated in the world of the works by two writers using the genre of folk tale. This allows to enhance anthropomorphism of the figurative system of nature, reconcile the world of Nature with the world of a Human, reach the moral level – soul formation of a small character through connecting with Nature. Implementing the concept of water, both authors emphasize the meaning of “part-whole”, which allows to reach the philosophical level of texts and show human as a part of nature.

Keywords: folk concept, image of water, problem of moral development of a character, genre of fairy tale.

Introduction

“Recently there has been an evident increase of interest in key concepts of languages, the study of which allows to reveal specific cultural features of a people” (Zamaletdinov et al., 2012, p. 3). Such approach is called conceptual analysis (in cultural linguistics) and is currently quite new and promising. There is a lot of scientific definitions of the concept, and scientists have not come to a common point of view in this matter. We take the definition of the concept by Y.S. Stepanov as fundamental: concept is “the main cultural unit in the mental world of a human” (Stepanov, 1997, p. 97). At the same time, it is necessary to distinguish between linguistic and literary understanding of “concept”. We shall basically understand concept as a literary notion referring to artistic or literary concept. Here we are interested in the definition by V.G. Zusman who gave the clearest literary definition of the concept in his works. Proving the possibility and the necessity of introducing the idea of concept in the term system of modern literature

studies, the researcher writes that reliance on the concept opens up new possibilities in presentation of literature as a communicative artistic system (Zusman, 2001, p. 11). "Literary concept is an image, symbol or motif that is related to geopolitical, historical, ethnopsychological aspects outside of the artwork" (Zusman, 2001, p. 14). V.G. Zusman emphasizes that it is an involvement in the associative network of culture that makes the literary image a concept (Tarasova, 2010). At the same time artistic concept is considered as a unit of individual consciousness, author's sphere of concepts, verbalized in a single text of the writer (which does not exclude the possibility of evolution of the conceptual content from one period to another) (I. Tarasova). The sphere of concepts of the particular writer is connected to the national mentality and the culture. Therefore, the literary concept is defined not only by the attitude of the writer and his aesthetic preferences, but also by the national identity.

"A particular place in both Russian and Tatar literature is occupied by the concepts of nature folk images. In Russian literature these concepts are vividly presented by village prose writers (V. Belov, V. Astafiev, V. Rasputin, F. Abramov, V. Shukshin). Speaking of Tatar literature such writers are N. Fattakh, A. Khalim, F. Shafigullin, N. Gimatdinova etc." (Motigullina, Golikova, & Zamalieva, 2016, p. 48). People's ideas had a great influence on these realist writers of the latter half of the 20th century, who were close to the people and village and cannot imagine their world without the folk tradition.

In the light of the folk concepts it is natural to consider the prose of the Russian village prose writers and Tatar authors of the 20th century, who are most related to the folk tradition and describe in their works the life of their people in respect to the ancestral traditions.

Discussion

The image-concept of water in the Russian and Tatar folklore comes from mythology and archaic ideas of the world and its inhabitants. Water is one of the elements of the world that plays a crucial role in human life. This folk concept is particularly represented in folk tales and phraseological units. The image of water, or the concept of water, is certainly archetypal and originally reflected in the national mythology. The folk image-concept of different peoples may often have similar features.

Russian people revered water since olden times. The springs of water were idolized, people sacrificed to them and prayed at them. Different rites of the Russian people include sacred actions associated with water. Thus, the cult of water (its purity) is represented in the folk holiday of Ivan Kupala. At the same time, according to the folk beliefs, water can be inhabited by demons – mermaids, vodyanoy (water spirits), evil spirits. Mythological ideas of the people are reflected in a special way in Russian folklore. Thus, in proverbs and sayings water was called "queen" or "mother" ("Bread is the father, water is the mother", "Bread and water are blessed food"). At the same time, they reflect not only fertile properties of water (cleansing, ability to give life to plants and humans), but also destructive ones ("Even tsar cannot control water", "Wait for grief from the sea, and misfortune from water", "Always expect misfortune from water"). Water (water sources – rivers, lakes, sea) was also seen as the other world (for that reason the action in mythology and in fairy tales takes place both in the world of people and fairytale-mythological world located under water). A special understanding of water as living or dead appears in Russian and Tatar fairy tales. Dead water can recover parts of a dead body, and living water revives. In many fairy tales water gives heroic strength, beauty and youth.

In the fairy tale "The Firebird and Princess Vasilisa" the shooter swims in hot water on demand of Princess Vasilisa and becomes "so handsome that no tale can tell, nor pen describe". The character in "The fairy tale about Ilya Muromets" drinks water given him by the elders and feels such strength "that if there was a ring stuck to the damp ground he would grasp this ring and move the earth" (Afanasiev, 2005). The Tatar mythical creature Diyu Perie also drinks barrels of water. A great place in ancient Tatar rituals is occupied by the concept of rain (to summon rain using the ritual of "rain porridge"). Tatar songs contain such related to water images as images of lake, spring, sea, river, etc. The most common of them is the image of water itself. Water often takes away grief and sadness of the narrator. The purity of water is compared with the purity of a human soul. The image of a lake (kül in Tatar) is often used to describe nature and contributes to extremely concise and emotionally expressive description of human grief and sorrow. Sometimes this image together with the words "kaigy", "hesret" (sorrow) forms such metaphorical combinations as "kaigy kule", "hesret kule" ("lake of sorrow") (Zamalieva, 2004). In Tatar folk tales the characters go beyond the seven seas and perform exploits there. They fight with a mythical creature called Diyu Perie. In heroic epos "Idegey", which describes the fall of the Golden Horde, Idegey runs off to Timerlan crossing the Syr Darya river. Tatar folk tales and original fairy tales contain images associated with water in one way or another, such as Su anasy (water spirit), Su iyase (master of water), etc.

Thus, the concept of "water" in Russian and Tatar folklore is defined by archetypical bipolar positions, dual presentation: life-death, purity-evil spirits, mercy-destruction, own-alien, etc. Water in both Russian and Tatar folklore is the symbol of life.

Results

Folk concept of "water" in the story "The Vasyutka's lake" by V.P. Astafiev

One of the brightest representatives of the Russian "village" prose of the latter half of the 20th century is V.P. Astafiev. His prose is amply studied by Russian literary critics, but the aspect of functioning of the folk concept of "water" in his works has not been revealed in full. The work by N.A. Mezhenkaya "Element of "water" in the language of fictional prose of V. Astafiev and V. Tendryakov" (2010) contains quite deep investigation of linguistic-semantic aspect of presentation of the element of "water" in the works by V.P. Astafiev. However, the author does not refer to folk beliefs or comparative analysis of historical and cultural context of Russian and Tatar literature of the latter half of the 20th century. Special attention to the study of the concept of "water" is given in the work by Y.G. Bobkova. However, the work is only devoted to the analysis of the "Notches" cycle.

The artistic world by Viktor Astafiev is defined by a specific character of interaction between Human and Nature. The writer's images of Nature are of ethical origin. Due to the interaction with nature the main character of the story gradually becomes a moral person. Order and disorder (chaos) according to Astafiev are two aspects that determine human existence. The writer associates internal order with morality. A moral person is close to nature. Astafiev's characters try to leave the urban world and become closer to nature. The motif of "escape into nature" performs the modeling and genre function. In many of his works Astafiev describes a model of "natural utopia". And nature itself is seen as the feminine. (Goncharov, 2003; Kurbatov, 1977; Lanshchikov, 1992; Yanovsky, 1982).

In many works by V.P. Astafiev the artistic concept of water is realized and reflected even in the titles. "The Vasyutka's lake" is the direct allusion to the water element. "Tsar-fish" is the indirect allusion to the image of water through the symbolism of fish. In the story "The last bow" the writer also refers to and poetizes the concept of water.

We shall appeal to the writer's famous story called "The Vasyutka's lake" (1956), and analyze the work in the aspect of the artistic functioning of the folk concept of water in the text of the writer. "The concepts represented in the text by Astafiev are mental phenomena that reflect value orientation of the writer. They are realized through various linguistic forms, such as nominative and figurative devices, the author's metaphors, precedent texts, original text constructions based on the explication and complication of a metaphor. The means of concept actualization unite into specific formations called the *associative-semantic fields* (emphasis added. G.G., A.M., L.Z.)" (Bobkova).

The story described by V. Astafiev is quite simple. The 13-year-old Vasyutka goes to the woods, gets lost and cannot find his way home. Vasyutka's wandering in the taiga is a symbolic "way to oneself". In the end of his journey he finds a lake full of fish and then the Yenisei. It becomes an important and valuable finding because the fishermen from his father's team were failing meet the target: fish have gone deep, and the catch was small. They call the lake in honor of Vasyutka, hence the title of the story – "The Vasyutka's lake".

V. Astafiev certainly uses the folk element in representing the element of water. In order to understand how the folk concept of "water" is used and whether it is a subject to artistic transformation we shall consider the most important associative-semantic groups in the story by V. Astafiev which form the *associative-semantic field of the concept of "water"*.

1. *Associative-semantic group "water – homeland – wealth"*

At the very beginning of the text the writer refers to the concept of "lake" which determines the idea of the story. First come the names of lakes and rivers – Baikal, Yenisei. Even the Kara sea is mentioned. The writer emphasizes that there is a great number of such small lakes in our country as the one found by Vasyutka: "There is plenty more nameless lakes and rivers because our Homeland is grand". And its wealth is great as well – *ruffs, minnows, sterlet, omuls, sturgeon*. Astafiev lists all of these valuable fish species. Thus, from the beginning of the text we can see a special tone of the work: lakes and rivers, and even sea – these are all a great big country. And, in the author's opinion, there is no distinction between small and large. A special place in the story belongs to the great Russian Yenisei river. The lake found by the main character helps him to get to the Yenisei, where he gets found and taken home. The hero is fascinated by the beauty of the river: "The boy wandered around ready to drop. Suddenly the forest opened and Vasyutka saw the sloping bank of the Yenisei. The boy froze. It took his breath away – so beautiful, so wide was his home river!" He refers to the river as a hero of Russian fairy tales: "Father-Yenisei!". In general, the image of the Yenisei, the great Russian river, is represented in all the writer's works: it is poetized, exalted, it takes a special symbolic meaning and becomes the centre of the existence of the Astafiev's characters. The image of the Yenisei is defined by the folk tradition: it helps to express love for the homeland, the Fatherland.

2. *Associative-semantic group "water – substance"*

At the same time the concept of "water" is represented in its original quality, namely, as a substance. For example, the sweat Vasyutka was covered with from fear when he realized that he was lost, or the tears he cries about being lost in the taiga and the thought of his mother crying. But when the hero was found he cried the tears of joy. Here as well the writer uses the folklore core of the concept, representing its dichotomy: water – grief, water – joy.

At the same time water as a substance is represented in the form of fog and dew. The fog appears in the work twice as an image associated with fear, discomfort, uncertainty of Vasyutka's fate.

3. *Associative-semantic group "water – element"*

Water is also present in the story as an element of nature and acquires a metaphorical meaning. First of all, the concept of "rain" stands out from the very beginning of the story: "The autumn rains have distended the river and the water in it rose", "the dark waves of the river evoked despair" (Astafiev). At the end of the story the rain is presented as a *ruthless element* which a man cannot shelter from: "It began to rain. First, the drops were big and rare, but then the clouds thickened and it poured, poured". The image of rain is also associated with the concepts of cold, *helplessness of a human*: "it was dark and rainy in the forest. It was still miserable; it became even colder". It rains very *hard*: "The rain did not stop. The fir was swaying with the blast, and the cold drops of water were falling down Vasyutka's neck". The force of the rain makes Vasyutka swear: – What a cursed shower! – swore Vasyutka at rain. Wandering in the taiga Vasyutka uses such characteristic vocabulary more than once. For that reason, the phrase "evil force" then appears in the text. The autumn rain is associated with the *destructive elements*: "The aspen wood became almost naked during that night. The dark red leaves lied on the ground like thin slices of beetroot. The water in the river has considerably risen. The forest life fell silent. Even the nutcrackers were silent" (Astafiev).

4. *Associative-semantic group "water – reservoir"*

The concept of water is most vividly represented through the image of the lake found by Vasyutka in the taiga. This reservoir is shown very ambiguously. First, we see a swamp, then there is a small dull lake covered with duckweed, but full of fish. But then the hero realizes that everything he saw was only the head of the big lake with a branch, a small river, that flows into the Yenisei river (space expansion). The writer uses the opposite states of water – *standing and streaming water*, which make the concept of water associated with the motif of difficulties and deliverance. The most negative representation of standing water is a swamp. The lake with a small river flowing into the Yenisei becomes a symbol of the hero's escape from a difficult situation. The symbolism of the lake image is obvious. As the whole story, despite its realism, is written according to the fairy-tale formula (hero's fault, his punishment and then gain of wealth), the lake symbolizes not only the desired deliverance, that is escape from the taiga, but also the gain of material welfare. "There was really a lot of fish in it (the lake. – G.G., A.M., L.Z.). Grigory Shadrin's team, and soon one more kolkhoz team, switched over to the lake fishing. A small hut was built near this lake in winter. The kolkhozniks brought their fish containers, salt, nets and started fishing there" (Astafiev).

5. *Associative-semantic groups "water – life", "water – cleansing", "water – salvation"*

The image of the lake is associated with its numerous inhabitants. Vasyutka finds a great number of ducks, shoots and roasts two of them, and thus escapes from hunger. The lake is rich in white fish: "Vasyutka has never seen so much fish. And it was not just any lake fish like pikes, roaches or perches. By broad backs and white sides he recognized peleds, broad whitefish, common whitefish. It was the most amazing thing. White fish in the lake!" Such an abundance of living creatures symbolizes the vital principle, which is relevant to the folk beliefs. And even Vasyutka is compared with fish, when the grandfather of the hero exclaims: "The little gudgeon is found!". Similarly to the heroes of Russian fairy tales and epic poems, Vasyutka gains strength when he sees the Yenisei river and washes his face with the river water. At the same time the concept of water is associated with the symbolism of the hero's moral purification, because Vasyutka does not show good behavior: he smoked at school and was naughty during breaks. In the taiga the hero reflects, remembers his lifestyle, condemns his behavior – the hero "is seized by a feeling of remorse". We can see the process of moral purification, which is symbolically shown in the episode of face washing. It is noteworthy that the lake, as well as the whole taiga, becomes a living creature, which is represented by the writer through such literary device as personification: "The lake was covered with wrinkles, the shadows on water began to sway, the clouds hid the sun, everything around him became gloomy and miserable" (Astafiev).

The concept of water used by Astafiev performs an additional *function* of salvation. Near the lake Vasyutka hears something similar to the mosquito buzz. But it was a ship whistle: "The boy knew these taiga's tricks: the whistle always responds to the nearest pond". The ship is whistling on the Yenisei! The hero finally comes out to the big river.

The folk concept of "water" in the story "Tugan yagym – yashel bishek" ("The Green cradle – the native land") by G. Bashirov

The study of the concepts of the Tatar culture in fiction becomes a subject of scientific research, especially, in the aspect of translation into other languages (Nagumanova, Gainullina, & Shemshurenko, 2017). At the same time the folklore figurativeness in the Tatar prose style of the 20th century is scarcely studied by the scholars. One of the prominent Tatar writers of the latter half of the 20th century is Gumer Bashirov (1901-1999). The oeuvre of the Tatarstan national writer, the classic of Tatar literature of the 20th century, is a part of the golden cultural fund of the Tatar people. "It is the writer who carefully studied and knew the national customs and traditions very well, and described them in his works authentically, in great detail, vividly but in lay terms" (Rashitova, 2010). A special place in the oeuvre of G. Bashirov is taken by the culture of the Tatar people represented in the folklore.

"In 1965-1968, G. Bashirov was working on the autobiographical novel "Tugan yagym – yashel bishek" ("The green cradle – the native land"). The novel was published for the first time in 1968 in the magazine called "Kazan utlary" ("The Kazan lights") and immediately drew the readers' attention with its folk character and perfect language. It used words and phrases, and figural expressions, typical of the folk lore. It is expressed by frequently used parallels between existence of nature and human, between the character of nature and human. This peculiarity of G. Bashirov's artistic manner was most vividly presented in the novel "Židegän chishmä" ("Seven springs of Altynbike") dedicated to the common human problems, such as love for nature, the call to respect it and stop abusing its resources" (Rashitova, 2010).

The story "The native land - my green cradle" tells us about the childhood and the youth of the writer, spent in a remote Tatar village, about the life of his relatives and fellow villagers. This unites it with the works of V. Astafiev that represent the autobiographical element and the theme of nature in the same vivid manner. The novel by G. Bashirov, like a mirror, reflects the inner world of the author: his kindness, unselfishness, diligence, honesty, love. He is not only an observant person, but also a gifted artist, who is able to see the world and be amazed by simple things we often do not notice. The writer knows the nature of his homeland and understands it. Thus, the work by G. Bashirov "The native land – my green cradle" teaches us to see the beauty around, enjoy the interaction with the world around us, shows us the souls of other people, animals and birds. A special place in the story is taken by the *image-concept of water* conceptualized in the folklore tradition. We shall define the typical associative-semantic groups of the novel that determine the associative-semantic field of the concept of "water".

1. Associative-semantic group "water – life"

Water is initially perceived by the writer as a vivifying force, and, first of all, it is the power of the rain (as opposed to Astafiev). If there is no rain in summer, then there will be a drought. The nature will wither away from heat, and the people, animals and birds will die of hunger. The drought never comes alone. It brings murrain, epidemic diseases and terrible fire that burns entire villages to ashes. "Look around in scorching days and you will certainly see the ominous plume of smoke over some village. And then the sky is covered with glow and the sanguine flames break through the black clouds of smoke. That is why the Mullah and the mosque elders of the Tatar village went to the fields to pray to Allah for rain. The Kryashen priest allegedly brought the icon with brushes to the field and cried prayer over the crops. But the rain never came. So it was decided by villagers to make the rain porridge as in the old times" (Bashirov, 1983). The customs of the Tatar people are associated with water, for example, a special custom to summon rain – the "rain porridge".

2. Associative-semantic group "water – part of nature"

The author writes with love about the spring, about the folk legend of the water-hole. "When I carry a jug of water from the spring of Ushar, I unwillingly stop in the lowlands near the round, as a well, water-hole. This is the "eye of the sea!" The whole village calls it that way. It never freezes over in winter, just steam can be seen above it. The water in the water-hole is muddy and frighteningly dark. They tried to touch the bottom of it using the pole or the stone tied to long reins, but nothing worked. The old men believe that this is as it should be. The water-hole, they say, is connected to the faraway sea through the underground passages. The sea is a vast and infinite water expanse, and the water-hole is its eye through which it can see the other end of the world" (Bashirov, 1983). It is noteworthy that the words "spring" and "sea" are lexically connected, which extends the natural geography of the work and creates a field of deep interconnection of all the natural phenomena. The writer pays special attention to the "part – whole" relationship.

3. Associative-semantic group "water - Nature – Being"

The Nature, as well as the water sources, are interpreted by the writer as the animate images (folklore and mythological anthropomorphism). The author describes the river as a living being using the device of personification. "Our river comes to life under the hill. At first it groans and sighs as if it took on the

back-breaking toil. Then suddenly, with a roar and a crash, it breaks the thick ice that throttled it the entire winter and splashes up..." (Bashirov, 1983).

In general, the autobiographical novel by G. Bashirov is written in the genre of fairy tale, which is used for psychologically accurate description of world cognition by the child, the process of his own *inner world forming*. According to the little Gumer, all the real-life situations are associated with fairy tale characters.

Summary

Thus, the folklore concept of "water" in the story by V. Astafiev is represented in its invariant. In his work, we believe, the writer does not transform or destroy the folklore concepts but complete them with his own thoughts to express his own world view close to the people's understanding of world. Water is represented here as the destructive element, but at the same time it is the source of life and wealth, it becomes the deliverance for the main character and performs a mostly positive function. A special attention is paid to the great Yenisei river honored in the story as the father, which is associated with the folk and mythological beliefs of the Russian people. V. Astafiev, preserving in his story bipolarity of the folk concept of water, makes stronger emphasis on the vivifying, magical power of water. Thus, despite the realism of the story, it brightly reflects the folklore ideas. At the same time, the writer connects the concept of "water" with the patriotic theme, the theme of love for homeland. The concept of water also symbolizes the motif of moral purification, the story represents the symbolism of purity and salvation (perhaps the Christian purification). In general, the whole story is built, as mentioned above, on the structure of a folk fairy tale, which logically defines "fairy-tale" functions of the images of nature. In his story V. Astafiev personifies the nature of the taiga, makes it alive and, according to the genre of fairy tale, the Nature and the lake as the rightful characters of the story become the supporting characters. These ethical and aesthetic tendencies will also be reflected in his future works. The writer imbues the concept of "water" with moral content, preserving the folklore dominant ideas and national core of the concept. "The most important general idea of the concept [of water] is the idea of being, existence, endowed with spiritual significance" (Bobkova). All the mentioned functioning features of the folklore concept of "water" in the story by Astafiev determine its *harmonious functioning* in the artistic world of the writer due to representation of symbolic (to a greater extent) and metaphoric figurativeness (to a lesser extent) in the text of the realist narrative.

In his novel G. Bashirov also makes an emphasis on the fairy-tale elements and the genre aspect, which affects the style and the manner of the book significantly. The concept of water is also understood by the Tatar writer in the light of the folklore ideas. Water, according to both Bashirov and Astafiev, is the symbol of life and everything around. However, there are some significant differences. The Tatar writer uses the concept of the rain from more positive point of view. Rain is not just an element (destructive one according to Astafiev) but a vivifying force associated also with the Islamic semantics and rituals. The river and the spring are the symbols of the beauty of nature that forms the inner world of the main character. In addition, G. Bashirov does not use the symbolism of purification. His character is initially a child open to the world and with pure soul, and the beauty of nature, especially spring nature, only contributes to harmonization of the child's world. In general, the concept of water is built by the two writers according to the same lexical-semantic algorithm: *water-life, water-wealth, water-nature, its beauty,*

water-purity of soul. Despite the difference in national ideals, when representing the folklore concept of water, both the Russian and the Tatar writers base their stories on archetypes.

Conclusion

Thus, V. Astafiev and G. Bashirov represent the folklore concept of “water” in their works in a specific manner. First of all, the writers use the genre of fairy tale, which already defines their close relation to the national folklore tradition.

The folklore concept of water does not suffer any significant changes in their texts, but is organically introduced to the text of the works without destroying the realistic aesthetics. The authors choose the positive semantic field of the concept of water – *water - life*. The concept of water is determined by the meaning of the nature's beauty, its wealth. It is associated with the expansive semantic meaning that determines close interconnection of a “part” and the “whole”: the lake according to Astafiev is a big river, and the spring according to Bashirov is the sea. Water as part of nature in the works of the Russian and Tatar writers becomes the symbol of the child's inner world formation. At the same time the writers emphasize the idea that a human is also a part of nature and is closely related to it. The relationship with nature is the basis of moral stand of a person. This idea runs through both works of the two writers.

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THE MODALITY OF INFINITIVE CONSTRUCTIONS IN LINGUISTICS

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Abstract: This article observes semantics of the modality of possibility and impossibility of infinitive constructions on the material of Russian proverbs and sayings. The matter is that constructions of modal components and an infinitive can express unreal and potential actions depending on forms of mood and tense of a verb, functional type of the sentence and lexical meaning of a modal component.

Keywords: the modality of possibility, the modality of impossibility, infinitive constructions, proverbs, sayings.

Introduction: The problem of modality is not new to linguistics and has quite long history of studying. Nevertheless, despite the large number of works, the perspective of modality did not receive the conventional decision in a modern science. Diversity and ambiguity of this category allows approaching modality problems from the different points of view and carrying out researches diversely. The question of borders of category of a modality is solved by different researchers differently.

Methods: In the given article the integrated approach was used. Its basis is made by the structural-semantic method which is showing in joint consideration of the formal and substantial parties of the language of Russian proverbs and sayings.

The problem of modality also means its realization in the language that is difficult and many-sided. The modality is allocated among the main categories which represent a necessary element of the statement. Many known linguists devoted their works to researching of the category of modality. The basic provisions, defining the essence of the category of modality in the modern Russian language, are stated in V. V. Vinogradov's work: «About the category of modality and modal words». The linguist characterizes

this concept: "Each sentence includes modal meaning as an essential constructive sign, i.e. comprises the indication on the relation to reality" [1, p. 38].

It is well-known, that the modality joins predicativity and it is one of the main signs of any sentence, i.e. it is actually syntactic category. Following V. V. Vinogradov's concept, we understood modality as the relation of the contents of the statement to reality (reported to its real implementation) from the point of view of the speaking. There are objective and modal meaning of reality / irreality, subjective-modal meaning of reliability / probability, predicate modality of possibility, impossibility, etc. actions marked out in linguistics.

Proverbs and sayings is a widespread genre of folklore, accompanying people for a long time. Such means of expression as an exact rhyme, the simple form, brevity, made proverbs and sayings resistant, remembered and necessary in everyday speech. They give clear positive and negative lines of life, claiming or criticizing, eulogizing or mocking.

Materials and methods of research: The material for this research is 150 units (proverbs and sayings), taken from the dictionary of «The proverbs of the Russian People» by V. I. Dahl. There is a debatable problem of differentiation of proverbs and sayings from phraseological units. The essence of proverbs and sayings, as language phenomena, isn't found out up to the end, thus, the presented material as the lingvo-creative phenomenon, having a huge flow of historical and cultural, lingvo-cultural information is still actual and draws a lot of attention of researchers all over the world. In the given article the integrated approach was used. Its basis is made by the structural-semantic method which is showing in joint consideration of the formal and substantial parties of the language of Russian proverbs and sayings.

As well as any other modal meaning in the Russian language, the meaning of possibility and impossibility in proverbs and sayings can be expressed lexically - by means of special vocabulary, morphologically - by special modal words, syntactically - by special constructions.

The actuality of this article is caused by great interest to studying of proverbs and sayings which combine in it signs of units of different levels of language: the active use of proverbs with an infinitive component and also insufficient study of proverbs and sayings as means of a verbal expression of will.

Purpose: Within this article we will stop on constructions with an infinitive as the predicative center. It should be noted that, the category of modality of possibility, impossibility has no formal expression in an infinitive paradigm. Nevertheless, the research of proverbs and the sayings, containing an infinitive or infinitive constructions, allows finding certain modal meanings in this verbal form. It is necessary to note, that the expression of the modal relation to the action, fulfilled by an infinitive, makes the main content of the various constructions which are formed with an infinitive.

Theoretical Background of Study: Many works in linguistics are devoted to researching of the category of modality of possibility, impossibility: (V. V. Vinogradov, A. V. Bondarko, G. A. Zolotova, O. L. Kamenskaya, I. B. Khlebnikova, U. S. Stepanov, V. V. Gurevich, E. I. Belyaeva, V. V. Panfilov, N. M. Makovka and others).

Thus, under «possibility of implementation of an action» we understand its potentiality: an action will probably be carried out under any conditions, and, respectively, becomes reality, and it is also possible it

won't be carried out, and, thus, remains only unrealized possibility or potentiality. Actually possibility is defined by ability or inability of the subject to this action, or conditions in which the action proceeds. Under impossibility – modal meaning of an impracticability, an action impracticability; lack of the conditions favorable for implementation of this or that action. In the sentence modal meaning of impossibility is created by various means. The basic – the existence of negative components in the sentence structure.

Discussion: It is known, that on common use among the constructions expressing modal meanings of possibility and impossibility, it is possible to allocate connections with the following verbs: can, dare, be able that has already been noted by V. V. Vinogradov. The modal meaning of possibility of an action is realized as a part of sentences by means of the following words: can, be able/manage, to be in time, to manage, be successful, to guess, to cope, to risk, to manage, to have possibility [1, p. 45]. *Who is able to live in the house, he doesn't go to tell fortunes.* Imperfective aspect of the verb in this proverb shows that the action expressed by this construction is represented in its current, in the process of commission, and thereby in duration or repeatability. The form of imperfective aspect of an infinitive with meaning of duration of action emphasizes its potentiality. *You were able to live, be able and to die. You were able to lose, be able and to find.* The use of an infinitive in these constructions in the form of perfective aspect also shows potential action, as the meaning of potentiality itself is inherent in an infinitive. The form of an imperative mood of an auxiliary verb «be able» attaches to all sentence the significance of obligation, though the meaning of possibility of fulfilling of an action here remains: to find possibility, be able, «to die, find». Telling itself doesn't carry out action, and demands its performance. The action is unreal, demanded.

In the above described examples, the construction «be able» with an infinitive has meaning of «possessing ability, be able». This verb doesn't express the action, but only informs of possibility of its performance, so, reviewing the last presented examples, we understand that: «if one managed to lose something, he should have possibility to find the lost», «the person who lives in a family peacefully and observing family traditions, he doesn't go to fortunetellers». Constructions of a verb "to be able" and an infinitive: "is able to live", "be able to die", "be able to find", express possibility caused by the situation.

The modal meaning of impossibility is connected with a number of such phenomena, as: particle «not», pronouns and adverbs with prefixes «not» and some other predicatives with a prefix «not». T.V. Markelova marks out the following means of expression of denial: particle «not», negative pronouns: «anybody, anything, etc. », adverbs «anywhere, never, nowhere, etc. » [2, p. 47]. *Why should I become reconciled with one who isn't able to quarrel? It will be done harm to those who aren't able to live the house.* In these examples the form of imperfective aspect of an infinitive constructions caused impossibility of commission of action by the situation: «we won't be able to reconcile with the person who isn't able to swear since there is no reason for reconciliation, as we weren't at odds»; «if the person isn't able to live at home, in a family, by the family rules established by norms, customs then inevitably some trouble may happen».

There are some frequent cases of expression of the modality of possibility, impossibility, within one proverb: *I managed to speak but I didn't dare to speak. I am able to speak but I don't dare to speak.* From the presented examples we understand that: the person had (has) possibility to tell, express his opinion, but there was no possibility to fulfill this action owing to any subjective or objective circumstances.

Thus, proverbs and the sayings containing constructions of verbs "to be able, can, dare" and an infinitive react to all phenomena of reality, reflect life and outlook of the people, transfer household, social, philosophical, moral and ethical, esthetic national views, have modal semantics of possibility, impossibility of commission of action with various shades of meaning: approvals, disapproval, extreme persistence, the recommendation, advise of commission, or not commission, quite often they have instructive character: *You were able to live, be able and to die. He is not able to do serious work by himself, but shouts one for all. I don't dare to show the face.*

Proponent position among explicators of modal meaning of possibility in proverbs and sayings occupies the predicative «it is possible», possessing capacious modal semantics and being stylistically neutral. There is quite often the determining situation in sentences with meaning of possibility which is cornerstone of a potential situation: *To marry is not to sneeze: it is possible to tell beforehand.*

Thus, we will investigate functioning of the predicative «it is possible» in the infinitive constructions. Predicative «it is possible» in an impersonal construction with an infinitive has the meaning: «probably, there is an possibility to do (to make) something, it is allowed»: «It is possible to get a sin, and destroy precisely». In the presented example the following opinion is expressed: to sin or make something bad doesn't make special work, and it will be difficult to get rid of a sin. The predicative used in a postposition to an infinitive, emphasizes, increases the modal meaning of possibility.

The bridge is not the Lent, it is possible and to drive all over. In the given example, it is spoken about physical capacity to make action: «the bridge, it is simply a bridge, an obstacle in a way which can be overcome, in comparison with the Lent, which is impossible to break by no means». The possibility of implementation of the action by an infinitive is estimated by the speaker.

The modifier «it is possible» in Russian proverbs and sayings most often acts in impersonal sentences where verbal not expressiveness of the subject and action is represented as independent of the figure: *Dashingly to trouble a misfortune, it is possible to be gone soon.* In this example the semantic emphasis in a construction without "the dative subject" is placed not on the figure, but on the action, on possibility of its implementation irrespectively of those who have such possibility. Here the figure as if is detached «is placed off-screen» [3, p. 78], therefore the meaning of possibility in an impersonal sentence is given in a generalized view: *It is possible to correct but will be worse. It is possible to eat this trouble with bread.* (Action can concern anyone).

The nature of impossibility is transferred in proverbs and sayings by antonymous to a predicative «it is possible» a modal adverb «it is impossible», here possibility of realization of a situation is exposed to denial. A.M. Peshkovsky considers these words remarkable by that, «being not adverbs, i.e. without meaning a sign, they are used, nevertheless, only with verbs» [4, p. 166]. These sentences enter the relations with sentences either with obligatory, or with facultative denial, depending on a verbal aspect. I.G. Osetrov considers constructions «it is impossible» with an infinitive of imperfective aspect to the statements expressing the modal meaning of obligation [5, p. 35].

Semantic specifics of a predicative «it is impossible» is in realization of meaning of objective possibility not to have possibility, and also conditions for action performance, the modifier is characterized by dispassionateness of an action, independence of process and a state from the active figure: *It is impossible not to heat up at the furnace.* This example testifies to «impossibility of sitting at the furnace and not to heat

up». The construction of this predicative with a negative particle at an infinitive has the meaning: «it is necessary, has to» expresses the modal meaning of obligation. A.M. Peshkovsky notes here weakening of denial: «... denial repetition... creates positive sense » [4, p. 389]. Action is presented as potential with an obligation shade: «it is impossible not to heat up = it is necessary to heat up».

The modal meaning of impossibility can be implemented in impersonal sentences. It is possible to note complication of this modal type by a meaning shade «the absence of hope for success»: *Don't order to tell, it is impossible to conceal*.

The sentences with an infinitive of perfective aspect and a predicative «it is impossible» mean impossibility of implementation something and correspond to actually negative infinitive sentences: *It is possible to tell lies, and it is impossible to muddle*. Action is presented as potential, impossible owing to certain conditions.

Sentences with an infinitive of imperfective aspect and a predicative «it is impossible» in the same meaning are correlative with sentences with «there is no possibility»: *At a loss to trade (it is impossible to sell)*. *The earth can't stand without tsar (it is impossible)*. Such sentences can also mean prohibition, and then they correspond to sentences with facultative denial with «it isn't allowed» or with sentences without denial with «it is forbidden». Action is presented as potential. In such constructions the meaning of impossibility of an action is expressed.

There is an interesting fact, that the large number of realization presented by expressional versions of sentences with a predicate infinitive + «it is impossible» in Russian proverbs and sayings, where on the first place the infinitive is taken out, and the word-form depending on it, remains on the last place, it is a sentences with «frame accent structure» [6, p. 325]. Such inversion with a preposition of an infinitive and a postposition of a predicative «it is impossible» is an aberration that is more usual for statements of colloquial style. This discrepancy of the language phenomena to the standard, being cornerstone of expressivity, not typicalness and therefore singularity and expressiveness of the speech, are inherent in the style of Russian proverbs and sayings: *Mother the earth, it is impossible to speak*. *The song is over, it is impossible to sing more*.

Conclusion and results: Therefore, in proverbs and sayings, in semantics of a modality of possibility, impossibility compatibility of modal modifiers «it is possible», «it is impossible» with an infinitive both perfect, and imperfective aspects are used.

Summing up the above results, it should be noted that semantics of a modality of possibility and impossibility of infinitive constructions in proverbs and sayings can create various private modal meanings and shades: allowed possibility, possibility of an action with an estimation shade, potential impossibility, impossibility of an action with a meaning shade «the absence of hope for success», approval, disapproval, the recommendation, caution etc. The constructions of modal components and infinitives can express real/irreal/potential action, depending on forms of an inclination and time of a verb, functional type of the sentence and a lexical meaning of a modal component.

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A CONTENT ANALYSIS OF VOCABULARY LEARNING WEBSITES WITH A VIEW TOWARDS MATERIALS DEVELOPEMENT

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Abstract

Vocabulary is an important domain of learning L2 since meaningful communication cannot take place without access to a wide range of words. Almost all researchers would agree that limited word knowledge in L2 can limit learners' receptive understanding and productive communication. However, there are many constraints or challenges faced by teachers of L2 vocabulary. One way to overcome constraints in L2 vocabulary learning in an EFL context is to encourage independent learning outside the classroom, for example by using a technology-assisted vocabulary learning program. Although vast amounts of authentic materials are now available online to help language learners build up vocabulary and language skills in many languages, the consumer is almost 'spoiled for choice', and often at a loss where to begin (Loucky, 2009). The present study aims at providing an overall menu of language learning and teaching websites, to help both students and teachers select more useful Computer-Assisted Language Learning (CALL) sites and programs, showing how to combine them into an effective online reading and vocabulary learning program for either classroom- or self-access. In order to collect the required data, 300 websites which are designed to teach vocabularies in different fields of study, for different ages and requirements, and various levels of proficiency applicable to different learners were selected randomly out of thousands of websites working on this issue. Overall, it was found that around 30% of the selected websites followed language learning principles in the presentation of vocabulary learning and teaching materials. 26.66% of the websites contained a test to check learners' understanding. 37.66% of the studied websites used videos, audios, games, and etc. to facilitate learning and to enhance learner engagement. As authenticity is a crucial factor for choosing a websites, especially for education, 41.66% of websites were created and then managed by educational scholars and institutes such as university teachers, colleges, main universities, experts, and etc. The implications and applications of the study are also mentioned.

Keywords: vocabulary, CALL, language learning, language teaching, online learning

Introduction

Vocabulary is an important domain of learning L2 since meaningful communication cannot take place without access to a wide range of words. Almost all researchers would agree that limited word knowledge in L2 can limit learners' receptive understanding and productive communication. Moreover,

inappropriate lexical use may have relatively significant consequences for communication since a lexical item carries a speaker's or writer's intended message (Davis, 1989; Gass, 1988; Thornbury, 2002).

However, there are many constraints or challenges faced by teachers of L2 vocabulary (Nation, 2008; Thornbury, 2002), not to mention the obvious laboriousness that EFL learners face on the road to learning new words. Among all the constraints and challenges faced by both teachers and learners of vocabulary, perhaps especially in an EFL setting, there is some consensus that the most problematic constraints are related to a lack of time and opportunity to both teach and learn vocabulary.

Acquiring vocabulary in L2 is rather a difficult and demanding process and most of the language learners wish to know which vocabulary learning method and/or activity is more beneficial or even the best one (Kilickaya & Krajka, 2010); however, the responses to this question vary and there is no clear-cut answer though there are some various suggestions and conclusions drawn from the studies related to vocabulary acquisition such as keeping a notebook, regularly reviewing and using vocabulary items in context.

In order to overcome this restriction and provide learners and teachers with better opportunities and a variety of activities, computers and the Internet have been put into use in the foreign language instruction and the positive effect of computer-assisted instruction on developing reading comprehension skills and vocabulary acquisition has been reported in numerous studies. Computer-assisted vocabulary acquisition can have its different instantiations, ranging from Web-based reading tasks with glossing support, through dedicated vocabulary learning software to online personal vocabulary learning systems.

Review of the Related Literature

Theoretical Accounts of Online Vocabulary Learning

For learners, online learning knows no time zones, and location and distance are not issues. In asynchronous online learning, students can access the online materials anytime, while synchronous online learning allows for real-time interaction between students and instructors. Learners can use the Internet to access up-to-date and relevant learning materials, and can communicate with experts in the field which they are studying. Situated learning, or the application of knowledge and skills in specific contexts, is facilitated, since learners can complete online courses while working on the job or in their own space, and can contextualize the learning.

For instructors, tutoring can be done anytime, anywhere. Online materials can be updated, and learners can see the changes immediately. When learners are able to access materials on the Internet, it is easier for instructors to direct them to appropriate information based on their needs. If designed properly, online learning systems can be used to determine learners' needs and current level of expertise, and to assign appropriate materials for learners to select from, to achieve their desired learning outcomes.

According to Spiri (2007), "A growing tendency to use the Internet as a means of delivering computer-assisted vocabulary acquisition has led to the shift of focus onto the design and implementation of online vocabulary-oriented learning management systems. Intentional study of vocabulary, based on learner-made word lists supported by accompanying interactive vocabulary

exercises, all create appropriate conditions for learners to improve their language skills in the target language”.

Research Findings on Online Learning

Technology-assisted vocabulary learning has been an attractive option for L2 learners to teach L2 vocabulary since it can provide vocabulary lessons at suitable times for adult learners and keep track of their learning schedule (Lu, 2008; Ma & Kelly, 2006; Miles & Kwon, 2008; Thornton & Houser, 2005; Yamada et al., 2011).

A few studies have demonstrated that technology-assisted vocabulary learning is gaining momentum in second language vocabulary learning (Koole, 2009; Stockwell, 2007, 2008, 2010). A key task for EFL teachers today is likely to become familiar with existing technologies and perhaps to encourage their learners to make use of such technologies for vocabulary learning, as long as the technologies are useful.

Using the Internet as a learning tool has great promise, but also poses significant challenges. Theories and research confirm the importance of students' engagement in self-regulated learning processes for effective Internet learning. Ebner & Ehri (2013) describe a structured think-aloud procedure intended to support students' engagement in proactive self-regulated learning processes when learning on the Internet. The structured think-aloud requires students to self-regulate their learning by verbalizing their plans and evaluating their actions to achieve their online learning goals. They discuss their recent empirical research with 70 college students on the effectiveness of using the structured think-aloud procedure to increase their vocabularies on the Internet. The practical applications of using the structured think-aloud procedure to support students' Internet learning in school or at home are discussed. This includes explaining how teachers can instruct students on critical metacognitive thinking processes by teaching them to use the structured think-aloud procedure.

Conceptualization of Material Development

According to Tomlinson (2001, p, 66), materials refer to anything which helps learners, learn more efficiently. He also claims that the majority of people may explain the term “language-learning-materials” with course books since this is what they have mainly experienced in the realm of material application.

As a matter of fact, material forms and types can play a fundamental role in the qualification and speed of learning process. As almost everybody has experienced at least a form of materials, they can be presented as many forms as text books, workbooks, CDs, DVDs, videos, given exercises by teachers, cassettes, dictionaries, handouts, newspapers, emails, YouTube, grammar books, and any other forms which are assumed as a means of improvement in learners' knowledge and deal with language being learned. According to what is mentioned above, teachers and instructors have a wide selection in developing proper materials for each group of learners. Therefore, books are not the only existing learning and teaching materials, especially in the current era.

Students more often are using the Internet as a significant information source (Dabbagh & Bannan-Ritland, 2005; Davidson-Shivers & Rasmussen, 2006). In a recent article published in Middle School Journal, Jackson (2009) described the need for middle school students to be able to use the Internet to

gather and synthesize information relevant to learning. However, while the Internet can speed students' access to varying sources of information, it may also present new challenges to learning.

Learning Vocabularies through Websites

Previous research confirms that lexical development plays a principal role in different aspects of L2 acquisition (Bresnan, 1982; Cook, 1996; DeBot, Paribakht, & Bingham Wesche, 1997; Gadzar, Klein, Pullum, & Sag, 1985; Levelt, 1989; McLaughlin, 1980; Nation, 2001; Salaberry, 2001; Segler et al., 2002). Therefore, most current studies on L2 vocabulary acquisition focus on determining the most effective ways of interfacing computer-mediated resources with traditional best practices for vocabulary instruction (Fuente, 2003).

For many learners studying English as a foreign language, vocabulary learning is considered as boring, as they have to memorize unfamiliar words and spelling (Nguyen & Khuat, 2003) and they are typically asked to complete lots of exercises. Learners find it hard to engage in such rote learning of vocabulary activities. In order to alleviate the problem, computer-assisted language learning (CALL) systems often use multimedia to engage learners more in the learning process.

Appropriate use of sensual stimuli is believed to be beneficial to learning, not only for ordinary learners but also for learners with learning difficulties. Allen (1983) believed that the more coherent sensual stimuli a learner is exposed to in a learning process, the higher the chance that she/he will learn successfully. Taylor (1990) added that 'a combination of stimuli is desirable, with written consolidation for adults, in order to facilitate transfer from short-term to long-term memory' (p. 17). Heidemann (1995) expressed a similar view in relation to three main concerns guiding the design of the visual materials on learning web pages, namely learner-oriented principles (e.g. maintaining learner motivation), picture features (e.g. presenting vocabulary items in semantically related groups) and picture functions (e.g. pictures are remembered better than words and can therefore act as mediators of new knowledge). The research community generally agrees that visual elements like pictures help learners remember and recall the words they have seen.

Research Questions

- Q1. Do vocabulary teaching websites meet theoretical standards of vocabulary learning materials?
- Q2. Which vocabulary teaching websites are authentic?
- Q3. What levels of proficiency are covered by each vocabulary learning website?
- Q4. Do vocabulary learning websites incorporate assessment and evaluation components?
- Q5. Do vocabulary learning websites enjoy pictorial or illustrated components?
- Q6. Do vocabulary teaching websites teach vocabulary learning in a mono-modal or multimodal approach?
- Q7. Do vocabulary websites contain multimedia files?

Methodology

Participants and Setting

In this study, 300 websites which are designed to teach vocabularies in different fields of study, for different ages and requirements, and various levels of proficiency applicable to different learners were selected randomly out of thousands of websites working on this issue. The researcher just searched the keywords for valid and reliable websites related to vocabulary acquisition in popular and reliable search engines. Besides, she tried to get help from the previous researchers working on this topic. It must be noted that websites are designed to help learners grasp a large percentage of their knowledge online.

Instrumentation

In order to conduct the research, the following instruments were employed:

Vocabulary Websites

In order to achieve the required amount of vocabularies in any level, websites are assumed as new and modern instruments for learning and teaching vocabularies. In other words, in this study the researcher seeks finding the authentic websites which focus on learning vocabularies and then determine the following characteristics about each websites and classify them according to their individual features. These features are as follows:

URL

URL or websites' addresses are provided for each websites so that it would be easy for any reader who would study this research in the future.

Owner

Any website is normally directed by a university, a company, an interior ministry of different countries specially the English-speaking ones, or a person like a professor, a publisher, a researcher, a teacher, or a student who seeks sharing his/ her knowledge with others. In this study the researcher has defined the owner of each website as another subcategory; this helps both the researcher to check the websites' authenticity, and the learners to be familiar with the more specific details.

Focus

Each website seems to focus on a specific scope teaching new words. This could be regarded as subject-specific vocabularies, illustrative vocabularies, slangs, idioms, expressions, phrasal verbs, and etc. In this study, the aim of each website is presented so that each reader could find his/her favorite one easily.

Multimedia

Some websites provide multimedia files in order to transfer the required concepts more deeply. For instance, there might be tutorial movies and audios, sample dialogues, short films and etc.; this way, learners could grasp the knowledge contextually, so that it remains in their minds for a longer period of time with a higher quality.

Authenticity

Not all the vocabulary websites are authentic. Some websites do not follow the norms and directions. In this regard, the researcher has investigated the websites' authenticities based on their owners; some websites are directed by university departments, some by researchers or teachers, and some others by companies or learners.

Websites' Addressees

It is important to know that each website is created for a specific group of people. Additionally, it is necessary to consider the level for which the websites are designed for; beginners, intermediate learners, or advanced ones. Is each site created for learners, teachers, engineers, doctors, etc.

Testing Components

The researcher needs to check for any possible testing components in the websites. In other words, websites must be investigated whether they check the learners' understanding or they just teach some vocabularies.

Vocabulary Learning Vs. Vocabulary Teaching

Some websites are determined to be applied for teachers as a teaching instrument so that they could employ them for an easier and more influential teaching process. On the other hand, some websites are made to help learners achieve the required knowledge more practically. Thus, it must be clarified either each website is dedicated to vocabulary teaching or vocabulary learning.

Principles of Language Learning and Teaching

Another crucial factor in classifying the vocabulary websites seems to be the learning principles. Some websites try to follow the learning and teaching principles more than others. For example, some websites are providing vocabularies as long list of words with no examples and extra information, while teaching vocabularies contextually is one of the learning principles which is obeyed by some few amount of websites.

Procedure

In this study, three hundred vocabulary websites were detected to be analyzed in the realm of material development. In this regard, a table of websites is created so that the title of each website is on the left and nine characteristics of each individual websites are provided on the right one by one. This way, there would be a check mark under the features accepted in each website. If some of the mentioned characteristics are missing in a website, there would be a cross mark under the unacceptable features. When the table of websites is done completely, there would actually be a great document of 300 websites so that the researcher could conclude the role of vocabulary websites in material development.

Moreover, a content analysis design was applied in this study with a qualitative method. Content analysis enables the researcher to apply it for textual-based studies and then identify the related features, as the researcher just scrutinized the distinct features of each website separately and then analyzed each

one's content. All the websites were focusing on vocabulary learning and teaching and they were generally regarded as modern means of material development.

Results and Discussion

To answer the raised research questions, 300 websites were selected randomly, related to teaching and learning vocabularies, with the same goal and different details. The researcher looked for the websites by inserting the keywords in various search engines as Google, Yahoo, etc. Although it was a difficult task, the websites were gathered in about one month. Afterwards, the researcher started determining and put a check mark for each of the features of components of authentic and valid websites.

Table 1 below summarizes the results of the content analysis of the selected websites by illustrating the features of valid and authentic websites as prescribed in the literature and showing the percentages for the presence of each of the features.

Table 1

Distribution of Features in the Selected Websites

	Features	Number	Percentage
1	Learning principles	91	30.33%
2	Test for vocabulary knowledge	86	28.66%
3	Multimedia	113	37.66%
4	Authentic	125	41.66%
5	Addressee		
5a	Beginner	58	19.39%
5b	Beginner to intermediate	138	46.15%
5c	Beginner to advance	103	34.44%
5d	Intermediate to advance	3	1.00%
5e	Advance	2	0.66%
6	Focus		
6a	Vocabulary Teaching	127	42.33%
6b	Vocabulary learning	260	86.66%
6c	Illustrative vocabularies	133	44.48%
6d	Subject specific	50	16.72%

6e	Illustrative vocabularies & Phrasal verbs	80	26.75%
6f	Illustrative vocabularies & Phrasal verbs & Idioms	21	6.88%
6g	Illustrative vocabularies & Phrasal verbs & slangs	14	4.68%

As the results showed, around 30% of the selected websites followed language learning principles in the presentation of vocabulary learning and teaching materials. Then, 26.66% of the websites contained a test to check learners' understanding. Next, 37.66% of the studied websites used videos, audios, games, and etc. to facilitate learning and to enhance learner engagement. As authenticity is a crucial factor for choosing a websites, especially for education, 41.66% of websites were created and then managed by educational scholars and institutes such as university teachers, colleges, main universities, experts, and etc.

Regarding websites' addressees as another important factor, 19.39% of the websites focused on beginner level, and 46.15% concentrated on beginner to intermediate learners, 34.44% worked on intermediate to advanced level, and less than 1% was active in advanced ones. The results illustrated that websites were mostly focused on intermediate levels of proficiency.

Type of vocabularies usually vary from one website to another, depending on the addressees, their need, websites goals, and etc. In this regard, 44.48% of the sites focused on illustrative vocabularies, 16.72% worked on subject specific ones, 26.75% provided illustrative vocabularies and phrasal verbs, 6.88% worked on illustrative vocabularies, phrasal verbs, and idioms, and 4.68% focused on illustrative vocabularies, phrasal verbs, and slangs.

Generally, most of the websites studied here did not follow the proper learning principles. Less than 50% of the websites just contained the necessary principles mentioned before. Besides, websites were mostly concentrated on providing learning principles rather than teaching techniques and tactics.

Additionally, it must be noted that just a small number of websites test the individuals' learning. It is likely that the designers of these websites are mostly unaware of such important feature. Almost 50% of the sites are not proved to be authentic, neither being created by experts nor universities.

Around 40% of the websites included multimedia, which is highly significant, since nowadays learning through multimedia features is proved to be more influential and valuable. Moreover, few websites focused on advanced levels. This is assumed as one of their weaknesses. In addition, most of the websites concentrated on providing phrasal verbs, slangs, and idioms. In other words, they mostly worked on general aspects of vocabulary acquisition rather than the professional ones.

Conclusion

21st century seems to be technology-oriented. In order to live healthily and successfully in this century, we need to go beyond the basic human needs. Nowadays, we seem to be exposed to many technological tools and virtual worlds in all aspects of our life such as learning, shopping, and etc. As a result, we need to possess such abilities for the betterment of humankind.

The research questions in this study were concerned with various features of the websites and the extent to which they could fulfill the learners' needs. Although language teachers should facilitate and improve students' interest in learning English in the class, it is imperative to extend learning English even outside the classrooms. Teaching materials and activities which could increase students' interests and identifications with English is better to encourage learners to use and practice English outside of the classrooms as well.

To this end, teachers can use the Internet or other online tools like vocabulary websites supplied in high quality formats, to provide much more opportunities for learners to practice learning English outside of the classroom.

While most language learners are still using more traditional classrooms and textbooks, CALL-based instruction is growing rapidly. The practical problem for both teachers and students who have such resources, however, is to find some practical tool to plow through the plethora of online data, useful in helping schools to make a sensible CALL system to help students learn language and vocabulary most enjoyably and effectively (Loucky, 2009). This study begins to suggest how to construct such an integrated CALL program, including many well-designed sites that combine the advantages of using authentic materials with online tools to help simplify them and provide various kinds of language learning support that can aid both students and teachers.

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MODEL OF PROFESSIONAL MOTIVATION DEVELOPMENT FOR TEACHERS ACTIVITIES IN THE EDUCATIONAL PROCESS

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Abstract

The relevance of the paper is conditioned by the fact that the requirements for the activity of the teacher in the conditions of education reform are constantly changing, future pedagogical workers are building their professional career not only in relation to socio-cultural, professional, pedagogical landmarks, but also taking into account their own abilities. Professional motivation for expanding and changing the range of educational and cognitive activities directs the subject to those objects that serve his or her purpose. The purpose of the paper is to identify the features of the manifestation of the motive, like the transformation and enrichment of incentives for the need for knowledge. The authors present the results of studying the main motives ("effective" and "ineffective") in the professional work of teachers, distinguished by the level of development of sustainable internal motives that determine the development of pedagogical creativity. The results of the research made it possible to identify the specifics of the achievement of a high level of pedagogical professionalism, which is determined by the

personal self-activity aimed at self-development and self-actualization in the future professional activity. The paper is intended for psychologists, teachers, post-graduate students engaged in research in the field of pedagogy and psychology.

Keywords: professional activity, teachers, educational process, stimulus, motivation, self-development.

Introduction

Motivational sphere is one of the most interesting problems considered in studies devoted to professional activity. The main task arising in its study is to understand what motivations are formed in a person in a specific professional activity. In this aspect, we consider to be necessary the study of teachers' activity, since it is they who, at the initial stage, form the student's worldview, which is transmitted at the same time, through the model of the teacher's behavior, that is in the eyes of the pupil a reproducible pattern, especially at a younger age. Motivation as a psychic phenomenon is interpreted by scientists from various positions, in one case - as a set of factors that support and direct, i.e. defining the behavior (Godfroa, 2004), in another case, as a set (structure) of motives (Platonov, 2008), in the third as an incentive that causes the activity of the organism and determines its direction. In addition, motivation is seen as a process of mental regulation of a particular activity (Magomed-Eminov, 2008), as a process of motive action and as a mechanism that determines the origin, direction and ways of implementing specific forms of activity (Dzhidar'yan, 2013), as the cumulative system of processes which is responsible for motivation and activity.

With objective consideration, motivation turns out to be a hypothetical process, which can only be judged indirectly, by the behavior of people, by studying changes in their activities or by questioning their needs and goals. Behavior can be aimed at satisfying several needs at once, and the same motive can be realized in different behavioral reactions. To judge motivation by activity is also not always true, because a person's activity depends on his knowledge, abilities, skills, as well as, for example, on how he understands and perceives the demands made on him. The detailed explanation by the subject of the reasons for his or her behavior also does not save, because people often find it difficult to determine the motives of their actions, and the motives themselves may be unconscious.

Motivation of behavior was considered by V.M. Borovsky (2007), N.Yu. Voitonis (1935), who stood for biologic positions. L.S. Vygotsky (2011) also did not ignore the problem of determination and motivation of human behavior. One of the first he began to divide the motive and stimulus, spoke about arbitrary motivation. In the 1940s, motivation, from the standpoint of the "attitude theory", was considered by D.N. Uznadze (2001), who said that the source of activity was a need, which he understood too widely, namely as something that was necessary for the organism, but what he does not currently have.

These approaches to the problem of motivation, of course, do not exhaust the boundaries of this phenomenon. There are many other concepts in which motivation is viewed from a different perspective. Each of the presented psychological directions describes certain aspects of this complex and multifaceted mental phenomenon, to some extent pretending to the universality of the approach. But thus highlights a number of significant content points, which, being mentioned, declaratively, would remain unnoticed.

Thus, in the study of the motivational structure, it is extremely important to take into account factors such as the experience and sex of the subjects. This characteristic as experience shows the dynamics of personal

and professional changes. Taking into account the reforms that have taken place in recent years, we can safely talk about the significant differences in the personality of the teachers of the "old" and "new" schools. Personal features at the same time have a tremendous impact on the choice of methods and style of pedagogical activity.

Materials and methods

Methods of research

During the research, the following methods were used: theoretical analysis of scientific literature, simulation; empirical: the method of sections, questioning, testing; statistical: methods of mathematical processing of primary data (correlation analysis, ranking).

Experimental research base

Experimental basis for the study was the Center for Improvement of qualification in Naberezhnye Chelny. The sample of subjects consisted of sixty teachers of secondary general schools, female, aged from 22 to 56 years. The given sample, taking into account the hypotheses put forward, we divided into two groups: young specialists whose work experience did not exceed 5 years, the average age of the group was 33; experienced specialists whose work experience was 15 years or more, the average age of the group was 42 years.

Stages of research

The study of the problem was carried out in three stages:

- at the first stage the study of the motivational sphere of teachers was conducted. The test method was used during the research. To diagnose the motivational sphere of teachers, the technique "Test of humorous phrases" was used (Shmelev, 2010); as an additional diagnostic technique, when conducting a comparative analysis of the motivational structures of teachers, we used the technique "Need for Achievement" (Orlov, 2006);
- at the second stage, a comparative and statistical analysis of the results was conducted to study the specifics of the achievement of a high level of pedagogical professionalism;
- at the third stage, in order to establish the differences in the motivation for the need for knowledge, the data were processed, where the indicators combined with the representative features of the sample revealed the model of the development of professional motivation for the activity of the teacher in the educational process.

Results

Empirical study of motivation to the professional activity of a teacher

The study of motivation for professional development also includes studying the motivation of the teacher for active pedagogical activity aimed at obtaining a new qualitative result. Carrying out research by the authors, the question was raised that not all teachers were motivated and actively accumulated

their work experience. As a rule, these are the same teachers. It is important to identify the causes of such low motivational activity and to contribute to their elimination.

Studying the motivation of professional development of teachers with different experience, a certain picture of teachers' motivation and their readiness for professional growth was defined.

The course of the study

At the initial stage of the study, on the basis of the method of sections, the respondents were divided into groups - YP (young professionals) and ES (experienced specialists). In these groups, the following techniques were conducted: "Test of humorous phrases" (Shmelev, 2010); as an additional diagnostic technique, when conducting a comparative analysis of the motivational structures of teachers, we used the technique "Need for Achievement" (Orlov, 2006).

Empirical study of the structure of the teacher's motives

At the second stage, a comparative and statistical analysis of the results was conducted to study the specifics of achieving a high level of pedagogical professionalism (the method of sections). The purpose of the study: the study of the teacher's motivation in the context of the system of advanced training.

In the study, we tested the hypothesis: teachers with different work experience have significant differences in the intensity of the structure of the motives and the need to achieve.

Carrying out an analysis of the identified motives of the test subjects, obtained by the THP technique and the "Need for Achievement", in the YP group (young professionals), and in the ES (experienced specialists), the negative motive of the addictions is depicted with the motive of social well-being ($r = -0.45$, with $\alpha = 0.02$). Along with this, in the ES group, the motive of addictions is opposed to the cognitive motive ($r = -0.45$, with $\alpha = 0.05$), but this trend is not observed in the YP group. It is possible that experienced teachers have a more ethical view of the process of cognition and believe that alcohol is an obstacle to the pursuit of truth. At the same time, the cognitive motive, according to experienced specialists, is not an element of prestige (factor 5 and 10 $r = -0.57$, with $\alpha = 0.01$).

The motive for personal material prosperity in this group is related to prestige ($r = 0.4$, with $\alpha = 0.05$), and also negatively to social well-being ($r = -0.55$, $\alpha = 0.011$). The latter trend is most likely due to the fact that a person who has material prosperity in modern society (the pedagogical environment, in particular) is perceived as a "stranger". It is possible that this is based on the stereotype formed in Soviet society. This is well said by the well-known political scientist S.G. Kara-Murza (2005). He wonders why a financially well-off official caused hatred among Soviet people, and the current "thieves - millionaires" are perceived with lenient irritation? Because then the "rich man" was perceived as a stranger, like the one who fell out of the "family". This assumption is confirmed by the fact that there is no similar dependence in the YP group (young professionals).

Particularly indicative is the fact that aesthetic and cognitive motives are directly associated with family well-being (factors 7 and 9 $r = 0.75$, with $\alpha = 0.001$, factors 7 and 8 $r = 0.59$, with $\alpha = 0.01$, respectively). This fact can be explained, first, by the specifics of the personality of the teacher, manifested in family relations; second, by the fact that the intensity of spiritual motives in the family is a kind of compensation for material difficulties.

Curious is the motivational profile of one entity from the ES group (experienced specialists).

The cognitive motive has an exceptional expression in comparison with other motivational tendencies. (He scored 49 points, while the second most important motive of material well-being is only 10 points). At the same time, attention is drawn to the extremely low intensity of the motive of family well-being. It is possible that this situation is explained through the mechanism of sublimation: dissatisfaction in family life is compensated by a sharp focus on cognition. The comparative motivational profile of both groups is shown in Figure 1.

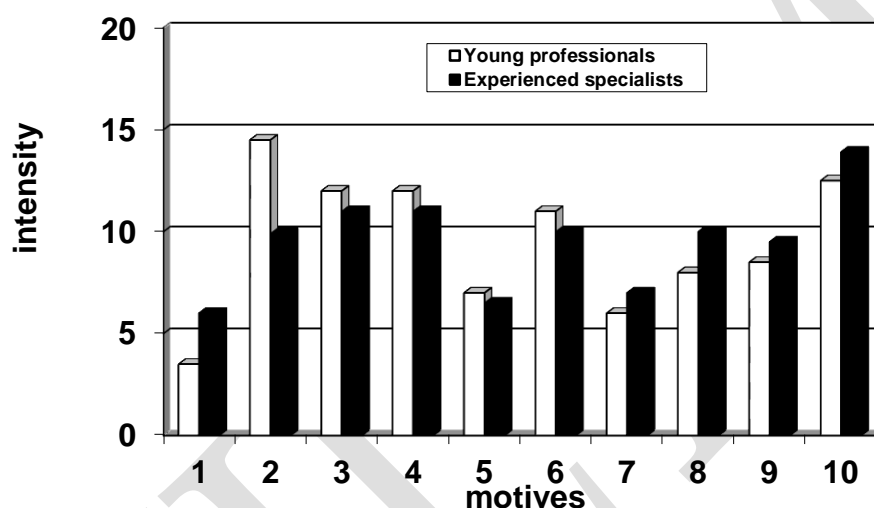


Figure 1. Motivational profile of groups of young specialists YP and experienced specialists ES*

1. Aggression-self-defense
2. Inter-sexual relations
3. Harmful habits (in this case - drunkenness)
4. Money
5. Fashion
6. Careers
7. Family Troubles
8. Social problems
9. Ineptitude in art and other creative work

10. Human stupidity

According to the results of the study, in the group of young professionals, the motivation for achievement is negatively correlated with the motive of material well-being (THP method ($r = -0.4$, with $\alpha = 0.05$)).

And in the group of experienced specialists, the achievement motivation has a positive relationship with the aesthetic motive (according to the THP method ($r = 0.34$, with $\alpha = 0.05$)). This can be explained by the fact that for young teachers, material success is incompatible with the notion of "achievement", since in their professional activities the moral incentive is more important. The connection between the motivation of achievement and the aesthetic motive of experienced teachers is a sign of a rethinking of life, an understanding of the primary importance of spiritual principles.

In this case, there are significant differences in the intensity of certain motives. For example, the sexual motive has great strength in the YP group (young professionals) (the differences are significant for $\alpha = 0.05$). Taking into account the age of the subjects in the first group, a similar feature is natural.

From the analysis we can draw general conclusions:

Teachers of the school in some respects feel depressed. Professional life puts forward for them increasingly high demands (this is indicated today and by the new tariff-qualification characteristics of the teacher). More and more efforts need to be made by the teacher, and at the same time these efforts cannot always be appreciated (low wages, imperfection of the incentive system). With the increased level of requirements, there is undoubtedly an increase in the burden on the teacher, which results to the process of overwork of workers.

Increasing responsibility frightens teachers. Part of the teachers seeks to avoid punishment and trouble, criticism from the administration and colleagues.

In spite of the high influence factor of the example of managers, there is a low level of attention of managers to the problem identified by the teacher.

At the same time, it is important to note that teachers have consciously chosen their profession; they have a high interest and desire to teach children their subject. Satisfaction from the process itself and the result of the work, the possibility of the most complete self-realization in this activity are the positive factors that contribute to the growth of the teacher's professionalism.

The desire of individual teachers for career growth, the need to achieve professional prestige and respect from colleagues is noted.

A significant part of the teachers puts emphasis on participation in methodical work and advanced training, which directly contributes to their professional growth.

Empirical study of motivation to the professional activity of a teacher

At the third stage, a model for the development of professional motivation was built. The development of the professional motivation of the teacher largely depends on the subject of the activity. The model of professional motivation can be a characteristic reference point for every concrete teacher in the process of

professional activity. Its construction will be one of the solutions to the problem of developing the professional motivation of teachers.

Taking into account the features of motivation, the authors propose a model of professional motivation of teachers, which is aimed at optimizing the motivation system, including interrelated units: diagnostic, contextual and reflexive. Under the model of development of professional motivation to the activity of a teacher, one must understand a theoretically built set of needs reflecting the system of representations in the educational process.

Model of development of professional motivation for the activity of the teacher is shown in Figure 2.

Stages		Motives		Principles		Approaches
receptive	↓	Satisfaction of material needs of teachers	←		←	
Reproductive	↓	Satisfaction of teachers' social needs	←	Continuity		System activity competence based
productive	↓	Satisfaction of the needs of teachers in personal growth and self-actualization	←	Consistency		
	↓		←	Self-development		
Reflexive	↓	Satisfaction of the need for a reflexive work aimed at a more complete awareness, understanding and development of experience	←	Self-perfection		

Figure 2. The structural model is represented by the following components

The target component. The purpose of implementing the model is to increase the level of professional motivation of educators of educational organizations.

The theoretical and methodological component of the model includes the following methodological approaches to which the authors were guided in its design: the system approach, the activity – related approach.

The contextual component of the model reveals the content of motivation for organizing the design of the professional development of the teacher in the educational process.

The procedural component includes for each direction of model implementation the optimal combination of means, methods, forms, techniques of working with educators aimed at their professional development.

Analytical-resulting component of the evaluation of the model of professional motivation to the activity of the teacher. The essence of this structural element is the selection of methods for assessing the components of professional development of teachers.

The implementation of the model will increase the level of reflectivity of professional activity of teachers with different experience in motivational spheres and needs.

Discussions

After studying the motives of pedagogical activity A.K. Baimetov (1999) all their diversity divided into three groups: the motives of oblige; motives of interest and enthusiasm for the taught subject; motives of passion for communication with children ("love of children"). The strength of the motive is related to the degree of tension of the need (aspiration) that generates it. And tension, in turn, depends on the degree of deficiency of the corresponding value that satisfies this need.

The structure of the motivation of effective and inefficient teachers differing in the quality of work has differences in the level of development of stable internal motives, especially the motives of social moral self-affirmation associated with the value of their "self". The quality of work is greatly influenced by interest in the profession. According to research, interest in the pedagogical profession and pedagogical creativity are inextricably linked.

The strongest positive stimulus for the teacher, which causes a desire to work well, is connected with the students: the teacher tries, first of all, to be respected and loved by the students. This is the most significant value for him, since here we are talking about satisfying the most important socio-psychological need of the individual, to a sense of pride and dignity, to professional honor. Proceeding from the foregoing, it can be concluded that the main motive of pedagogical activity is the very content of this activity. For teachers, moral motives are more priority. However, in modern conditions, this trend is greatly reduced, since the material conditions for the existence of teachers can be equated with catastrophic ones and it is already a matter of elementary survival.

The structure of the motives varies significantly depending on the psychological characteristics of the teacher, associated with socio-demographic and individual-personal factors.

One of the factors of the change in the structure of motivation is the length of service. Young pedagogues (experience of up to 5 years), in comparison with experienced ones (experience of more than 20 years), are much more focused on external stimuli, especially the need for benevolent attention to their successes from colleagues and the administration. Further, the fear of losing work, sympathy and the desire to help the lagging students to learn the material, the desire to earn the trust and respect among the students, and to earn more go. These motives of experienced teachers are weaker; they have more pronounced inner motives, especially self-responsibility and habit. They are less satisfied with the methods of their work, express less desire to update their pedagogical arsenal. They are more concerned about the fear of getting a low rating when attesting. Such motives exert a greater influence on their activities than on the activities of the young. If we compare them in value orientations, the following is noteworthy. In the spectrum of orientations of teachers with experience over twenty years, good relations with colleagues and administration and a pedagogical profession are more significant. And the youth appreciates the relations with the students more, the long vacation and the possibility of self-realization in pedagogical activity,

whereas for the experienced teachers this is less relevant, they largely exhausted the opportunities for growth in professional activity (Khusainova, 2016). In general, both for young and experienced teachers the communication with students, their respect and trust remain the main value.

Age and pedagogical experience, of course, have an impact on professional and pedagogical activity. The first five years is the time of adaptation of the graduate to the conditions of work in the school. A young professional at the start of pedagogical activity knows enough, but he does not can do much. The teacher with such experience has not yet formed professionally significant qualities. At the first stage of professionalization, the teacher is focused on himself, on his capabilities. He recently graduated from university and it is easier for him or her to experience the assessment situation. He is open to the perception of the new in himself and in the environment, he is inclined to self-change. He was not yet fully self-determined professionally. There is high focus on values such as "family", "close people", "friends."

In this age group, there is the highest percentage (28.3%) of teachers who do not correspond to their positions. Teachers with little work experience often use disciplinary methods of influence, which basically gives the opposite effect.

Thus, in the study of the motivational structure, it is extremely important to take into account factors such as the experience and sex of the subjects. This characteristic as experience shows the dynamics of personal and professional changes. Taking into account the reforms that have taken place in recent years, we can safely talk about the significant differences in the personality of the teachers of the "old" and "new" schools.

The motive is also seen as the transformation and enrichment by incentives of needs. If the stimulus has not been turned into a motive, then it is either "not understood" or "not accepted" (Kovalev, 2002). Thus, the possible variant of the origin of the motive can be represented as follows: the emergence of the need - its awareness - the "meeting" of the need with the stimulus - the transformation (usually through the stimulus) of the need into the motive and its awareness (Khusainova, 2013; Khusainova & Levina, 2016).

In the process of the origin of the motive, various aspects of the stimulus (for example, encouragement) are evaluated: the significance for the given subject and for society, justice, etc. The motivation is of a phased nature, the feeling of hunger and thirst causes in awareness the image of an object that could satisfy the need; under the influence of this image there is an impulse to action (motivation), which corresponds to a person's external conditions (situation), as well as moral and psychological attitudes of the individual. This process of correlation, carried out with the help of thinking (analysis of conditions, means and ways of solving the problem, taking into account the consequences), leads to setting a goal and defining an action plan.

Conclusion

In the study, differences in the structure of motives among teachers with different work experience were determined. As a result of the study, it was found out that in the group of young professionals the most pronounced motive is the sexual motive. Most likely, this is due to the age features of this sample. Moreover, this motive has a negative correlation with the motive of family well-being. The key motive in the YP group is the self-feed motive (prestige), which has the greatest number of correlations. In the

group of experienced specialists the cognitive motive is most pronounced. Most likely, experienced specialists are more focused on self-improvement and self-development than on other life motives. In the ES group, the self-preservation motive has the greatest number of correlations. Obviously, it is cross-cutting for experienced teachers.

The proposed model for the development of professional motivation for the activity of the teacher shows the components aimed at raising the level of professional motivation of educators of educational organizations. The given model is directed on creation of such bases which could make system of motivation of teachers proved and corrected, open to society, parents, students. The implementation of the model will increase the level of reflectivity of professional activity of teachers with different experience in motivational spheres and needs.

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EVALUATION OF CURRICULAR ALIGNMENT IN STANDARD-BASED HIGHER EDUCATION: A CASE STUDY OF IRANIAN UNIVERSITY TEFL COURSES

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Abstract

The current study aimed at investigating the alignment of B. A. TEFL official curriculum standards, the relevant contents of instruction and the achievement tests employing Anderson and Krathwohl's (2001) cognitive taxonomy of educational objectives. To this end, mixed method design was applied including content analysis as a qualitative method to analyze and categorize the contents of instruction, the achievement tests and the standards, and Porter's alignment index (2001) as the quantitative one to calculate the degree of alignment among the three curriculum components. The standards for the undergraduate TEFL programs as well as the B. A. TEFL contents of instruction and the achievement tests from three main courses of 'Language Testing, Language Teaching Methodology and Linguistics' covered at Yasouj university in 2014 were analyzed. The results revealed that only 16% of the standards and 37% of the achievement tests and 50% of the contents of instruction involved higher-order cognitive thinking skills. Moreover, the result of the study revealed no significant alignment for the two curriculum pairs of 'the standards and the achievement tests' and 'the standards and the contents of instruction, whereas the achievement tests and the contents of instruction were aligned as the Porter alignment index was 0.57. The findings of the current study provide insights to both policy makers in educational system and the instructors in universities. It is suggested that the instructors accommodate more higher-order thinking skills in all curriculum components and accord the course contents of instruction and the achievement test with the official standards.

Keywords: curriculum alignment; Anderson and Krathwohl's educational objectives; Porter's alignment index; official standards; contents of instruction; achievement tests

1. Introduction

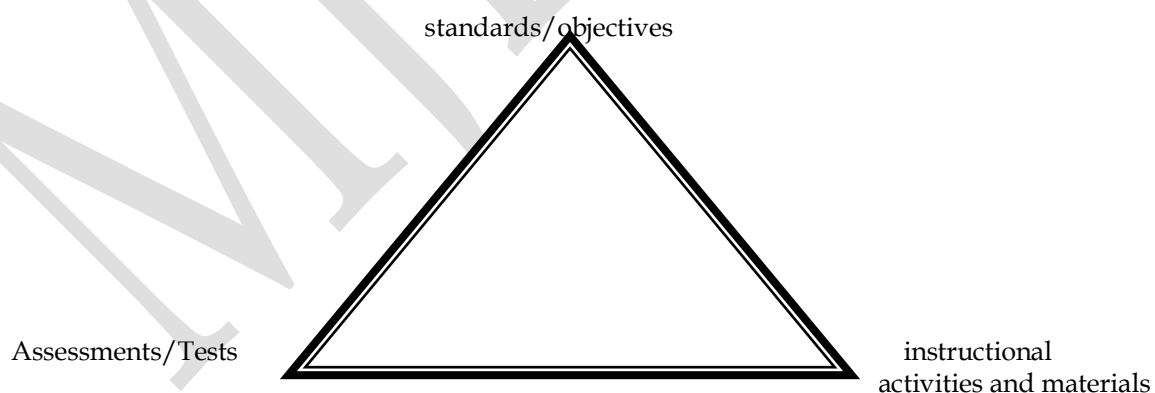
In standards-based educational systems, conformity among curriculum components or their alignment is of particular significance. When the components in an educational system including standards, textbooks, contents of instruction and the achievement tests are aligned, the intended outcomes stipulated in standards documents will be achieved (Bigg 2003). Webb (1997) technically defined alignment as the

extent to which a system's policy elements working in line with each other to direct instruction and students' learning.

The study of curriculum alignment aids the policy makers and educational leaders in standards-based educational systems to assure the congruency of curriculum components. The more harmoniously curriculum components work together (or more technically, are aligned), the better learning opportunities are provided for students. Hence, a more efficient and effective educational system is established (Biggs 2003). Further, on the other hand, when misalignment is the case, a curriculum might yield partial, unintended or even adverse results. For instance, if contents of instruction are not aligned with standards, the contents will not definitely reflect the intended objectives of standards, and the students are likely not to acquire the expected knowledge and skills. In such cases, if the standards underrepresent essential objectives, null curriculums might be induced. Such curricula, when improvised by teachers, might lead to some of the missed objectives (Uhrmacher 1997). However, when severe misalignment is an issue, it might give rise to formidable problems; for example, if the contents of instruction are not aligned with standards-based achievement tests, even quality instructions may not reflect the intended objectives of the (official) standards, and hence, expended efforts will result futilely in unintended attainments.

Anderson (2002) depicted the alignment of curriculum components in an educational system as a triangle (Figure 1). In his perspective, the three sides of the triangle represent the relationships between each curriculum pairs, that is, the standards and assessments (side A), the standards and instruction (side B), and instruction and assessments (side C). This schematic representation suggests that, contents of instruction as an important element of curriculum provides the link between the (official) standards and the assessment.

Figure 1: The relationships among the standards/objectives, the assessments/tests and the instructional activities and materials (Anderson 2002)



As a significant curriculum component, the contents of instruction are expected to entirely reflect the objectives of curriculum standard. Thus, teachers are pedagogically supposed to teach to standards' objectives rather than teach to examinations. The more a teacher limits instruction to tests, the narrower both teaching and learning would be (Näsström 2008). In addition, when instruction that is aligned with

standards is implemented in classes, students are expected to be able to act better on achievement tests (Bhola et al. 2003; Gamoran et al. 1997; LaMarca et al. 2000; Porter et al. 2001).

Alignment studies are guided by conceptual models in describing and evaluating what curriculum components address. The most frequently employed models to examine educational alignment include Council for Basic Education (CBE) model (1956), the Achieve's model (2001), the Webb's model (1997), the Bloom's taxonomy (1956), the Bloom's revised taxonomy (Anderson and Krathwohl 2001), and the model developed by Porter and Smithson (2001) called Surveys of Enacted Curriculum (SEC).

Of interest in this study is the SEC model (Porter and Smithson 2001). This model has been drawn upon frequently as a guiding framework in alignment studies. SEC also introduces instruments to measure the content of instruction, the content of instructional materials, and their alignment. In addition, it represents "content maps" to generate "a quantitative index of the degree of alignment" (Porter and Smithson 2001, p. 29). The following study is an example of this model.

In 2001, Blank, Porter, and Smithson conducted a study employing SEC model in order to measure the alignment of assessment and instruction. Six hundred teachers in twenty schools of six states were surveyed to generate descriptions of the teachers' content of instruction in an 8th grade math course. The descriptions were compared to the result of content analyses of math achievement tests and National Assessment of Educational Progress (NAEP). The result revealed no significant alignment. However, the state's instructions were more aligned with NAEP assessment (with an average Porter's alignment index (PAI) of 0.39) as compared to within-state assessment (with a PAI average index of alignment was 0.22). Between-state alignment of instruction and assessment was also slightly higher (PAI = 0.23) than within-state alignment.

Another conceptual model which has been utilized vastly in examining curriculum alignment is Anderson and Krathwohl's (2001) taxonomy which is the revised version of Bloom's (1956) taxonomy. It is a two-dimensional framework including cognitive and knowledge dimensions with twenty four cells of their interrelationships when plotted in a table. The cognitive process dimension has six main categories with nineteen sub-categories. The main categories are 'remember', 'understand', 'apply', 'analyze', 'evaluate', and 'create'. The categories in this dimension were constructed on the cognitive complexity basis; "that is, 'understand' is believed to be cognitively more complex than 'remember', 'apply' is believed to be cognitively more complex than 'understand, and so on" (p. 4). According to Anderson and Krathwohl (2001), the thinking skills of 'analyze', 'evaluate', and 'create' represent higher-order skills and skills of 'remember', 'understand', and 'apply' are construed to involve lower-order thinking skills.

The knowledge dimension also falls into four main categories with multiple sub-categories. The main categories are 'factual knowledge', 'conceptual knowledge', 'procedural knowledge', and 'Meta-cognitive knowledge'. It is worth noting that these categories are not categorical and are viewed to form a cline from concrete (factual) to abstract (meta-cognitive) knowledge type.

In interpreting the alignment between curriculum components, when there are common cells across the taxonomy tables, (e.g. standards and instruction) complete alignment exists (Anderson and Krathwohl 2001). However, Partial alignment takes place when the cells across the taxonomy tables (e.g. the standard and content of instruction) fall into the same row (type of knowledge), but differ in terms of

columns (cognitive process category) and vice versa. Partial alignment provides useful information for instructors who want to improve their curricular alignment.

Anderson and Krathwohl's (2001) taxonomy has also been frequently drawn upon in many studies. For instance, Huang, Chang and Yi Lin (2006) employed the knowledge dimension of this taxonomy of educational objectives to compare curriculum standards of elementary school technology educations in Taiwan and the United States. To this end, the items and contents of 'Standards for Technological Literacy (STL) completed by Technology for All Americans (TfAA) Project in 2000 and technology-related competence standards of Taiwan's Grade 1-9 Nature and Technology area were examined. The results revealed that in seven major technology-related standards categories of Taiwan's elementary schools, the 'meta-cognitive knowledge' was given the highest attention by 40%. Besides, in twenty major standards of STL for the technology education of the American elementary schools, the highest attention was devoted to 'conceptual knowledge' (36.6%).

Anderson and Krathwohl's (2001) taxonomy was also employed by Edwards (2010) for the analysis of alignment between the South African grade 12 Physical and Chemistry sciences core curriculum contents and the exemplar papers of 2008, and the final examination papers of 2008 and 2009. The two-dimensional table was applied for both the content and the examination. In order to illustrate the quantitative match between the two components, the PAI was calculated. For physics and chemistry alignment indices of 0.8 and 0.6 were obtained respectively. Besides, the cognitive level 'Remember' was heeded the highest attention in both the Chemistry and Physics examinations. In fact, more attention was directed to lower-order thinking skills in both components.

In Iran, Rezvani and Zamani (2012) investigated the alignment of official B. A. TEFL standards, the official textbooks and the M. A. university entrance exams. The researchers drew upon Anderson and Krathwohl's (2001) educational objectives as the theoretical framework and utilized Porter's (2002) alignment index to examine the degree of alignment among the curriculum components. The results revealed that while the standards and the exams enjoyed the highest PAI (0.70), the standards and the textbooks had the lowest PAI (0.51). The findings of this study also suggested that the Iranian higher education TEFL program focused mainly on lower- order thinking skills and higher-order thinking skills were under-represented to a large extent.

Previously, Rezvani and Haghshenas (2015) also examined the alignment of B. A. English for Specific Purposes (ESP) textbooks of SAMT official publication and the relevant official curriculum standards in terms of Anderson and Krathwohl's (2001) cognitive taxonomy of educational objectives. Twenty one ESP textbooks out of 64 humanities textbooks were randomly selected and with their curriculum standards were content-analyzed guided by Anderson and Krathwohl's (2001) cognitive taxonomy. Porter's (2002) alignment index was also employed to assess the degree of alignment between the two curriculum components. Data analysis suggested that 87% of the standards and 71.% of the textbooks represented lower-order thinking skills (remembering, understanding, and applying) and only 13% and 29% of the standards and the textbooks respectively accommodated higher-ordered thinking skills (analyzing, evaluating, and creating). In addition, not surprisingly, it was revealed that there was no significant alignment between the textbooks and their standards (0.41).

Although the literature acknowledges the significance of curricular alignment, it offers few studies, with the exception of Porter (2002) concerned with the alignment of contents of instruction with other curriculum components. The studies mostly addressed and examined the alignment of standards and assessment (e.g. Edwards 2010). In fact, the alignment of the standards and assessment has a fundamental role in standards-based educational systems, but researchers also need to take into account the significance of the alignment of the contents of instruction with other curriculum components. Further, despite the relative proliferation of models and taxonomies which can potentially guide research projects, little research agenda have been pursued in Iranian public and higher education. A search of the literature also yields no studies on the TEFL contents of instruction and its alignment with standards and achievement tests. Deemed as one of the most essential curriculum components, the TEFL contents of instruction calls for more research. Therefore, this study aims to address the following questions in the context of Iranian higher education:

- 1- How is the descriptive distribution pattern of knowledge types and cognitive processes of the main courses of Iranian B. A. TEFL official standards, the contents of instruction and the achievement tests in Yasouj University in terms of Bloom's revised taxonomy (Anderson and Krathwohl's 2001)?
- 2- To what extent do the contents of instruction of main courses of B. A. TEFL in Yasouj University align with the official standards in terms of Bloom's revised taxonomy (Anderson and Krathwohl's 2001)?
- 3- To what extent do the contents of instruction of main courses of B. A. TEFL in Yasouj University align with the achievement tests in terms of Bloom's revised taxonomy (Anderson and Krathwohl's 2001)?
- 4- To what extent do the achievement tests of main courses of B. A. TEFL in Yasouj University align with the official standards in terms of Bloom's revised taxonomy (Anderson and Krathwohl's 2001)?

2. Design

A mixed method design was applied to answer the research questions in the current study. Content analysis as a qualitative method was employed to analyze and categorize the contents of instruction, the content of standards and the achievement tests utilizing the cognitive taxonomy of educational objectives. Descriptive statistics and PAI were employed to examine the degree of learning objectives and the statistical alignment between the components.

3. Materials

In this study, the standards relating to undergraduate TEFL main courses were downloaded from the official website of Iran's Ministry of Science, Research, and Technology (MSRT). Moreover, the B. A. TEFL contents of instruction and the achievement tests from the three main courses included in the M. A. state university entrance exams, that is, 'Language Testing', 'Language Teaching Methodology' and 'Linguistics' covered at Yasouj University in the second semester of 2014 were examined. A brief description of the official standards and the contents of instruction are provided in the following parts.

3. 1. The Standards of B. A. TEFL Main Courses

In standards-based educational systems, the government's primary role is to set standards to help educators to obtain the optimal levels of attainment. In Iran, MSRT provides universities with programs and standards stipulating national educational goals to address the needs of all Iranian students. The official curriculum standards launched by MSRT also contain achievement standards clarifying the optimal range of expected attainment of students in courses. Such standards are special statements about what students should be able to do or know at the end of each course. In this study, the researchers addressed the official standards of the three main TEFL courses of 'Language Testing', 'Language Teaching Methodology' and 'Linguistics' included in M. A. University entrance exam (see Appendix A for the standards and their codifications).

3. 2. The Contents of Instruction of B. A. TEFL Main Courses

The current study was undertaken to examine the alignment of the contents of instruction with the standards and the achievement tests. In so doing, the contents of instruction of three main courses covered at Yasouj University in the second semester of 2014 were scrutinized. Specifically, the current researchers analyzed ninety six topics of Language Testing, twenty seven topics of Language Teaching Methodology, and thirty two topics of Linguistics (see Appendix B for their codifications) which were included in the contents of instruction at this university. It is worth noting that while the contents of Language Testing and Language Teaching Methodology courses were covered by two different male instructors having Ph. D in TEFL, the Linguistics course was taught by a female instructor having Ph. D. in Linguistics.

3.3. The achievement tests of B. A. TEFL Main Courses

Assessment is as an essential part of teaching and learning process in every educational system. Final exams as achievement tests are developed by teachers at the end of each course to examine student's achievement. In the current study, the B. A. TEFL achievement tests of the three main courses of 'Language Testing', 'Language Teaching Methodology' and 'Linguistics' presented in the second semester of 2014 at Yasouj university were examined. The researchers analyzed fourteen Language Testing questions, forty four Language Teaching Methodology questions and twenty questions of Linguistics achievement tests developed by the related instructors (see Appendix C for more details).

4. Instrumentations

The researchers developed six surveys drawing on Anderson and Krathwohl's (2001) two dimensional taxonomy. The surveys were used to obtain data on the contents of instruction of the main TEFL courses in Yasouj University. For each course, two surveys were constructed to tap into the cognitive demand and the knowledge dimensions. The researchers employed the two dimensions of the Anderson and Krathwohl's (2001) taxonomy and their subcategories to construct the horizontal axis of the surveys. Besides, the topics covered during the semester were utilized as the vertical axis. A sample of the surveys is appended in Appendix D.

In an attempt to identify the probable problems of the surveys (items), three weeks after the development of the surveys, the researchers answered a sample of 'Language Testing' surveys which

resulted in re-codification of the topics as well as adding some sub-topics in the vertical axis. Moreover, before submitting the surveys to the instructors, the surveys were piloted. They were answered (via e-mail) by a male TEFL Ph. D. assistant professor of Imam Khomeini International University of Qazvin who had teaching experiences of the surveys contents. The pilot study revealed some minor problems in the item's wording which were addressed in the final version.

In order to further establish the face and content validity of the surveys, the researchers provided carefully structured surveys containing the same format and sequence of sentences and questions as well as clear guidance for each respondent. Moreover, the researchers applied merely closed questions to increase reliability.

The inter-rater reliability of the surveys undertaken by the three instructors was also established. Further, since the surveys' questions did not seek judgments of quality, bias was less likely (Mullens and Gayler 1999).

In order to determine knowledge types and cognitive processes represented in curriculum components, a checklist developed and validated by Rezvani and Zamani (2012) was employed. The checklist was also based on Anderson and Krawthwohl's taxonomy of educational objectives. It assisted the researchers in designating the standards, the contents of instruction and the achievement tests in the appropriate knowledge types and cognitive processes (see Appendix E for the checklist). Furthermore, the researchers estimated the intra-rater reliability of the standards and the achievement tests checklists through check-coding (Cohen's kappa) three weeks after the first coding via SPSS (2007) software. Cohen's kappa (κ) measure of agreement can take a value from -1 to +1. According to Landis and Koch (1997), a kappa (κ) of 0.81 to 0.100 indicates almost perfect agreement. Thus, the kappa (κ) of 0.84 for the standards represents almost perfect agreement and the kappa (κ) of 0.61 for the achievement tests represents a substantial agreement in the current study.

5. Data Collection Procedure

For the first step to collect data, the TEFL standards of the three courses were downloaded from the official website of MSRT. The content of standards was reviewed to be categorized under the appropriate knowledge type and cognitive process.

Second, the researchers provided the TEFL three instructors with surveys on the topics they taught during the semester. They specified knowledge types and cognitive processes for their contents of instruction in the surveys.

Third, data on achievement tests, that is, the final exams developed by each course instructor were collected to be content analyzed. There were 78 questions in total. Finally, the content of the three curriculum components were placed into the respective checklists of knowledge types and cognitive processes.

6. Data Analysis Procedure

In order to estimate the degrees of attention directed to various educational objectives of the curriculum components under the study, Microsoft Excel (2007) was used to calculate the frequencies and percentages of the cognitive processes and types of knowledge in each checklist. Besides, utilizing

Porter's (2002) alignment formula, the researchers calculated the PAI between the curriculum components in pair. According to Porter (2002), if the PAI equals 1, complete alignment exists between the components and if it is equal to zero, it is construed that there is no alignment between them. Furthermore, if the PAI is 0.50 or more, the alignment degree is conceived to be statistically significant (Porter 2002). The alignment index is defined through the following formula:

$$\text{Alignment index: } 1 - \frac{\sum_{i=1}^I |x - y|}{2}$$

Where X denotes cell proportions in one matrix and Y denotes cell proportions in another matrix.

7. Results

The following sections reports on the findings of the study. First, the results from the analysis of educational objectives in the main courses of B. A. TEFL official standards, the contents of instruction and the achievement tests are presented in terms of types of knowledge and cognitive demand. Second, the curriculum components are analyzed in terms of higher and lower order thinking skills they accommodate.

7.1. Educational Objectives in the Main Courses of B. A. TEFL Standards

As Table 1 indicates, there are variations in percentages of educational objectives, that is, cognitive processes and types of knowledge, in the curriculum standards specified for the TEFL main courses. With regard to the cognitive processes, while 'remember' was heeded the highest attention by 58%, 'apply', 'evaluate', and 'create' processes were entirely neglected in the curriculum standards. Concerning the types of knowledge, the most frequent knowledge type was 'conceptual knowledge' by 75%. According to the table, whereas the lower-order thinking skills of 'remember', 'understand', and 'apply' represented 83% of the standards, only 16% of the standards targeted higher order thinking skills (i.e. 'analyze', 'evaluate', 'create').

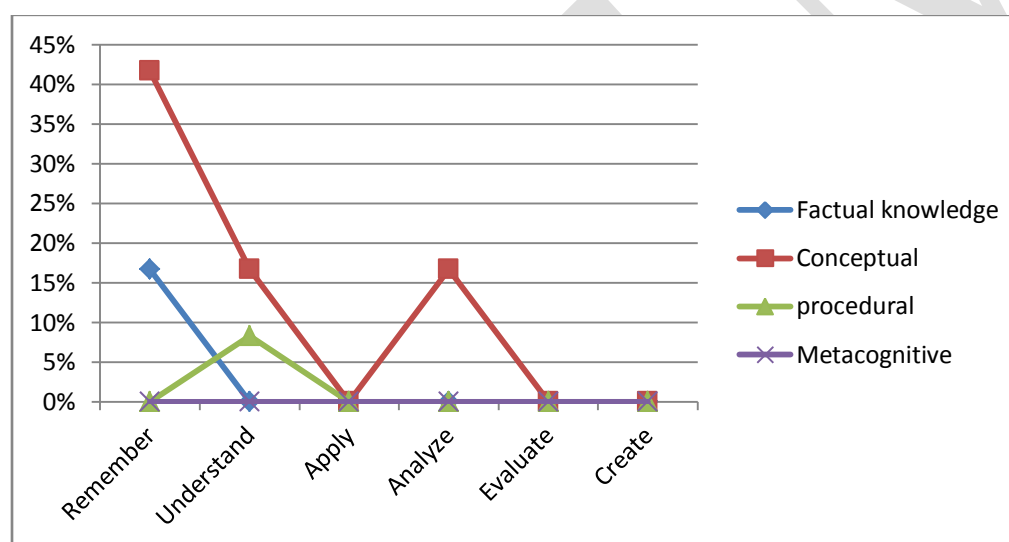
Table 1: Educational objectives in the standards of main courses of TEFL

Cognitive processes		
Remember	58.33%	} → lower order thinking skills = 83.33%
Understand	25%	
Apply	0%	
Analyze	16.66%	} → higher order thinking skills = 16.66%
Evaluate	0%	
Create	0%	
Types of knowledge		

Factual knowledge	16.66%
Conceptual knowledge	75%
Procedural knowledge	8.33%
Meta-cognitive knowledge	0%

The following figure is based on the cell values of the standards checklist. It illustrates the extent to which the main courses TEFL standards were concerned with each educational objective. As indicated in this figure, the educational objective of 'remember conceptual knowledge' was over-emphasized (42%). However, many other educational objectives including level 3 ('apply'), level 6 ('create'), and level 5 ('evaluate') of the taxonomy table were completely ignored in the standards.

Figure 2: Educational objectives in the standards of main courses of TEFL



7. 2. Educational Objectives in the Main Courses of B. A. TEFL Contents of Instruction

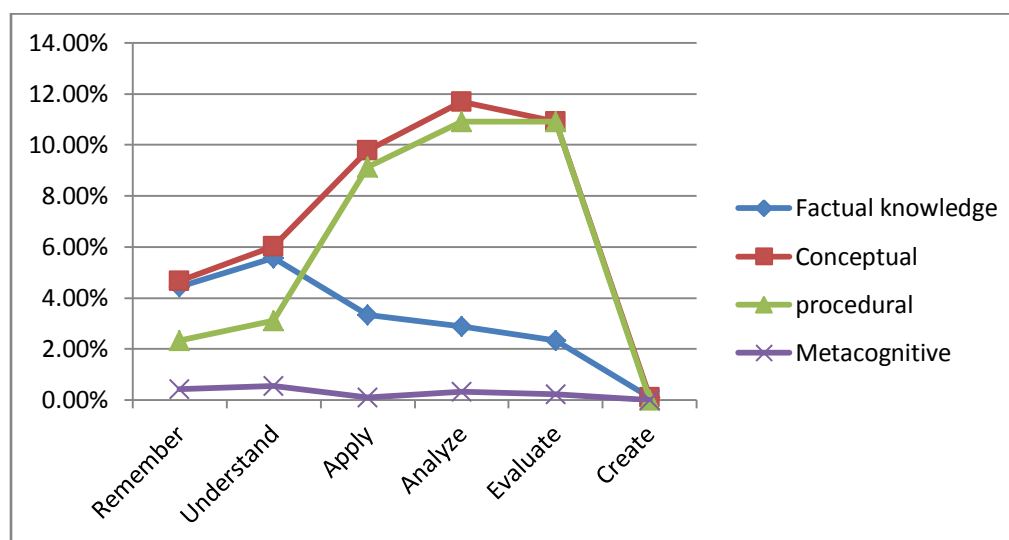
Table 2 demonstrates the cell values of educational objectives in contents of instruction of main courses of TEFL. Fortunately, there was almost a balanced emphasis on the values of lower-order (49.71%) and higher-order (50.29%) thinking skills accommodated by instructors in the contents of instruction of the TEFL main courses. It should be noted, however, that the lower-order thinking skill of 'apply' (22%) and the higher-order thinking skill of 'analyze' (25%) were targeted most in the TEFL contents of instruction. As regards the types of knowledge, the table indicates that, while much attention was directed to conceptual knowledge (43%) in contents, the meta-cognitive knowledge negligibly received the lowest emphasis (1%).

Table 2: Educational objectives in the contents of instruction of main courses of TEFL

Cognitive processes		
Remember	11.95%	} → thinking skill= 49.71%
Understand	15.31%	
Apply	22.45%	
Analyze	25.93%	} → higher-order thinking skills= 50.29%
Evaluate	24.14%	
Create	0.22%	
Types of knowledge		
Factual knowledge	18.77%	
Conceptual knowledge	43.47%	
Procedural knowledge	36.09%	
Meta-cognitive knowledge	1.67%	

Figure 3 presents a visual representation of the degree of attention paid to educational objectives in the contents of instruction. The educational objectives of 'analyze conceptual knowledge', 'apply conceptual knowledge', and 'evaluate conceptual knowledge' were of great emphasis. Besides, the educational objectives of 'apply procedural knowledge', 'analyze procedural knowledge', and 'evaluate procedural knowledge' were also highly involved in the contents of instruction. However, as the line of 'meta-cognitive knowledge' illustrates, the educational objectives pertaining to all levels (remember, understand, apply, analyze, evaluate, create) were almost disregarded.

Figure 3: Educational objectives in the contents of instruction of main courses of TEFL



7.3. Educational Objectives in the Main Courses of B. A. TEFL Achievement Tests

Educational objectives in TEFL achievement tests are illustrated in Table 3. Lower-order thinking skills represented 62% of the achievement tests' cognitive processes in which 'remember' received the highest attention (31%). Only 37% of the achievement tests aimed at the higher-order thinking skills. 'Factual knowledge' by 37% and the 'meta-cognitive knowledge' by 9% were the most and the least frequent types of knowledge tapped in the TEFL achievement tests.

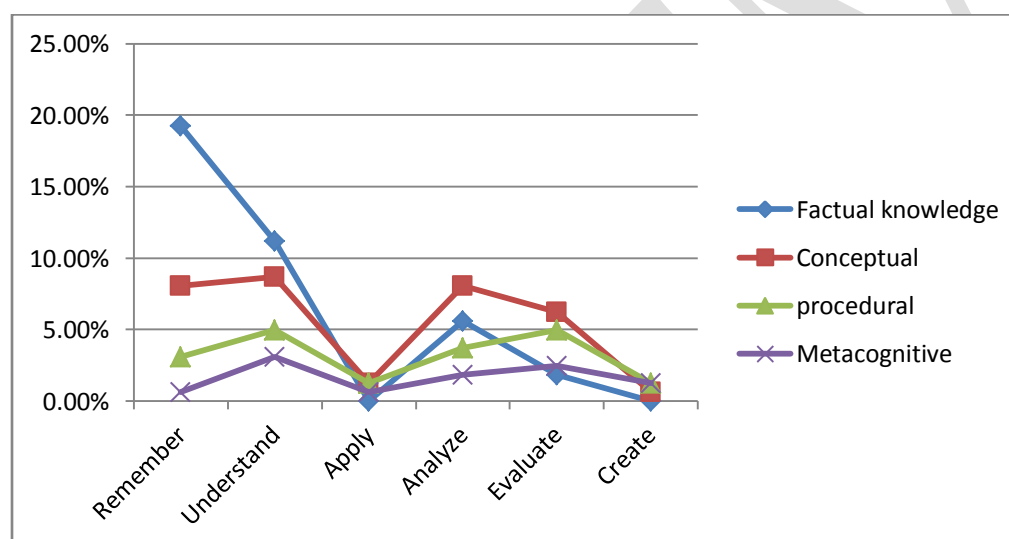
Table 3: Educational objectives in achievement tests of main courses of TEFL

Cognitive processes		
Remember	31.05%	} low-order thinking skills = 62.11%
Understand	27.95%	
Apply	3.11%	
Analyze	19.25%	} high-order thinking skills = 37.89%
Evaluate	15.53%	
Create	3.11%	
Types of knowledge		
Factual knowledge	37.89%	
Conceptual knowledge	32.92%	

Procedural knowledge	19.25%
Meta-cognitive knowledge	9.94%

Figure 4 illustrates the achievement tests of selected courses of TEFL in terms of educational objectives. As it can be seen, the educational objectives of 'remember factual knowledge' and 'understand factual knowledge' were over-emphasized in the achievement tests. In addition, as the figure demonstrates, the educational objectives of the level 3 ('apply') and the level 6 ('create') were nearly neglected in all types of knowledge.

Figure 4: Educational objectives in achievement tests of selected courses of TEFL



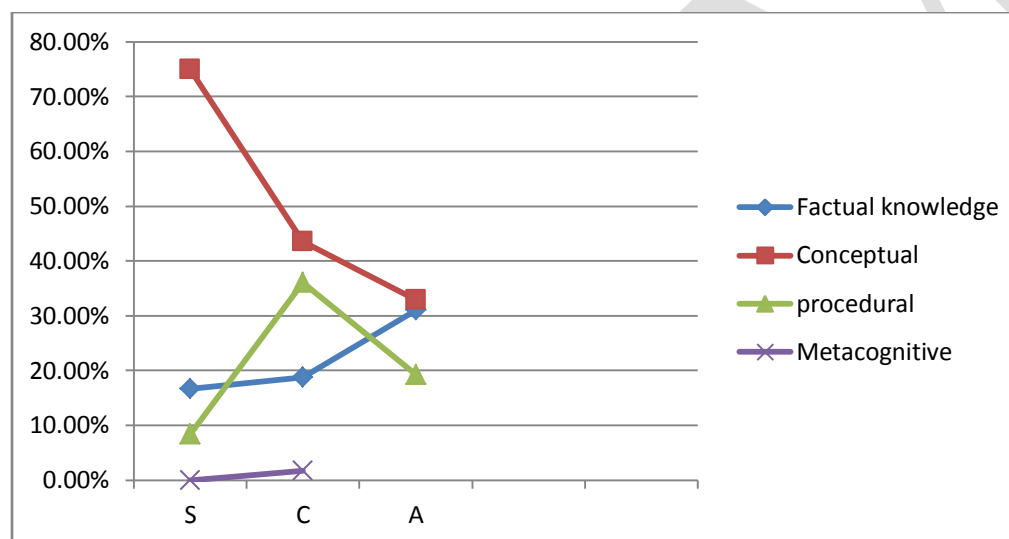
Based on the analysis of the checklists and the Porter's alignment index, the research questions were answered. The first research question was: How is the descriptive distribution pattern of knowledge types and cognitive processes of the main courses of Iranian B. A. TEFL official standards, the contents of instruction and the achievement tests in Yasouj University in terms of Bloom's revised taxonomy (Anderson and Krathwohl's 2001)?

The following table and figure report the extent to which each curriculum component targeted different types of knowledge. While the highest portion was concerned with the 'conceptual knowledge' which represented 75% and 43% of the standards and the contents of instruction respectively, in the achievement tests, the highest degree of attention was associated with factual knowledge by 31%. As Fig. 5 illustrates, the contents of instruction and the achievement tests dedicated little attention to 'meta-cognitive knowledge'. However, this type of knowledge was entirely neglected in the standards.

Table 4: Types of knowledge in main courses of B. A. TEFL curriculum components

	Factual knowledge	conceptual knowledge	procedural knowledge	Meta-cognitive knowledge
Standards	16.67%	75%	8.33%	0%
Contents of instruction	18.77%	43.47%	36.09%	1.67%
Achievement tests	31.05%	32.92%	19.25%	9.94%

Figure 5: Types of knowledge in TEFL curriculum components



*Note. S, A and C represent standards, achievement tests and contents of instruction

Table 5 also shows the extent to which higher-order and lower-order thinking skills were distributed across each curriculum components. While 83% of the standards tapped into lower-order thinking skills, most attention to higher-order thinking skills was associated with contents of instruction (50%). According to Table 5, the standards directed the least attention to higher-order thinking skills (17%). However, the contents of instruction provided almost a balanced emphasis across higher-order and lower- order thinking skills.

Table 5: Cognitive process in B. A. TEFL curriculum components

	Lower-order thinking skills			Higher-order thinking skills		
	remember	understand	Apply	analyze	evaluate	create
standards	58.33%	25%	0%	16.66%	0%	0%

total		83.33%			16.66%	
Contents	11.59%	15.31%	22.45%	25.93%	24.14%	0.22%
of instruction						
Achievement test	31.05%	27.95%	3.11%	19.25%	15.53%	3.11%

In order to answer the second, third, and the last questions of the study, that is, the extent to which Iranian main courses of B. A. TEFL intended curriculum components in Yasouj University are aligned in terms of Bloom's revised taxonomy (Anderson and Krathwohl's 2001), the data from the checklists were converted to 6×4 matrices of percentages whose sum across rows and columns equals to 1.0. Thus, the alignment was concerned with the extent to which the numbers in one matrix (e.g. describing standards) would correspond to the numbers in another matrix (e.g. describing contents of instruction). Therefore, the PAI was computed by a cell by cell comparison between matrices using Porter's alignment formula. The following tables are the TEFL curriculum components matrices.

Table 6: Matrix of the B. A. TEFL main courses standards

	factual	conceptual	procedural	Meta-cognitive
remember	0.165	0.422	0	0
understand	0	0.165	0.083	0
apply	0	0	0	0
analyze	0	0.165	0	0
evaluate	0	0	0	0
create	0	0	0	0

Table 7: Matrix of the B. A. TEFL main courses contents of instruction

fact ual	conce ptual	proce dural	Meta - cogni
-------------	----------------	----------------	--------------------

	tive			
remem ber	0.20 9	0.088	0.033	0.006
unders tand	0.12	0.088	0.044	0.033
apply	0	0.010	0.010	0.006
analyz e	0.05 5	0.088	0.033	0.010
evalua te	0.01 0	0.066	0.044	0.021
create	0	0.006	0.010	0.010

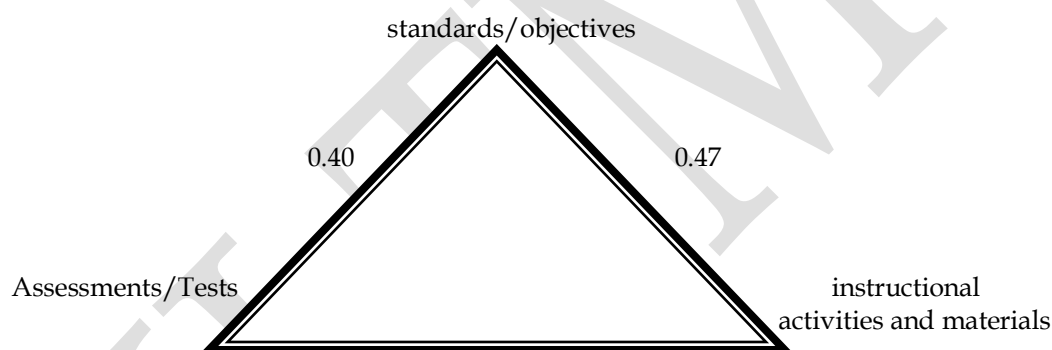
Table 8: Matrix of the B. A. TEFL main courses achievement tests

	factual	conceptual	procedural	Meta- cognitive
Remember	0.074	0.074	0.036	0.007
Understand	0.092	0.109	0.055	0.009
Apply	0.055	0.164	0.164	0.001
Analyze	0.037	0.019	0.019	0.005
Evaluate	0.037	0.019	0.019	0.003
Create	0.001	0.001	0	0

While the porter's alignment index (PAI) for the standards and the contents of instruction equaled 0.47, that of the standards and the achievement tests was the lowest one by 0.40; however, the highest degree of alignment pertained to contents of instruction and achievement tests (PAI= 0.57). Thus, the contents of instruction and the achievement tests were moderately aligned in comparison to the other pairs (the standards with achievement tests and the standards with contents of instruction). According to Porter (2002), the alignment index will be significant if it is more than 0.50. Consequently, the PAI between the standards and contents of instruction, and the achievement tests and standards demonstrated no significant alignment.

To elucidate the relationship among curriculum components, Anderson (2002) depicted the alignment between each curricular pairs, that is, the standards and the assessments, the standards and the instruction, and the instruction and the assessments as the three sides of a triangle (see Figure 6) that have a strong link with each other. Moreover, Anderson (2002) also asserted that the instruction (contents of instruction) as an influential element of a curriculum provides a link between the official standards and the assessment. Since the contents of instruction in this study were not aligned with the standards, it might be suggested that no strong relationship existed between the standards and the assessments.

Figure 6: The relationships among the standards/objectives, the assessments/tests and the instructional activities and materials (Anderson 2002)



8. Discussion and Conclusion

Examining the alignment among the TEFL curriculum components, the researchers found a PAI of 0.47 between the standards and the contents of instruction and a PAI of 0.40 between the standards and the achievement tests which was the lowest PAI among curriculum components; however, the highest degree of alignment was between the contents of instruction and the achievement tests (0.57). Thus, these two components were more aligned in comparison with the other two pairs. Moreover, variations were observed in the percentages of the educational objectives treated, that is, cognitive processes and types of knowledge in the three TEFL curriculum components.

Concerning the types of knowledge, for instance, both the standards and the contents of instruction focused on 'conceptual knowledge' as the most frequent type of knowledge. Much like the study of Huang, Chang and Yi Lin (2006), the official standards in the current study heeded the highest attention to conceptual knowledge (75%). Yet, in their study, the standards accommodated meta-cognitive knowledge with the highest proportion (40%), marked contrasted with the findings of the present study. This type of knowledge was notoriously neglected in the official TEFL standards and received a little attention (1%) in the contents of instruction and the achievement tests (9%).

With regard to cognitive processes, while the standards and the achievement tests involved the lower order cognitive processes of 'remember' and 'understand', the contents of instruction focused on the higher order cognitive processes of 'analyze' and 'evaluate'. Besides, 83% of the standards aimed at the lower order thinking skills rather than higher order ones, whereas the contents of instruction devoted 50% of the cognitive processes to higher order and 49% to lower order thinking skills. The implication is that there was a balanced emphasis on both thinking skill types. Thus, it can be concluded that, discrepancies in cognitive processes of the contents of instruction and the standards justify the weak alignment between the two components.

In addition, the contents of instruction are expected to reflect the standards entirely. Thus, the teachers need to focus on the standards' objectives while teaching rather than teach to prepare students for the relevant course examinations. Hence, it might be the case that the TEFL instructors in this study constrained the teaching objectives to testing as the contents of instruction were more aligned to the achievement tests rather than to the standards.

The results clearly indicated that the standards, the achievement tests, and the contents of instruction in the observed sample were not as well aligned as they could or were expected to be. However, in Iran's educational system, as a standards-based system, it is highly expected that all three curriculum components work harmoniously or more technically, be aligned, in order for the education to be efficient and provide the students with an opportunity to learn what is included in the official standards as learning outcomes. In fact, the findings were contradictory to what many researchers expected about the alignment of the curriculum components. For instance, some researchers asserted that when the instruction which is aligned to the standards is implemented in classrooms, students should be able to act better on achievement tests (Bhola et al. 2003; Gamoran et al. 1997; et al. 2000; Porter et al. 2001). Accordingly, as the standards and the contents of instruction were not aligned in the present study, it might not be surprising if TEFL students would not perform well on achievement tests.

Importantly, according to the finding of the study, the reason why the standards were not in line with neither the contents of instruction nor the achievement tests might be the inadequate number of the standards introduced by MSRT as far as the sampled TEFL courses are concerned. In other words, only a few educational objectives were addressed by the standards and many others were completely neglected. However, the TEFL instructors of the main courses of Yasouj University took into account all the educational objectives of the official standards in their contents of instruction and the achievement tests, but many of the educational objectives targeted by instructors were not addressed by any standards. Hence, perhaps not unexpectedly, the alignment between 'the standards' and 'the contents of instruction' as well as 'the standards' and 'the achievement tests' was not significant. In other words, lack of adequate educational objectives in the official standards might have provoked the instructors to accommodate more essential objectives in their contents of instruction to help the students to reach optimal attainment. They might also apply their own experiences and might draw educational guidelines from other curriculums to fulfill the objectives. This would lead to discrepancies or even misalignment, since each instructor would consider different objectives both in his/her contents of instruction. More technically, the null curriculum which is defined as the application of the necessary skills, principles, concepts, and knowledge missed in the official standards by the instructor could be evident in Yasouj University TEFL program. In order to avoid the null curriculum, the researchers tend to suggest that the TEFL official curriculum standards need to be reconstructed guided by well-formed and prominent taxonomies of

educational objectives like Bloom's revised taxonomy (2001). It is also recommended to policy makers and curriculum developer to include more standards or update the standards according to the needs of the students in recent years. Further, having developed the standards, the policy makers should examine the alignment between the standards and the contents of instruction in various universities to check whether the standards need revision and whether they are quantitatively and qualitatively adequate to guide instructors and test developers.

More specifically, the findings of the current study provide insights to TEFL specific courses instructors at Yasouj University. The instructors need to accommodate more higher-order thinking skills in their contents of instruction and the achievement tests. They also had better accord the course contents of instruction with the official standards.

It is also suggested that both policy makers and the instructors be directly involved in the curriculum revision processes based on alignment studies to compensate for the weaknesses in any of the curriculum components. Besides, since the alignment studies reveal where precisely poor alignment or even misalignment exists among the components, the policy makers can make research-based or better, informed instructional decisions that enhance the quality of higher education.

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Appendices

Appendix A

TEFL main courses standards and codes

a. Linguistics

a. 1. Students should be acquainted with the concepts in linguistics (phonology, syntax, semantics, discourse analysis, and applied linguistics)

b. English Teaching Methodology

- b. 1. Recognize different learning theories
 - b. 2. Get familiar with the process of first language acquisition and second language learning and their differences.
 - b. 3. Understand the nature of language, its components and skills.
 - b. 4. Get familiar with different teaching methodologies.
 - b. 5. Analyze various teaching methodologies
-

c. Evaluation and Testing

- c. 1. Identify different theories of language testing
- c. 2. Analyze different methods of evaluation
- c. 3. Identify different types of tests and their uses

Appendix B

The TEFL contents of instruction in the second semester of 2014 covered at Yasouj university

TEFL courses	Number of covered topics	codes
Teaching Methodology	27	M(1-27)
Language Testing	96	T(1-96)
Linguistics	32	L(1-32)
Total	155	

Appendix C

The TEFL Achievement Tests in the second semester of 2014 at Yasouj university

TEFL achievement tests domains	Number of questions	codes
Language Testing	14	T(1-14)
Teaching Methodology	44	M(1- 44)
Linguistics	20	L(1-20)
Total	78	

Appendix D

A sample of surveys to collect data on TEFL contents of instruction

Dear Linguistics Course instructor

Below is a survey related to the content of the course you taught in the second semester of 1392-93 at Yasouj university. It contains two columns; the first one is the indicator of the topics you had covered during the term in Yasouj University and the other one is indicating the cognitive processes as

expectation for the students that you might had in mind while teaching each topic. Beside the survey, you are provided with a guiding table in which each cognitive process is explained to make it clear what is actually meant for instance by the verb "remember" as an expectation for the students. In marking the expectations, you may had one, some, all, or none of them in mind while teaching a particular topic; Therefore, please mark the one(s) you had considered in your teaching and do not mark the one(s) you had not. Please fill the survey by putting checkmark.

Cognitive demand survey

topics	Cognitive demands as Expectation for students in linguistics course					
	remember	understand	apply	analyze	evaluate	create
Chapter2. pragmatics						
L1. Implicature						
L1a. Conversational maxims						
L2. Speech acts						
L2a. classification of speech acts						

Table of cognitive demands

1. Remember:

- 1.1. recognizing pieces of information
- 1.2. recalling previous information

2. Understand:

- 2.1. interpreting pieces of information
- 2.2. exemplifying, stating specific examples of a general concept
- 2.3. classifying information into certain categories
- 2.4. summarizing an abstract or general theme
- 2.5. inferring and finding a pattern within a series of instances
- 2.6. comparing and detecting the similarities and differences
- 2.7. explaining and constructing a cause and effect model

3. Apply:

- 3.1. executing and carrying out procedures on a familiar task
- 3.2. implementing and selecting a procedure to perform an unfamiliar task

4. Analyze:

- 4.1. differentiating discriminating information in terms of relevance and importance
- 4.2. organizing information and identifying how the elements fit together into a coherent structure
- 4.3. attributing, knowing the intention underlying a message

5. Evaluate:

- 5.1. checking and testing the inconsistencies and fallacies of an operation or a product

5.2. critiquing and judging an operation based on external criteria

6. Create:

- 6.1. generating alternative solutions to a problem
- 6.2. planning or developing a plan to solve a problem
- 6.3. producing or carrying out a plan for solving a problem

Dear Linguistics Course Instructor

Below is a survey related to the content of the course you taught in the second semester of 1392-93 at Yasouj university. It contains two columns; the first one is the indicator of the topics you had covered during the term in Yasouj University and the other one is indicating the types of knowledge pertaining to each topic. As an expert and instructor who had experienced teaching the topics inserted in the survey, and with the help of the attached table providing definition on each knowledge dimension, you are able to select the particular knowledge dimension which you think matches a special topic. You may mark more than one knowledge dimension for each topic. Please fill the survey by putting checkmark.

Knowledge dimension survey

topics	Knowledge dimensions in linguistics course content			
	Factual knowledge	Conceptual knowledge	Procedural knowledge	Meta-cognitive knowledge
Chapter2. pragmatics				
L1. Implicature				
L1a. Conversational maxims				
L2. Speech acts				
L2a. classification of speech acts				

Table of knowledge dimension

1. Factual knowledge: the basic elements that students must know to be acquainted with a discipline or solve problems in it.

- 1.1. Knowledge of terminology
- 1.2. Knowledge of specific details and elements

2. Conceptual knowledge: the interrelationships among the basic elements within a larger structure that enable them to function together.

- 2.1. knowledge of classifications and categories
- 2.2. knowledge of principles and generalizations
- 2.3. knowledge of theories, models, and structures

<p>3. Procedural knowledge: how to do something; methods of inquiry, and criteria for using skills, algorithms, techniques, and methods.</p> <p>3.1. knowledge of subject-specific skills and algorithms</p> <p>3.2. Knowledge of subject-specific techniques and methods.</p> <p>3.3. knowledge of criteria for determining when to use appropriate procedures</p>
<p>4. Meta-cognitive knowledge: knowledge of cognition in general as well as awareness and knowledge of one's own cognition.</p> <p>4.1. strategic knowledge</p> <p>4.2. knowledge about cognitive tasks, including appropriate contextual and conditional knowledge</p>

Appendix E

A Sample of Coding Checklist for TEFL Standards

	Types of knowledge			
Cognitive process	factual	conceptual	procedural	Metacognitive
Remember				
1. recognizing pieces of information 2. recalling previous information	a1, d3	a1,b1, b4,c1,c3,		
Understand				
1.interpreting pieces of information 2. exemplifying, stating specific examples of a general concept 3. classifying information into certain categories 4. summarizing an abstract or general theme 5. inferring and finding a pattern within a series of instances 6. comparing and detecting the similarities and differences 7. explaining and constructing a cause and effect model		b2,b3,	b3	

A Sample of Coding Checklist for TEFL Contents of Instruction

	Types of knowledge			
Cognitive process	factual	conceptual	procedural	Metacognitive
Remember				
1. recogniz	M1,m2,m3,m4,m5,m6,m7,m8,M9, m10,m11,m12,m13,	M1,m2,m3,m4,m5, m6,m7,m8,	M4,m5,m6,M7,m8, m11,m13,	M15,m23,m 26,m27,

ing pieces of informat ion 2. recalling previous informat ion	m14,M15,m16,m17,m18, m19,m20,m21,M22,m24, m23,m25,m26,m27,L3,L8, L13,L14,T1,T2,T7a,T34, T35,T36,T37,T37a,T37b	M9,m10,m11,m12, m13,m14, M15,m16,m17,m18, m19,m20, M21,m22,m24,m23, m25,m26, M27,L1a,L11a,L11b ,L11c,T1, T2,T7a,T13,T14, T34, T35,T36,T37,T37a,T 37b	m14,m16,m17,m18 ,m19,m20, m21,m22,m24,m23 ,L2f,L12, T13,T14,	
Underst and				
1.interpr eting pieces of informat ion 2. exemplif ying, stating specific example s of a general concept 3. classifiy ng informat ion into certain categor ies 4. summari zing an abstract or general theme 5. inferring and finding a pattern within a series of	M1,m2,m3,m4,m5,m6.m7, m8,m9,m10,m11,m12,m13,m14,m1 5,m16,m17,m18, m19,m20,m21,m22,m24, m23,m25,m26,m27,L1,L2, L2c,L3,L4,L5,L7,L8,L9,L10, L11,L15,T1,T2,T4,T5,T7b, T34, T35,T36,T37,T37a,T37b	M1,m2,m3,m4,m5, m6,m7,m8,m9,m10, m11,m12, m13,m14,m15,m16, m17,m18, m19,m20,m21,m22, m24,m23, m25,m26,m27,L1a, L2,L2a, L2c,L2d,L2e, L7a,L9,L10,L11,L11 a,L11b, L15a,L15b,T1,T2,T4 ,T5,T7b, T13,T14, T34, T35,T36,T37,T37a,T 37b	M4,m5,m6, M7,m8,m11,m13,m 14,m16, M17,m18,m19,m20 ,m21,m22, M24,m23,L7,L12,L 16,L17, L17a,L17b,L17c,L1 7d,L17e, T13,T14,	M15,m23, M26,m27,L2 b,

instances 6. comparing and detecting the similarities and differences 7. explaining and constructing a cause and effect model				
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BOOK REVIEW: EDUCATIONAL TESTING AND MEASUREMENT: CLASSROOM APPLICATION AND PRACTICE

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Abstract

Educational Testing and Measurement: Classroom Application and Practice (5th ed.) is a book written by Tom Kubiszyn and Gary Borich for readers, teachers, and researchers interested in the field of educational testing, assessment, and measurement. The tenth edition of the book was published in 2013 by John Wiley & Sons, Inc. Authors of the book try to help instructors of both undergraduate and graduate courses in educational measurement make proper educational decisions in educational environments. The tenth edition of this book comprises 21 chapters. The authors intend to provide information on how cope with practical problems when testing students. Another purpose of the book is to help language teachers evaluate those students who have learning disabilities but participate in regular classes. Also, the book tries to make use of personal computers for measurement purposes.

Keywords: educational testing, measurement, learning disabilities

This book starts with a brief overview of trends in educational measurement and discusses the ways of making proper tests to evaluate teachers' performance and students. It talks about the way of using test scores and the merits and demerits of tests. The introduction section raises several of the current issues and trends with regard to measurement of students, focusing on the impact for teachers. Chapters 2 and 3 provide teachers with the basic underpinnings of testing and the distinction between norm-referenced and criterion-referenced assessments.

In chapters 4 and 5, the authors discuss the importance, development, and measurement of educational objectives and learner outcomes. A model is provided describing classroom measurement. The distinction between expressive and behavioral objectives is also presented. Particular attention is paid to the discrepancy between learning activities and learning outcomes.

Authors make a connection between specification of objectives and sample test items and provide taxonomies of objectives in the affective, cognitive, and psychomotor domains. They explain the use of a test blueprint to ensure that a measure assesses all relevant content and processes.

Chapters 6 and 7 discuss explicit instruction on the development of objective-test items, essay type items, and the procedures for administering and analyzing the test itself. Authors describe the

shortcomings and advantages of each type, for instance, the limitations related to true-false items. Details about writing acceptable objective-test items are provided. The chapters repeatedly use a sample item or other example to show points and encourage readers to problem solve on a real item when they read the text. A short section about gender and racial bias in test items is presented in the chapter on writing objective-test items. The chapter about writing essay-test items incorporates a discussion of their potential misuses, advantages, and limitations. Clear suggestions for writing and using essay-test items are provided. Issues in scoring and scoring criteria are provided, with examples and mention of a rating method to score essay-test items.

Chapter 8 talks about test assembly, especially how to "package" test items with regard to layout, content, difficulty, and so on. A practical checklist is presented. The section about administration of tests gives practical advice, including whether to include a correction for guessing, although the difference between a speed and power test is not included. Readers are introduced to item analysis (quantitative item analysis and a discrimination index) through a question and answer format that directs teachers to the practical relevance of learning about these procedures. A number of item-analysis modifications related to criterion-referenced measures also are discussed. A brief section on guidelines in providing feedback to students about their performance is included.

Chapter 9 introduces performance and portfolio assessments. A definition of performance assessments is provided, as well as descriptions and illustrations of how teachers can use performance assessments to assess process, product, and social skills. Their appeal for assessment of higher-order cognitive skills and demonstration of skills in more real-life applications is noted. Readers are provided steps for construction of measures, including the development of scoring rubrics. Advantages and disadvantages of performance assessments are mentioned in the description and construction sections. A brief section on portfolios concludes the chapter.

The development and implementation of marking systems, including weighting systems and how to combine performance and traditional assessment procedures, are covered in chapter 10. The purpose of marking systems is defined as providing feedback about achievement; and with respect to academic courses, the authors state that only achievement should be reflected in the mark. A discussion of various types of comparisons to use when assigning a mark is presented (e.g., comparing student performance to an established standard). The chapter also covers practical information on combining grades from separate measures, including performance assessments, into a final mark.

Chapter 11 presents an overview of procedures available to observe behavior and to measure attitudes. A section on how attitudes can be classified and measured is followed by a description of various measurement methods, including unstructured and structured observations and Likert-type and other scales. Instructions in the development of a Likert scale and how to review anecdotal records are provided. The possibilities, use, and controversies associated with using sociograms are also presented. The chapter does not include instructions for direct observation of target behaviors using applied behavior analysis (e.g., event or interval recording) nor does it describe or illustrate any published scales for recording classroom teacher-student interactions or social behavior.

The next six chapters (chapters 12-17) introduce teachers to the statistical concepts needed to summarize and interpret test-score information. The first four of these chapters address measures of central tendency, variability, and correlation. Two other chapters in this section help teachers become acquainted with the concepts of validity, reliability, and measurement error associated with testing. Chapter 12 introduces the subject in a reader-friendly manner and includes step-by-step information for graphing data. The authors present information about measures of central tendency in a straightforward, organized manner. In chapter 13, measures of variability and concepts related to a normal distribution are covered. Readers are given step-by-step instructions to calculate the standard deviation, and several illustrations describe properties of normal curves, particularly the percentages of cases that fall under portions of the curve. Z and T scores and their calculation are introduced. Correlation is introduced in a straightforward manner in chapter 14, and scatterplots are presented to help readers "see" the strength and direction of relationships. The distinction between correlation and causation is made, and cautions about nonlinear relationships are presented.

Chapters 15 and 16 present teachers with information about how to evaluate tests using the concepts of validity, reliability, and measurement error. Different types of validity are explained and discussed through the example of college selection tests. Methods of estimating reliability are presented, followed by interpretation of coefficients in a manner that is intended to link what readers have learned about validity with reliability principles. Practice exercises incorporate reliability information for hypothetical, but not actual, standardized assessments used in classrooms. Chapter 17 includes a carefully organized presentation of the standard error of measurement, with a specific section on "Why all the fuss about error?" The chapter concludes with guidelines for interpreting confidence bands to address problems associated with reporting difference scores as indices of performance changes.

Chapters 18 and 19 are devoted to standardized tests, including types, uses, and interpretation. The many test scores offered for standardized tests, as well as student factors affecting interpretation of scores, are presented. Examples of the "press-on" label and a skills analysis from an actual standardized achievement test are provided. Chapter 19 presents many of the common measures, both academic and aptitude, that are likely to be encountered by teachers. Information about planning program evaluations at the school or district level is also provided.

In Chapter 20, Kubiszyn and Borich describe the assessment of students with special needs who are served in regular classrooms. Information is presented on how Federal laws provide students with disabilities the right to a free, appropriate, public education and on the many initiatives to serve more students with disabilities within integrated settings, including part-time or full-time regular classes. A process for identification and assessment of students suspected of a disability is presented, followed by information about development of an Individual Education Plan (IEP). Using the IEP to individualize instruction and reviewing the IEP to evaluate progress are discussed from the perspective of regular educators. A special section discusses procedures for monitoring students on medication. A separate section describes assessment and identification procedures for students who are gifted and talented.

The focus of chapter 21 is a presentation of the nature and use of personal computer (PC) applications in classroom measurement. Basic concepts, types of computers, computer components, methods of data storage, and software are explained. Readers are offered many examples and justifications for using PCs in classroom measurement. Guidelines for locating measurement-related software relevant to respective teachers are offered, although the review of measurement-related software packages has been eliminated in this edition. A step-by-step approach to selecting a PC to meet the differing needs of class-room teachers is provided.

Through a real-world dialogue, Kubiszyn and Borich conclude with a summary of the many critical issues and practical considerations that teachers confront in developing, administering, and interpreting student assessments.

On balance, the authors achieve many of their objectives: The book is readable and relevant, and it meets many of the assessment-related needs of class-room teachers. The dialogue, vignette, and straightforward language of the text help convey the many measurement concepts and considerations teachers must grasp. The text appears to be successful in providing a foundation and many practical guidelines for setting instructional goals and selecting, constructing, administering, and interpreting results of assessments. Chapters are concise and focused and have several exercises and applications to check readers' understandings.

Three shortcomings of the text may be noted. First, the authors state that the purpose of assessment is to provide objective information to make better educational decisions, including ones related to instruction, grading, diagnostics, selection, placement, counseling and guidance, program and curriculum, and administrative policy. Much of the content of the text, however, is directed toward assessments to support providing feedback to students about achievement, not the other purposes (e.g., Figure 8.4 and chapter 10 on marking systems). Performance and program assessments were described. However, more information on how to use these and the other assessments is needed to link developing and using assessments to support other critical educational decisions, including evaluation of the effectiveness of instructional programs; analyses of student performance that tie directly to instructional decisions; whether students can apply and integrate skills in real-life contexts; and how the assessment method can effectively communicate level and progress with parents, students, and the public (Fuchs & Fuchs, 1996).

A second limitation is the need for more actual curricula and test protocol excerpts to help readers better understand and practice application of text material in a classroom context, particularly to understand distinctions between norm- and criterion-referenced assessments. For example, more extracts from actual curricula to develop instructional objectives and test items are needed (chapter 5). The chapters that cover statistical concepts need more practice activities with actual classroom applications (e.g., how to identify and interpret T-score for a child using an excerpt of an actual assessment test, how to incorporate concepts of reliability when considering whether to buy or use a particular test, or a practice exercise using the method of "confidence band interpretation" with a "filled in" actual test summary profile).

The chapter on assessments and procedures related to students with special needs is much needed by classroom teachers. Although much valuable information is presented, there are many

shortcomings. Specifically, the legislation discussed was superseded in 1990 by the Individuals with Disabilities Education Act (PL 101-476, IDEA), in which new and expanded mandates were adopted (e.g., for transition planning, early childhood). Further, the section on services within the least restrictive environment could be misleading to some pre-service educators. IDEA, as PL 94-142 before it, continues to affirm that a full continuum of placements be made available and does not mandate full inclusion. Recent national trends in placements have shown a modest increase in rates of placement in integrated settings (U.S. Department of Education, 1996). However, educators and professionals continue to discuss and recommend services within a variety of settings. The information about the assessment process is helpful but would be strengthened if linked to the testing concepts—for example, norm- and criterion-referenced testing described earlier in the text. Observation of child behavior is discussed; unfortunately, chapter 11 does not present specific procedures for conducting direct observations of target instructional or social behavior.

The authors needed to explain in more detail how information about

progress obtained from assessments related to a child's IEP may be used to make modifications in a student's instructional program and how to link this information with that presented in chapters 4 and 5 on the development of instructional goals. The title of the section on assessing children who are gifted as "At the other end of the curve" conveys an inappropriate and misleading impression. The statement reinforces the view that children's intellectual aptitude rather than learning characteristics is paramount and that disabilities may be viewed as cognitive, rather than reflecting any number of conditions (e.g., sensory, physical, learning, or behavioral). Although this chapter includes much important information, teachers will need additional guidance to plan, conduct, and interpret assessments with children with disabilities in a manner that appropriately incorporates some of the procedures used with normally achieving students that are described throughout the text; teachers will also need additional individualized measures.

Final Remarks

Educational Testing and Measurement provides a careful, updated, and readable introduction to notions, construction, use, and interpretation of assessments. Using the presentation in the text as the starting point, limitations may be addressed through further discussion and clarification. The focused chapters, realistic classroom dialogues, organized presentation of concepts and guidelines, and upbeat writing style make it an effective and appealing text both for students and instructors.

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RUSSIAN-POLISH CROSS-LANGUAGE INTERFERENCE IN FOREIGN LANGUAGE TEACHING

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Keywords: intercultural communication, intercultural competence, interference, cross-language paronyms, semantic laws.

Abstract. This article discusses ways of improving intercultural competence when teaching Russian as a foreign language to a Polish audience. It substantiates the necessity of applying special techniques and methods in the study of a closely-related language which allow a person to understand other cultures and to communicate successfully. Using the comparative method in the teaching of closely-related languages enables the identification of cases of cross-language interference and describes ways to overcome it. The first group includes parallels whereby the Russian word is used to mean a broad, pan-Slavic concept, while the Polish paronym has a narrower, more specific meaning. The second group includes parallels whereby the Russian word has a narrower meaning. Derived and non-derived paronyms formed using Slavic suffixes are subjected to comparative analysis. A separate group contains similar sounding words, the semantic differences of which can be explained by the processes of metaphorical and metonymic reinterpretation taking place on a cross-language level. Various semantic shifts by contiguity or by the juxtaposition of objects in space can be represented in one of the languages.

1. Introduction

Each word carries cultural information related to the specifics of the national consciousness that defines every nation's unique view of the world. In the context of globalization, convergence and fusion of different cultures, contact between representatives of different ethnic groups is facilitated by integration into various fields of human activity: in culture, economy, religion, and politics. Changes are also occurring in education. A new model aimed at training specialists in international and intercultural communication is being developed in foreign language teaching, taking into account the social, cultural, and political life of the peoples who use a particular language as a means of communication. Many modern scholars are investigating the problems of achieving positive results in the intercultural communication process between different linguistic cultures [1,2 etc.]. Foreign language in modern society provides an opportunity to experience the values of other cultures. Almost any area of science requires knowledge of foreign languages for the self-realization of a specialist. Language is a means of reaching mutual understanding and of interaction between different linguo- and ethnocommunities.

2. Purpose and Methods

In order to deeper understand the related language, it is necessary to consider not only the facts of the synchronic, but often also the diachronic character that allows one to recreate common language roots

and trace the history of their development in each language. "Cultural and ethnic identity of each language community develops over a long historical time and has origins in the past" [3, c. 438].

The purpose of this article is to consider ways to achieve linguistic and cultural competencies while studying Russian as a foreign language from a Polish perspective.

This determines the necessity of using a variety of techniques and methods that contribute to deeper comprehension of the target language, and are aimed at developing the communication skills of students. Along with the traditional educational technologies used to enhance the assimilation of a foreign language, in recent years the implementation of information technologies in learning a foreign language has gained a great importance [4]. The perception of existing concepts about the world is due to an outlook formed on the basis of representations relevant to their native tongue. New linguo-cultural experiences of different national and cultural traditions appears as a result of intercultural relations. Primarily these traditions are reflected in the lexical structure of the language.

3. Definitions

By making a contrastive description of vocabulary and searching for possible correspondences between lexical units in closely-related languages, the teacher confronts a number of methodological problems related to the detailed and full description of the Russian word meaning, including the exposure of features specific to that nation. Linguists have frequently pointed to the phenomenon of cross-language interference, whereby a native language system influences the study of a foreign language, and leads to errors and deviations from norms. This phenomenon is also present in the study of unrelated languages [5].

When learning a foreign language with similar form and sound of lexemes, assimilation often leads to misunderstanding, even if the languages are not closely related. In related languages such incidents occur much more frequently. A teacher of Russian as a foreign language should use special instructional techniques that promote both proper absorption of the semantics of such lexemes and an understanding of the semantic differences in their entirety in both their native language and in Russian. This requires knowledge of comparative lexicology and semasiology, as knowledge of common roots and the original lexical meaning allows one to understand the differences in semantics that occur over the historical development of words of related origin. In theoretical literature there are various definitions of similar sounding words in related languages, the most accurate of which many scientists consider to be "cross-language paronyms" [8]. Cross-language paronyms are words with the same Slavic root; similar-sounding but semantically different. Since the peculiarities of articulation in each language dictate that words may not coincide fully in their sound, we speak of paronyms instead of homonyms.

4. Sources of Data

Paronymic relations even within the same language can lead to a large number of speech errors and deviation from literary norms. Therefore, paronyms are studied by specialists in speech culture, lexicology, and stylistics, as well as by teachers of Russian as a foreign language. Using the comparative method when learning a foreign language enables the student to eradicate the most serious mistakes relatively swiftly and to dispel the clearest manifestations of native-language interference. The number of

such paronyms is great: thus in *The Large Polish-Russian dictionary* there are about 520 of lexemes with similar sounds but different meanings in Russian and Polish [9].

5. Two Paths Of Semantic Development

Etymologically-related words with similar categorical-grammatical meanings have often taken different paths of semantic development. This leads to the emergence of cross-language paronyms, e.g. the Russian *kolotit'* "to beat" and Polish *klócić* "to quarrel", the Russian *peresudy* "to gossip" and Polish *przesady* "prejudice", the Russian *veko* "eyelid" and Polish *wieko* "cover", the Russian *terebit'* "to pull, touch" and Polish *trzebić* "to destroy, to eradicate". The greatest number of errors when learning these words in Russian as a foreign language classes occurs when students transfer the meaning of similar-sounding words in their native language to the Russian. For example, Poles mistake the Russian word *dvorets* "palace" for "railway station" (as in Polish *dworzec*), the Russian *zapomnit'* "to remember" as "to forget" (as in Polish *zapomnieć*), the Russian *zvon* "ringing" as a "bell" (as in Polish *dzwon*), etc.

Transformations in the semantics of words in related languages occur due to the action of known universal semantic laws and manifest themselves in different ways in different languages. The most typical changes in the semantics of words occurring over the course of a language's long existence are the expansion or contraction of the total semantic volume of a word throughout history, as well as in the context of its use in speech. These processes have led to the division of Russian and Polish paronyms into two groups.

The first group includes such parallels where the Russian word is used in a broad, often pan-Slavic manner, while the Polish paronym is used more narrowly to mean something more specific. For example, contrast the Russian *złodey* "one who commits a crime, an offender," with the Polish *złodziej* "thief"; the Russian *mesto* "space which is occupied with something, a site on the Earth's surface etc." with the Polish *miasto* "city"; the Russian *zhito* "all food made from grain or crops" with the Polish *żyto* "Rye"; Russian *nedelya* "seven days, week" with the Polish *niedziela* "Sunday"; the Russian *utroba* "belly, innards" with the Polish *wątroba* "liver", and so on.

The second group is opposite to the content of the first: Russian words with narrow, specific meanings, and their equivalents in Polish with a broad, general meaning. For example, the Russian *kvass* "sour drink" and Polish *kwass* "acid"; the Russian *veko* "eyelid" and Polish *wieko* "cover"; the Russian *zhivot* "stomach, part of body" and Polish *żywot* "life; existence"; the Russian *nyevesta* "girl, to marry; bride" and Polish *niewiasta* "Woman"; the Russian *groza* "storm; atmospheric phenomenon" and Polish *groza* "horror, a nightmare"; the Russian *poezd* "train" and Polish *pojazd* "transport", and others. Along with a significant amount of non-derivative words of Slavic origin, a similarity in the sound is a feature of many different derivatives. Related languages have a common derivational arsenal of tools and use a significant number of common Slavic suffixes and the same word-formation models.

Therefore, among cross-language paronyms there is a group of derived vocabulary with related morphemes clearly divided in two languages. This phenomenon is most evident in suffixed formations. So, within verbal nouns with the Slavic suffix -b(a)-, it is possible to observe the same semantic differences in similar-sounding lexemes: the Russian word is used in a broader sense than the corresponding Polish paronym: *druzhiba* "friendship; close relationship, based on mutual trust" and the Polish *družba* "the best man, fellow"; the Russian *strelba* "shooting practice" and the Polish *strzelba*

“shotgun”, and others. On the contrary, the Russian word may have a narrower meaning than the Polish equivalent: the Russian *rez'ba* “threads, figure carved from wood, bones” and Polish *rzeźba* “sculpture, sculpting, carving”, the Russian *zhaloba* “expression of displeasure; complaint” and Polish *żałoba* “mourning”, etc.

The difference in the semantic scope of Russian and Polish paronyms is also noted in nouns formed from adjectives using the suffix *-izna*: the Russian *belizna* “white, bright, clean, white colour” and Polish *bielizna* “linen”; the Russian *novizna* “novelty; something new” and Polish *nowizna* “virgin land, a new settlement”, etc.

5.1 Metaphorical And Metonymic Reinterpretation.

The phenomena of metaphorical and metonymic reinterpretation are usually analyzed by considering the semantic structure of words of one language, but these processes are also observed on the interlanguage level. Thus, the Russian word *izba* meaning “wooden farmhouse” corresponds to the Polish *izba* “room, chamber” (the meaning “farmhouse” is almost never used in Poland). The semantics of the Polish word are the result of a metonymic transfer from an integer to its part.

The opposite is represented by the meanings of the Russian word *grob* “coffin; an oblong closed box in which a dead person is buried” and the Polish *grób* “grave”. The Russian word reflects the semantic transfer of by contiguity. In old Russian the word *grob* had a broad meaning of “a place of burial, grave”. Metonymic transfer has resulted in paronyms like the Russian *gostinets* “gifts and sweets brought into the house” and Polish *gościniec* “path, road”. The word *gostinets* had an earlier meaning in Russian of “trade route”, before the appearance of the word *gostintsy* “goodies, the goods arrived by trade routes”, then “gifts received from visiting merchants – *gosty*” and finally, “all sorts of small gifts and sweets brought into the house.”

There are cases when words in both languages have the same direct lexical meaning but in one of the languages there is the development of an additional figurative meaning. Thus, despite the semantic coincidence of the Russian and Polish words *bystryj* and *bystry* in the meaning of “imminent, fast”, it is only in Polish that the word *bystry* has the figurative meaning “witty and smart” (*bystry chłopak* – “smart guy”); there is coincidence in the meanings of *shuplyj* and *szczipły* (“puny”), but only the Polish word has the figurative meaning “poor, minority” (*szczipłe dochody* – “meager income”), etc. Conversely, the Russian word *layat'* literally means “to bark” (rendered in Polish as *szczekać*) and in a figurative, colloquial sense means “to scold”, corresponding to the Polish *łajać* in the second, figurative meaning. The Russian *poslednij* has the direct meaning “the final, the last”, and the metaphorical spoken meaning “very bad”, corresponding to the Polish *pośledni* in a figurative sense (*pośledniego gatunku* “worst sort”).

In other cases, the direct meaning of word is fixed in one of the languages, and figurative in another. For example, in Russian the word *vyborny* literally means “elected; holding a position by election”, but in Polish the word *wyborny* has a figurative meaning, related to the Russian meaning “excellent” (*wyborny smak* “excellent taste”). Conversely, in Russian the word *goluboj* “light blue” (originally “the colour of the plumage of the neck of a pigeon”), has the corresponding Polish word *gołębi* “pigeon”, where the Russian word has the figurative meaning of the corresponding Polish word. As a result of the semantic development of etymologically-related words, the emergence of meanings close to the opposite or

completely the opposite is often observed. This phenomenon is called enantiosemy, and is widely presented at the cross-language level.

Examples of words with opposite meanings in Russian and Polish are the lexemes characterized by high frequency of use: the Russian *urod* "ugly; person with a physical deformity" and Polish *uroda* "Beauty"; the Russian *zapomnit'* "to remember" and Polish *zapomnieć* "to forget"; the Russian *zakazat'* "to order; to instruct someone to make, to do something" and Polish *zakazać* "ban"; the Russian *skarb* "old household objects, belongings" and Polish *skarb* "treasury"; the Russian *tucha* "dark heavy cloud, carrying that carries the rain" and Polish *tęcza* "rainbow"; the Russian *popirat'* "to violate" and the Polish *popierać* "to support"; the Russian *ujma* "a lot of" and Polish *ujma* "loss, depreciation, damage"; the Russian *von'* "stink; bad smell" and Polish *woń* "flavour"; the Russian *vybranit'* "strongly condemn, criticize" and Polish *wybronić* "to protect"; the Russian *dosadnyj* "causing annoyance, bad" and Polish *dosadny* "accurate, strong, convincing", etc.

General linguistic interpretation of the relations between such lexemes and determining the causes of differences between the elements of the group increases the desire to study the history of the individual words of the Russian language and promotes better learning and memorizing of their functional features. For example, a review of the group of words etymologically-related to the Russian verb *peč* "to burn, to heat, to bake" (Polish *piec*) has been extremely productive for both of these languages. In the case of a coincidence in semantic volumes of the main verb, it is possible to detect differences in the values of certain prefixed forms. Thus, the Polish verb *zapieć*, meaning "to burn (as in 'burning pain')", or "to offend, to hurt", is not in compliance with the Russian *zapech* "to bake"; the verb *dopiekać* can be used in the meaning of "to warm, to burn (of the sun)", but the Russian verb *dopekat'* "to finish baking" or "to pester" cannot, etc.

6. Conclusion/Summary

The description of Russian vocabulary on a comparative basis, the examination of cross-language interference and the identification of ways to overcome it are important for the teaching of closely-related languages. Learning different groups of paronyms generates cross-cultural competence which allows language learners to study a foreign language and to better understand the peculiarities of Russian culture. The study of cross-language paronyms relating to the Common Slavonic vocabulary helps one understand the phenomena of the Russian language and develop conscious opposition to the interference from one's native language.

Students' interest in learning Russian can be increased by the identification of different groups of paronyms (Common Slavic, borrowed, etc.), the determination of their semantic and stylistic features, and an indication of their contextual combinability. Using theoretical data, as well as material from etymological, explanatory and bilingual (Russian-Polish and Polish-Russian) dictionaries facilitates the prediction and correction of errors caused by cross-language interference.

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ON THE EFFECTS OF LINGUISTIC INTELLIGENCE-BASED ACTIVITIES ON IRANIAN EFL LEARNERS' SPEAKING ABILITY

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Abstract

This study investigates possible effects of linguistic intelligence based activities on the speaking ability of Iranian EFL learners. Forty three male and female homogenous Iranian speaking EFL learners participated in this study and divided into experimental and control groups. The instruments used were nelson placement test, multiple intelligence test, pretest, treatment and posttest. The analysis of the results revealed a significant effect of linguistic based activities on Iranian EFL learners' speaking ability. Furthermore, the results indicated that after teaching activities related to linguistic intelligence in control and experimental groups, there is no significant difference between males and females for the case of speaking ability. The findings suggest all the EFL teachers to consider the role of multiple intelligences in classes and provide more effective activities to help students improve English language speaking ability.

Keywords: intelligence, multiple intelligence, linguistic intelligence, speaking ability, linguistic intelligence -based activities.

1. Introduction

The importance of language is essential to every aspect and interaction in our everyday lives. The world is an increasingly globalized place where individuals are communicating among and between multiple cultures each day. A person competent in other languages can bridge the gap between cultures, contribute to international diplomacy, promote national security and world peace, and successfully engage in international trade (Mitchell, 2015).

According to Ellis (1994) in countries where English is a foreign language and it is not applicable language and very rarely it is used, we can easily face with those kinds of learners who study English for nine or ten years at school from the primary school to the high school and when they come to university they can't speak it well because they have communicative barrier. Gardner one of the prominent psychologists who believe in individual differences, declares that children are different from each other in many respects including skills, abilities, preferences and ways of doing things; even in the experience of learning, they process and represent knowledge differently and they have unique learning styles (Rahimi & Sadighi, 2011).

"Gardner's multiple intelligence theory says that instead of one kind of general intelligence, there are at least seven different kinds, which include verbal intelligence, musical intelligence, logical-mathematical intelligence, spatial intelligence, body movement intelligence, intelligence to understand oneself, and the intelligence to understand others" (Plotnik, 2002). Of course in this study, only one of the Gardner's seven intelligences would be precisely worked on and that is the Linguistic Intelligence (LI). Among the different domains of Multiple Intelligence (MI), linguistic intelligence assumed to be more relevant to the learning a language because the essential component of the LI is word, as defined by Armstrong (2009). Several studies on linguistic intelligence have revealed a lot of information about the character of people who possess this kind of intelligence. According to these studies, while everyone is born with a measure of linguistic intelligence, it can also be developed through the careful use of linguistic intelligence activities.

since among foreign language learning skills, speaking is the most desired and anxiety provoking area for language learners especially Iranian EFL learners, the aim of this research is to investigate the effect of linguistic intelligence based activities on English speaking ability of Iranian EFL learners. Based on the researchers' experience in Teaching English as a Foreign Language (TEFL) field, they noticed that most students face difficulties in learning EFL in particular situations, especially in speaking, while the same students were good in other activities in the class (Ibnian & Hadban, 2013). It is hoped that supporting and developing linguistic intelligence involves encouraging learners to enjoy real communication through reading and writing, and speaking and listening and, with the help of linguistic intelligence based activities, language teachers can use activities which can help students to promote their English speaking ability (Campbell, Campbell & Dickinson, 1996). This study aimed to check if the communication barriers and problems of EFL learners could be removed and their mastery over the speaking skill was enhanced through the use Linguistic Intelligence based activities or not.

To address the objectives of the study, the following research question is considered:

Q1: Can Linguistic Intelligence based-activities have any significant effect on Iranian EFL advance learners' speaking ability?

2. Review of the Literature:

2.1. Multiple Intelligence Theory

Gardner and Hatch (1989) viewed intelligence as the ability to solve problems or to create fashion products that are valued in one's own culture or society (pp.4-9). This definition challenged the traditional psychological view of intelligence as a single capacity that drives ways that in combinations enable people to understand, perceive the word, and to express themselves (Gardner, 1983).

Gardner's Multiple Intelligence Theory (MIT) was introduced in 1983, it has rapidly been incorporated into school curricula in educational systems across the United States and other countries (Gardner, 1999). Gardner's Multiple Intelligences Theory (MIT) specifies at least eight human intelligences; Linguistic intelligence; Logical/ mathematical intelligence; Visual intelligence; Musical intelligence; Bodily/ Kinesthetic intelligence; Naturalist intelligence; Intrapersonal intelligence; Interpersonal intelligence; Existential intelligence. Gardner (1999) describes Linguistic intelligence as the ability to use words and language, and sensitivity to meaning and order of words. Moreover, it is the capacity to use language to express one's ideas and opinions, and to accomplish certain goals as well as the ability to master foreign language.

According to Saibani & Simin (2014), multiple intelligences consist of three domains: The interactive domain consists of the linguistic, interpersonal, and kinesthetic intelligences. These are the intelligences that learners typically employ to express them and explore their environment. The other domains refers to introspective; the intrapersonal, existential, and visual intelligences are characterized introspective because they require a looking inward by the learner, an emotive connection to their own experiences and beliefs in order to make sense of new learning. Logical, rhythmic, and naturalist intelligences are considered analytic because, they promote the process of analyzing and incorporating data into existing

schema, even though they may have other components. Then consider that the logical intelligence has a highly analytical component.

2.2. Linguistic Intelligence

Gardner (1983) also calls Linguistic intelligence the intelligence of words, since it is mainly concerned with written and spoken forms of language. This new theory of intelligence as call linguistic which gives emphasis to learner variable has been used in language learning and teaching settings. Linguistics Intelligence as Armstrong (2009) believes, refers to: the capacity to use words effectively, whether orally or in writing. This intelligence includes the ability to manipulate the syntax or structure of language, the phonology or sounds of language, the semantics or meaning of language, and the pragmatic dimensions or practical uses of language. Linguistic people are often gifted at learning languages and they enjoy reading and writing.

2.3. The Importance of Speaking Skill

According to Saibani & Simin (2014), the ability to speak in a foreign language, as noted by Luoma (2004), is at the very heart of what it means to be able to use a foreign language. Unfortunately, speaking English is a skill that has been improved less than other skills of language learning in Iran. Unlike reading and writing, speaking cannot be done in solitude and requires the presence of an addressee or audience. This may have its psychological barriers. Saibani & Simin (2014) identifying the relationship between multiple intelligences (MI) and speaking ability among Iranian EFL learners as well as the effect of gender on the relationship. The participants in this study were EFL sophomores majoring in translation at Bandar Abbas Islamic Azad University in Iran. The findings of the study revealed that there is a significant relationship between MI and speaking ability. And according to the multiple regression analyses it was shown that linguistic-verbal (both in males and females), interpersonal (in males), and intrapersonal (in males) intelligences are the main predictors of speaking ability in this study. Mainly according to the best knowledge of the present studies, no study has so far been conducted on the effect of multiple intelligences on the speaking ability of Iranian EFL learners.

3. Methodology

The current study is principally designed to investigate whether Linguistic based activities affect the speaking ability of EFL Learners or not. In order two groups were selected with a total number of 43 male and female who study in the university. An experimental phase in which the students practiced linguistic based activities which helped to improve both the Linguistic Intelligence of the students as well as their speaking ability. And a control phase in which the students practiced speaking skills according to the traditional methods.

3.1. Participants

So that to collect the required data, two groups (experimental and control) were selected with a total number of 43 male and female (17 male and 26 female) EFL university students from Tabaran Institute of Higher Education, to participate in this study. The majority of the participants had an average age range of 18 to 37 whose native language was Farsi.

3.2. Instrumentation

To collect the required data, Nelson Placement Test, Gardner's Multiple Intelligence Questionnaire, two interviews, as well as a treatment were administered in this study.

Nelson Placement Test: To collect the required data, Nelson Placement Test was used. It consisted of multiple choice questions checking the students' proficiency with regard to vocabulary, grammar. The test adopted from Fowler and Coe (1978) with plausible measures of the test's validity and reliability, that included 30 multiple-choice items testing grammatical points and knowledge of vocabulary. Students had to select the right answer which best completed the sentence.

Multiple Intelligence Questionnaires: In order to check the participants' Linguistic Intelligence, Howards Gardner's validated Multiple Intelligence Questionnaire (Appendix B). The questionnaire

consisted of 70 statements, and the students were asked to read each statement carefully and score each sentence ranging from 4 (strongly agree) to 1 (strongly disagree). The time allotted for answering this questionnaire was 30 minutes.

Interview: The interview was run by the teacher in the experimental and control group. The interview was performed, once before the treatment was provided, as the pretest, and once after the treatment, as the posttest. Each participant was asked to answer three questions and the allotted time per student was 2 minutes. The questions were selected based on and according to a book (Time to Talk, 2007) (Appendix C) which was allocated to doing interviews at the university.

3.3. Procedure

The Nelson Placement test was performed in order to check the proficiency level and the homogeneity of the participants in both experimental and control groups (46 attendants). After that, Gardner's Multiple Intelligence questionnaire was administered in order to check the students' level of Linguistic Intelligence. The teacher explained the purpose of study to the students of the control and experimental group, so that all of them participate in the study based on their own willingness. In order to check the participants' speaking ability, an interview was carried out by the teacher, as the pretest, and she scored each student based on TOEFL Independent Speaking Rubrics (Scoring Standards) scale. The treatment took eight sessions, each one hour and thirty minutes at experimental group. Finally, another speaking test was carried out as the posttest after the treatment. After collecting the data, it was entered into and processed with SPSS 19 software. In order to get started with the data collection procedure, the researcher explained the process of doing the research and its purpose to the students of the control and experimental group, so that all of them participate in the study based on their own willingness and also let them know the results would not have any effects on their course of study.

4. Results and Discussions

This study examined the one hypothesis and the grasped data have been analyzed inferentially and descriptively through the computer program called SPSS (Statistical Package for the Social Sciences). To call for reliability of conversation test, test- retest method is applied which retests some certain individuals under the same conditions at different times. In this way, after the retest, the correlation coefficient of scores was calculated. The correlation coefficient in pre-test and post-test respectively equals at 0.972 and 0.763 and their significance level was 0.000; thus, with 99% confidence, the reliability of this test is satisfactory.

Table 1
Descriptive Statistics for Speaking Ability for Both Males and Females in Control and Experimental Group

group	gender		N	Minimum	Maximum	Mean	Std. Deviation
Control	Female	Pre test	10	2	8	4.600	1.65
		Post test	10	2	8	5.150	1.74
	Male	Pre test	6	2	6	3.917	1.43
		Post test	6	2.25	7	4.625	1.74
Experimental	Female	Pre test	16	1	10	5.719	2.49
		Post test	16	3	10	7.969	1.94
	Male	Pre test	11	1	10	4.318	3.33
		Post test	11	3.5	10	6.659	2.60

According to the table 1 the high amount of mean score for both female and male in experimental group happened in post-test. The mean level of speaking ability in control group for males is 5.150 and for females is 4.625 and in experimental group for males is respectively equal to 7.969 and for females is 6.659; besides, no significant difference was observed descriptively. To being aware of the data distribution is of high priority. The normality is assessed through using, Kolmogorov- Smirnov test. Based on the of descriptive indicators, the average amount of testees' speaking ability in pre-test of control group is 4.9531 and in experimental group is 7.435; therefore, the participants' speaking ability has significantly increased in post-test which means that the specific activities of the linguistic intelligence are effective factors in increasing the participants' speaking ability.

Table 2
 One-Sample Kolmogorov-Smirnov Test for learners' speaking ability

group		Pre test	Post test
Control	N	16	16
	Kolmogorov-Smirnov Z	.415	.458
	Asymp. Sig. (2-tailed)	.995	.985
Experimental	N	27	27
	Kolmogorov-Smirnov Z	.631	1.029
	Asymp. Sig. (2-tailed)	.821	.240

As for, the amounts of significance test according to table 2, for both experimental and control group in pretest and posttest among male and female are more than 0.05 (control group with sig. number of 0.995 in pre-test and 0.985 in post-test and experimental group with sig. number of 0.821 in pre-test and 0.240 in post-test) they are wholly more than 0.05, and it means the speaking ability of students in pre-test and post-test in both groups are distributed normally. With respect to the normality of the variables, two-way covariance was applied to control the effect of pre-test on post-test and to examine the mean scores of the control and experimental groups .

Table 3
 Two-way analysis of covariance speaking ability in both male and female students in the experimental and control group

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	212.044a	4	53.011	70.805	.000	.882
Intercept	56.972	1	56.972	76.096	.000	.667
pre	137.937	1	137.937	184.238	.000	.829
group	31.808	1	31.808	42.484	.000	.528
gender	.143	1	.143	.191	.664	.005
group * gender	.136	1	.136	.181	.673	.005
Error	28.450	38	.749			
Total	2063.750	43				
Corrected Total	240.494	42				

Table 3 displays the results of two-way analysis of covariance on variable of speaking ability for both male and female participants of control and experimental group in post-test. The interaction between group and gender must be analyzed. As mentioned in the table 4.10, the significance level equals to 0.638 which is greater than 0.05 ($0.638/0 > 0.05$) thus, one can say with 95% confidence, the group* gender interaction effect is not significant. This means that after teaching activities related to linguistic intelligence in control and experimental groups, there is no significant difference between males and females for the case of speaking ability.

4.1. Discussion

Because of the lack of previous studies about exploring the effect of Linguistic Intelligences LI on any language performance, it was hard to relate this present study with other findings. The results in the current study revealed that the participants' overall speaking scores affected significantly by their use of linguistic intelligence based activities.

According to Akbari and Hosseini (2008), such an effect is expected due to the fact that some aspects of MI and language use are consistent with each other, and both intelligence and strategy use involve a general problem-solving ability as well. As mentioned above, Linguistic Intelligences (LI) is involved in the ability to manipulate linguistic components of a text such as syntax, phonology, and the semantics or meaning of language (Armstrong, 2003). Moreover, LI has more to do with cognition (which is a very essential process in comprehension).

The results, with respect to the effect of MI, are in line with those of Shearer (2006) in that he found significant differences among the reading performances of the students with different levels of four intelligence domains, including LI (p. 23). As a final comment, it seems natural to be fairly confident that the high experimental groups' speaking ability was due to the effect of the linguistic intelligence based activities.

5. Conclusion

The primary purpose of the present study was to shed light on the effectiveness of linguistic intelligence based activities on EFL learners' speaking ability. According to this study, it is assumed that learners will speak more when they exposed to the linguistic intelligence based activities, because they are more engaged in the classroom activities and group working, they have more freedom to express their feelings and attitudes and they interact with each other not just for scoring at the end of the class, but for communication. Low proficiency in speaking among EFL learners was a primary problem of the study which by teaching the learners some special activities, the amount of proficiency will increase.

According to the statistical analysis the participants' speaking ability has significantly increased in post-test which means that the specific activities of the linguistic intelligence are effective factors in increasing the participants' speaking ability and after teaching activities related to linguistic intelligence in control and experimental groups, there is no significant difference between males and females for the case of speaking ability. Totally, the performance of experimental group was better than the control group in the final test which was post-test. Thus, there was a statistically significant difference between the experimental group and the control group. The difference between performance of the experimental and control group could be because of many reasons. Based on the results of the present study, there was no statistically significant difference between the control groups' pre-test and post-test. One can argue that this was expected, since the control group most probably had no opportunities to do linguistic intelligence based activities, they didn't receive any new method of teaching to make progress. As Wang (2009) mentioned the students preferred the teachers in the UK who talked with students just like friends. They preferred student-centered classroom and they were willing to have a friendly context of learning without pressure and stress. Based on the studies in the current study that is recommended the teachers attempt to guide the students in recognizing their own multiple intelligences trend, and utilize the dominant intelligence in learning for better results and greater sense of achievement.

6. Recommendations for Future Research

Based on the results of the study it can be concluded that instruction of linguistic intelligence based activities is an effective way to develop the speaking ability. It is also concluded that coping the new trends in teaching which focuses on the changing role of the teacher from being a lecturer to a facilitator and an observer enhances students' confidence and achievement. Linguistic intelligence-based activities can be applied to people of any age, and the person can become more intelligent through them. For this reason, it is recommended that future research looks into the application of multiple intelligences in other age groups.

Supporting and developing linguistic intelligence based activities involves encouraging learners to enjoy real communicating through reading and writing, and speaking and listening. This allows learners to see the purpose of language, and helps them take an interest in it. Writing stories and news and receiving story and news of other classmates is motivating.

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