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Meeting of Surrealism and Magic Realism in Modern Novel "Scorpion on the Stairs of Andimeshk Railway Station"

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Abstract
The resistance literature plays an important role in identifying the period of the Iraqi imposed war on Iran and transferring of the features of this period to the future generations. In this regard, many writers have written their stories through a sanctification approach to the theme of war. But, some writers have focused on a different angle of the antihero personalities in their stories. The main focus of this paper is to study the novel entitled "Scorpion on the Stairs of Andimeshk Railway" written by Hossein Mortezaian Abkenar in the field of the Iran-Iraq war. Attempts have been made in the present paper to find out the literary school that the story follows by elaborating on the realistic and magical realistic elements of the story as well as by relying on the story itself. Another question of the present research is: Are all the scenes mentioned in the story real as the author claims? If the answer is in the affirmative, then where is the place of magical realism in the novel? The hypothesis of this paper is: Although there are some traces of magical realism in this novel, the story belongs to the magical realism genre. However, since the elements of magical realism are not frequently used in the novels belonging to resistance literature, Abkenari's book deserves to be scientifically studied.

Keywords: Magical realism, realism, modern story, scorpion, Anidmeshk, railway

Introduction
The eight years of Iraqi Imposed War against Iran at the early years of the Islamic Revolution are among the tumultuous years in the history of Iran. Such an enmity has its roots deep in the past history of this land. Upon the rise to power of Saddam Hussein in Iraq, the preparations were made for a devastating war against Iran, although the political tensions between the two countries had already turned to be a turning point in the outbreak of an eight-year war. On Sept. 2, 1980, Iraqi Army invaded western territories of Iran, advanced toward Qasr-e Shirin, Khorramshahr suburbs, and Vaseliyeh, and launched heavy airstrike on Naftshahr (Yekta, 1997:32). The regime of Iraq launched extensive air and land strikes from the very beginning so that Mehrabad Airport in Tehran was hit by Iraqi airstrikes a few days after the war. The same night, Imam Khomeini issued a statement that was released by the media. He said: "You must fight this person [Saddam Hussein] with all your might. If the war – God forbidden – continued under the command of Saddam Hussein and his supporters, I will make up my mind on the nation's national duty. I hope it will not get into that point, otherwise there will be no sign of Baghdad." (Imam Khomeini, 2006, Vol. 13: 226) It was upon the release of this statement that revolutionary and voluntary forces rushed to the warfronts in southern Iran from across the country and forced the enemy to stop its advancement. This spoiled the dream of Saddam Hussein who had planned to finish Iran "in a matter of three days" and the resistance movement dragged the war until the next eight years. The eight-year Imposed War needs to be re-studied and re-analyzed constantly to bring its hidden and unknown dimensions to light. One such necessity is authoring books on the literature of war and resistance. The literature of resistance has thus become an influential media to convey the message of war and resistance. The literature of resistance is a type of committed writing. The theory of "committed writing" was introduced by French philosopher and novelist Jean-Paul Sartre, after the World War II in 1967. According to his theory, the literature had to abide by its social responsibility because the author is like someone who shares his country's social and political developments via his works. "We want literature to undertake again its social responsibility, something that must have never been forgotten." (Najafi, 1977:54) After the end of World War II, some writers followed suit and penned works based on freedom. "By literature, ..., we mean an effort and struggle for awareness, for the realization of truth and for

freedom of man. This is why a writer is responsible for what he does … because what he says is synonymous with what he does." (Sartre, 1969: 101) The theory did not receive good welcome in Iran. This is because Eastern nations' thoughts have always superseded those of Western nations and of course, in some discourses they have gone astray. Telling the truth, however, is something that makes literature committed. "Literature of resistance is a genre of committed writing that has come to being by the people and intellectual avant-gardes of the society against any threat to their material and spiritual lives. The prime responsibility of this literature is to prevent any deviation from the genuine literature, and help its development and perfection." (Basiri, 2009: 26)

With respect to the theory of committed writing, sometimes it is necessary to review works in the literature of war that open a different point of view to the realities of war, an example of which could be the "Scorpion on the Stairs of Andimeshk Railway Station", a novel by Hossein Mortazaian Abkenar, on which we have developed this paper.

The novel "Scorpion on the Stairs of Andimeshk Railway Station" has focused on the eight years of Imposed War between Iran and Iraq. The author has tried to look at the war from a different point of view and constitute the theme of the story on the views of those who were afraid of war. The protagonist of the story is a soldier who has happened to be in the warfronts not upon his will, but to serve his mandatory military service. In this paper, we will first present a general morphology of the novel, then continue with recovering the components of realism and magic realism, and end up with the identification and explanation of the conflicts between these two components. The author of these lines intends to find out which component comes out victorious in the end. It should be noted that according to the first page of the book and the preliminary phrase of "Based on a true story", the review of this novel has to be based on the components of realism and magic realism. The paper tries to clarify the fact that the author of the book has managed to develop the story into a modern short story with such components as realism (in view of the author) and surrealism and magic realism (in view of the reader).

The Plot of the Story

The protagonist of the book is an 18-year-old boy with all qualities of an ordinary young man who has been recently graduated from high school. Serving his two years of mandatory military service and on his way back home in Tehran, he receives a four-month extra duty as a penalty set by his commander. He waits in the train station to be taken back to the warfront. The author in some way tells his memories of military service in this book. The name of the protagonist of the story is not irrelevant to this claim. The author of the story was a student at guidance school when the war took place. After receiving his diploma, he is sent to the warfronts to pass his mandatory military service. His sensitive years of adolescence and youth pass in the midst of war, and a large part of his life is associated with war. The ceasefire is announced just two days after the termination of his military service. The novel is an objective narration of war and warfronts. To clarify the story better, we will hereunder focus on its morphology:

2.1 Morphology of the Book based on Modern-Story Components

The story does not follow a certain chronology of events. It is a combination of past and present events related to the protagonist of the story. In view of the conceptual structure, the author has tried to deconstruct the sanctity of the long-believed and cliché beliefs of the stories of war to give a different picture of war. He has indeed embarked on a sort of conceptual de-familiarization in characterization of the soldiers, commanders and agents of war and has thus given a different narration of the eight years of war between Iran and Iraq. His narrator is a person of commonalty, simple-minded and coward, whose mental and psychological distress augments as a result of receiving extra duty. Unlike its long-worded title, the story is rather short and developed into 19 chapters. Each chapter is only 3 to 5 pages. Brevity plays a key role in the narration. Brevity in narration, with brief, precise and non-repetitious explanations, is instrumental in this story so that sometimes a single line signifies an entirety of a paragraph in meaning. The sentences, paragraphs and chapters are indeed short in wording but elegantly meaningful because of the brevity. The chapters are connected clip-wise so that each chapter is meaningfully but implicitly connected to the next one. The chapters do not follow a chronology of events, though, and the narrator changes his point of view now and then. The narrator is sometimes third person, while at times dialogs narrate the story and some other times, like Chapter Eighteen, the narrator is first person.

"The change in point of view, or using more than one narrator, is another important specification of narration in the majority of modern stories. The realistic stories used to be narrated by a single narrator from the beginning to the end … Modernists changed the point of view and multiplied persons of narration to guide the reader toward a capacity to rearrange multiple components of narration upon his own initiative and extract a meaningful story from this plurality." (Payandeh, 2006, Vol. 2:27)

The protagonist of the story, Morteza, is not introduced from the very beginning. In the second chapter, the writer explains the situation of Morteza after finishing two years of military service by saying "I have finished my military service." He reads books while guarding the camp. The similarity of the title of the book he reads (Blood-shedding Train) with the contents of the author's book is relevant to the situation of Morteza in the warfront. "Darkness had spread over the plain. The soldier was asleep in the mosquito net … A black shadow was approaching … He heard some noises … He could hear the rustle of footsteps from another side … He grabbed his gun tight with two hands … His fingers were ice-cold." (Mortazaian Abkenar, 2007: 24-25) The conceptual interference of the two books signifies a type of de-familiarization in narration of the story. To explain what he means, the author resorts to the book he has included in his story and thus generalizes the fears of Morteza to the fears expressed on the character of the book Morteza reads: "At an inclined push of the bayonet, the soldier's throat was torn. Blood rushed over his white shirt. Another hand of the black shadow was tight on the soldier's mouth to prevent his screaming. The soldier shook his feet a few times in his struggle for life. His blood coated the mattress …" (Ibid: 25)

The names of personalities, though few in number, are common but outstanding. Names are not important for the author. Sometimes the name of a person is allocated to his job (the driver of Alpha truck). Even characterization is made skilfully in the midst of the events.

In the very beginning, the reader distinguishes the difference between the personality of the protagonist and other combatants, and then finds out that there is no commonality between them. This is a key component of the modern novels that unlike the realist stories, the protagonist is also an antagonist at the same time. "The modernist writer usually pictures his protagonist as a solitary and dissociable person. He has no commonality with other walks of life in the society and sees himself a different personality and a stranger in the society he lives in." (Payandeh, 2006, Vol. 2: 33) Therefore, one major component of modern novel is this that its protagonist is at the same time the antagonist. "Modern period is the era of the downfall of epics and epical heroism … The protagonist in such a story does not think of saving anyone, even himself. He is passive and receptive and instead of revolt and uprising, prefers to give up." (Ibid: 33)

War is among the calamities created as a result of the tensions between nations. On this basis, in modern stories, "the pre-modern certainties lose weight in the face of modern unpredictable situation. In the short

stories of our time, the pre-modern certainty is replaced with skepticism and existential distress. For these reasons, the plot of the modern short story cannot be based on a cause and effect relation as realistic stories are." (Ibid)

Another privilege with this book deals with the linguistic explanations and games. The phrase "eyes frozen toward the front" (zol mandeh bood be-jolo in Persian) is rare in type. Another example is an explanation of the southern Iran climate: "The weather was so hot to bake the dates. It was hot with gunpowder and fish odor in the air." (Ibid: 25) The combination of gunpowder and fish odor in the air is a beautiful explanation of the realm of life and death. It describes a region where cooking food and death are both underway. The explanation of a war-stricken city is also interesting: "It was dark in Andimeshk … collapsed walls could be seen here and there … Collapsed ceilings were also evident …" (Ibid: 53) Perhaps the best explanation for a bombarded and totally destroyed city has been made by using the word darkness, followed by the bursting shops with torn-apart shutters, holed walls, the wail of the sirens, the sound of the sporadic shooting heard from afar, the moaning and mourning of women and children, … The book has also applied personification. "He went toward the lighter side, but when the anti-aircraft guns started shooting again, he took shelter under a palm tree that was pregnant. All of a sudden, he heard the sound of an explosion nearby. The palm tree was shaken … and the sound of dropping dates before his feet could be heard … Dates spread all around him and the palm tree was still shivering." (Ibid: 55) The phrase "under the palm tree that was pregnant" and using allusion to attribute pregnancy to a tree, and in the end, using the phrase "the tree was still shivering" are the best examples of personification for expressing fear in this region. The poetic name of the story, "Blood sheds from this train sir!" expresses the wonder of a young private, or better say, a simple-minded young adult that the drops of the blood of martyrs from a car of the train tells him he is going to face horrible scenes in the warfront. The sort of warfront he has experienced through films, stories, books or in his imagination will be soon experienced by him in reality and all horrible scenes in his mind will be realized in the coming days. The first sign of the meeting between imagination and reality appears in the beginning of the story, i.e. the beginning of suspense. This, of course, proves to be otherwise in some cases when the protagonist uses his imagination to express the intensity of his fears of war and war commanders in explaining about the real events of the story. In this case, the real world is manifested like a surreal world. The story that is observable for the author, is surreal for the reader who is away from that environment. In view of the author or protagonist Morteza, any surreal environment can be real and any real environment can be surreal. But these fantasies and imaginations are not that much to shift the story toward surrealism. Rather, they have embedded so elegantly in the heart of the real events of the story that push the story toward magic realism in some way. Now, it is necessary to review realism, magic realism and surrealism separately and in the meantime take a glance at some extracts from the book.

2.2 Realism
Literary realism attempts to represent familiar things as they are. Realist authors chose to depict everyday and banal activities and experiences, instead of using a romanticized or similarly stylized presentation. It is a commitment to art and literature, to represent life and society without any interference (Amid Dictionary: Realism entry) Realism means whatever relying on the real thing and phenomena independent of mind (Grant, 1996: 56) "It is precise observation of the realities of life, right diagnosis of the causes and effects in life, and clarification, explanation and personification of them." (Seyyed Hosseini, 2012: 287) In realist literature, a sort of society is clarified and analyzed that exists. The realist author is like a bystander who takes note on what he sees without including his subjectivity. He creates a work of art without including his judgment or his mindset that is not better or more outstanding than what has happened. It is the characters of the story that advance the story by the events they create. "A realist author, explains the events and the readers understand about the heroes and their psychological situation through those events." (Ibid: 289) The characters in a real story are not odd, extraordinary or heroic. The realist author does not need to select an unusual and odd character – who is quite different from ordinary people – as his protagonist. He picks his protagonist from among ordinary people and from any real environment he prefers … This person might be an example of a group of outstanding and

influential people but not a distinguished and uncommon man. (Ibid: 288) "Realism tries to picture the things as they are. This is because some authors – not all of them – avoid annoying aspects of life, such as dirty neighborhoods, horrible aspects of war, injustice, tragic racial issues, … The novels and plays dealing with these problems are usually and generally categorized under realistic works." (Abu Mahboub, 2016: 181) All these definitions are true in the case of the first person of the book under study and the author has never introduced him as a hero.

Realism covers superficial issues, whatever taking place in the life of the ordinary people. The distinguished and influential people have no place in this school and whatever available are the details of the life of an ordinary member of the society. "When a realist author intends to write about war, there is no doubt that he will prefer to write about a private soldier or a low-rank officer not a commander, because that soldier or the low-rank officer is closer to the warfront and the influence of the warring environment on him is much greater. This is why the realist author intends to write about "small and unimportant" people." (Seyyed Hosseini, 2012: 288)

In discussing the realm of reality and imagination, we should say that in this literary school, a realist author must make use of his imagination but whatever happening is based on external reality not imagination. (Pakbaz, 2013: 277) The narrator must indeed reflect in his work the external reality like a mirror. In realism, the authenticity of reality is an important component. Realities must be reflected as they are. For instance, in Chapter Thirteen, making a field air conditioning system, heat stroke of the combatants, and washing dirty clothes in food pot are all reflections of reality in a warring environment. This reflection of reality is seen not only in the environment but also in the mind of the protagonist of the story. Morteza expresses his psychological and physical attachments to Siavash, the driver of Alpha truck or to even his sleeping bag. He is not a hero like the combatants of war, and he is afraid of death and darkness. He does not like martyrdom, which is something like a dreadful death to him. Morteza is an educated person full of sense and sensibility. He is extremely interested in Siavash, his close friend, when in warfront.

2.3 Magic Realism

Magic realism is a branch of the literary school of realism. It has never been an independent school. Although it was originated in Europe, magic realism rose to fame in South America. The term magic realism (also magical realism and marvelous realism) was first used by German art critic Franz Roh in 1925 concurrent with the emergence of the school of surrealism in France as an alternative to expressionism in an article he wrote about a number of post-expressionist painters who were realist painters but had used a strange, exaggerated, and dreamy or imaginary element in their techniques for picturing reality." (According to Mirsadeqi, 1998: 311) This literary school is a combination of reality and imagination in such a way that it is difficult to distinguish the borderline between the two.

"Truth and falsehood, reality and fiction have been so intermingled in these texts that it is impossible to distinguish them. The narrow borderline between the two is often fading so that both of these worlds can serve as the warp and woof of a whole. The more ambiguous this whole, the more fascinating it seems to be, in which the possible and impossible are both of the same nature." (Seyyed Hosseini, 2012: 360)

The author of magic realism intends to picture unnatural and extraordinary incidents in a realistic way. The narrator pictures the magical world in a realistic form indeed. The most outstanding component of this school is imagination that has made it magical. The "Dictionary of Literary Terms" has attributed the origin of this school to a few factors: a) The rule of tyrant regimes, dictators and colonial powers in colonies that was an obstacle to free experience in the area of realism by those tribes and nations; b) Studies by Western anthropologists on native culture and traditions of the Latin American Indians led to the self-awareness and more understanding of these people of their culture and tribal stories; c) Strong eagerness of the people in these lands to narration of historical events the colonial powers had imposed on them. These facts in combination with rich and virgin stories as well as the impossibility of free expression of reality led to the emergence of this special genre of realism (Daad, 2004: 258). During their trips under the colonial rule, these people experienced astonishing events that added to their understanding of the realities. "Upon interpretation of the New-World realities by the colonial European

explorers, an extraordinary insight on the reality of Latin America was created, from imaginary animals to the hidden cities, the springs of freshness and immortality and finally the trees whose fruits fulfil the wishes." (Bravo, 1992: 51) In the meantime, the French-Russian Cuban writer Alejo Carpentier, who rejected Roh's magic realism as tiresome pretension, developed his related concept "lo real maravilloso", or "marvelous realism", in 1949. He came to know that "the marvelous real" can be found in (Latin) America. He was of the opinion that one must not seek marvelous real or create marvelous things, because they are just before our eyes." (Chiampi, 1983: 98) In this literary school, the astonishing magical events, unreal happenings, magic and sorcery, … take the text out of its normal and cool atmosphere.

The break in time and jump in time, reversion of the signifier and the signified, creating suspension in the reader, de-familiarization, making surreal things palpable, juxtaposition and intermingling of reality and fantasy, using exaggeration, difficult plots, surreal explanations, mysteriousness, motif or symbol are among the most outstanding characteristics of the magic realism. This paper has focused on the components of "dream and fantasy", "break in time", "surreal explanation", and "symbol".

2.3.1 Dream and Fantasy

Dream and fantasy are among the main features of magic realism. The meeting point of modern narration and the symbolic language of dream marks one major characteristic of modernist literature. The closing pages of Chapter Nine and the entire pages of Chapter Fourteen explain about the dreams of the protagonist. The dream of the story is a paradox of water and fire. A large and illuminated swimming pool, with white and fat women swimming, and the cheering sound of water. All of a sudden, the swimming pool turned into a ball of fire after an explosion. Screams could be heard here and there. Red and black are what he sees everywhere. Dismembered arms and legs are scattered around the burning swimming pool. The burning of a swimming pool full of water and the conquest of fire on water are not the things to be experienced in a real world. This signifies the concept of "inversion" in view of Freud. "Inversion" is the preference of real over reality. In view of Freud, "Inversion occurs in the sequence of events, so that in the dream the cause is placed after the effect. … Or there are dreams in which the whole sequence of the elements is inverted, so that in the interpretation one must take the last first, and the first last." (Freud, 2013: 220) In view of Freud, dream is a symbolic realization of repressed desires. The two main processes for hiding the repression, according to him, are "displacement" and "condensation". Condensation is like a metaphor that refers, for rhetorical effect, to one thing by mentioning another thing by a collection of images in a sentence or even a word. According to Freud, condensation never becomes transformed into the manifest content. In other words, we never find a manifest dream to be greater than hidden or latent dream in vastness or content. (Ibid: 212) His opinion on another component, or displacement, is the following:

"Displacement works in two ways: In the first, a latent element is replaced not by a component part of itself but by something more remote – that is, by an allusion; and in the second, the psychical accent is shifted from an important element on to another which is unimportant, so that the dream appears differently centered and strange." (Ibid: 215)

In this novel, the dream of swimming pool is the metaphorical plot of the story that helps the intellectual object of the reader to understand about the latent content of the dream. "Using metaphor as a structural device in the plot, the author replaces events, characters, relations and sentences with a collection of signs that while being silent, they have to change into the intellectual object of the reader." (Payandeh, 2010: 344) These hidden concepts, known as "eliminated plot", are the untold facts that are absent in the text and the reader is responsible for exploring their real meaning. "These untold things are the theme and signifiers of the real incidents and even metaphorical incidents of a narrative. Exploring these hidden incidents and analyzing their content will help understanding well the superstructure of the story and finding out the causes for interactions." (Fuad Moloodi and Hamed Yazd Khasti, 2012: 159) If we want to present a collective and social interpretation of this dream, perhaps we can claim the domination of fire and smoke on water, fog and darkness on light, calm and beauty, is indeed the domination of the dark and destructive atmosphere of war on the calm and stability of a community. In personal view, however,

it might be an indication of the maturity and puberty age of Morteza and his tendency to carnality that shifts his thought toward the opposite sex.

Magic realism, however, has a major distinction with other schools and styles, i.e. the borders between reality and fantasy are distinct in magic realism, while dream and fantasy are intermingled. Magic realism does not ever go beyond realism to turn into a fiction. The realistic aspect of the story overshadows its aspects of imagination and fantasy. (Roudgar, 1997: 77) In the prose of the fiction, Mortazaian Abkenar, too, has tried to gradually inject imagination and fantasy into the real story. It seems that in view of the narrative perspective, magic realism can be realized from the narrator's point of view, because it is the narrator who experiences the marvelous real things that seem surreal – in a sense – to him, although it is the reader who considers the incident or the narration an instance of surrealism or magic realism. This, Mortazaian Abkenar has pictured in a realistic manner. As a result, any magic realism or surrealism can be realism in view of another person.

"One of the military police members was holding a hook in his hand. He rammed the hook into and out of any pile of dirt and dust on his way. … He rammed again and again, lifted bodies of soldiers struggling for life, with all his strength and threw the corpses back into the truck." (Mortazaian Abkenar, 2007: 8)

Another example of the juxtaposition of fantasy and reality:

"In the dark, the eyes of the soldiers hiding behind the bushes were flashing. The military police forces were searching the bushes and branches high and low to arrest the AWOL soldiers … Any soldier they found, two members of the search team took his hands and feet and throw him into the truck and on the other soldiers already detained. (Ibid: 7)

Or, in Chapter Three, where the Alpha truck driver gives a ride to Morteza toward Andimeshk, there are similar examples. The explanations by a driver who has been shot for several times, and who has a hole on his cheek created by a G-3 bullet: black blood dripping from the seat, driving without boots toward Andimeshk to take back new soldiers, and being awake for four consecutive nights and still working. These fantasies and exaggerations are repeated in the next chapters as well. These explanations are only the author's instruments through which he tries to exaggerate what he has seen in the warfronts. Another example in Chapter Six: "He looked at the sky and saw two moons getting onto each other and then parting." (Ibid: 27) In Chapter Nine, the reality and fantasy go along with each other. The narrator returns to the warfront. The other characters of the story are introduced by their behavior and ethical descriptions. They were busy digging a large pit, when the sound of explosion is heard in the nearby and Morteza's close friend, Siavash, is killed. The author sticks to hyperbole to express the degree of sorrow of Morteza because of the martyrdom of his close friend. He cries for his deceased friend for five days and nights inside the pit. Likening his tears to the raindrops, including additional paradox of a limpid sky in an otherwise five days of raining, exaggeration in telling about a heavy rain for five days and nights in an arid region that filled the pit to the waist of Morteza, all and all come together to express how sorrowful he was.

In Chapter Sixteen, another friend of Morteza, named Ashkan, asks about Siavash and wants to know whether he has finished his military service. Knowing about his martyrdom, Morteza responds, "Yes. We've come together." (Ibid: 70) This chapter, with its dreamful images displays a kind of juxtaposition of subjectivity and objectivity. In this chapter, the martyrs are still at fight with the enemy and help the commanders by unseen works and aids, something that has no place in the school of realism.

In Chapter Seventeen, Morteza is waiting for the train in the station. The train approached smoothly and stood just before his feet. Train smoke had engulfed the station. He opened his eyes and saw there was no train on the railway tracks. His hallucination of train coming to the station is never-ending in this chapter. His waiting for the train to come is quite intolerable for him. The agony of war culminated where he says: "The drops of blood and yellow ichor was dropping on the tracks from beneath the cars of the train. … He was crying: Drops of blood dripping down here Sir! … Mixed blood and dirt spread on the ground and evaporated … The odor of blood and iron was standing in the air … The soldiers with white masks … dropped the corpses into the dark and returned to the train …" (Ibid)

A train filled with an odor of death and putridity stops at the station for Morteza and his martyred friend Siavash. The description of "blood dropping down from the train" is an exaggerated way of telling the high number of war casualties, martyrs and the injured. This exaggeration, however, is quite real for Morteza. Chapter Eighteen, tells the story of a young man with mandatory military service returning from the dreads and darkness of war. It is a very hard time for him. He does not know what to do: to be happy for his freedom and his separation, or to cry for the dark and tension-filled worst moments of the best years of his life. He struggles to keep awake all the time. He is thirsty and in his view, there is long way ahead. "Your hair will grow longer until you reach in Tehran … You are tired but awake … It seems you have been stiffened, standing." (Ibid: 78)

2.3.2. Jumps in Time

Break in time, jumps in time and change in time are among the other features of the magic realism. In Chapter Fifteen, the reality is mixed with the childhood memories. The military police forces approached Morteza. He closes his eyes in fear of captivation, keeps his wrists together and stretches his arms for handcuffs to avoid possible beating. At this moment, the author applies a jump in time to take the reader to Morteza's childhood. In his memories, Morteza returns to his childhood neighborhood in Tehran. The children are playing football and they say "Morteza! Pass the ball … kick the ball …" His mother, returning from the public bathhouse, cries out: "Morteza! You wretched boy! I told you not to get out of the house! … I will beat you hard … Morteza runs toward the house in a matter of seconds. He sits on the rug and keeps his hands together and waits for his mother to come and tie his hands tight." (Ibid)
Chapter Nineteen is on jump in time. The author gets back to the early time of the story. Morteza, in Chapter Two, urges the military police force to accept his letter of military discharge and not to return him to the warfront, but he does. He insists that Morteza must return to the heart of the danger. "He opened his eyes and saw a military police officer standing by him with a baton in his hand.
Which company do you belong to?
The officer was softly beating with his baton the pillar he was leaning on.
I, I, … was mar…, martyred." (Ibid: 83)
Opening the eyes, here, signifies some way of termination of the memories of war. The book comes to an end with a quotation. These features (time and place) are among the major components of modern story. "The initial scenes of these stories are indeed the closing incidents of the story's plot." (Ibid, Vol. 2: 29) In the last sentence, the faltering of the tongue, has been artistically mixed with the faltering of Siavash, Morteza's close friend, to associate his mind on martyrdom of his close friend and his first companion in warfront. He lives with Siavash in his mind all the time. Recalling past memories does not necessarily need linear time structure.

2.3.3 Symbol of Scorpion and Matches
In literature, whatever expressed explicitly is not usually of big importance. On the contrary, literature deals with what is expressed implicitly. This is one of the major characteristics of the modern stories. That is to say, "The author does not include the imaginary incident itself in the story. He applies metaphor, as a structural device in the plot, to substitute incidents, characters, relationships, and texts with a collection of signs that while being silent, they have to change into the intellectual object of the reader." (Payandeh, 2010, Vol. 2: 349) In this book, the motifs of "scorpion" and "matches" are repeated from the first page to the last one. These words serve as keys for unfolding the hidden meaning in the story and exploring its content. The congruity of ethics and conduct of the first person of the story with the behavior of the scorpion has been worked prudently. Identification of soldier with scorpion is an instance of aesthetics in the story. He is like a scorpion, horrified of noises, hates fire and firing (war). Like a scorpion trapped in fire, he escapes from danger and commits suicide when there is no way out. The scorpion bites to defend itself, like a soldier who shoots to defend himself. Another similarity between the two (scorpion and soldier) is this that they both get out of their trenches and hideouts at night for operation or guarding and

both consider fire their prime enemy. The word scorpion in the story and in the plot bears a significant meaning, where it is everywhere accompanied with matches.

In the beginning of Chapter Four, the word scorpion is repeated for the first time. Chapter Six is about Morteza's standing guard at night. "The previous sentry said: The countersign is matches! … It was the full moon in the sky! He went toward a bush and removed soil from a pile of dust by his bayonet and took out a nylon bag. He took out the book "Blood-shedding Train" from his sleeping bag and returned to his post … He started reading from where he had stuck a matchstick as a bookmark." Mortazaian Abkenar: 24) The two words of "scorpion" and "matches" are considered two symbolic proportions in the story. Bringing the word "matches" is not irrelevant in the story and it has congruity with the word scorpion. At a night he is standing at his guard post, in the dark and harsh cold and in the silence of the dark plain, Morteza is afraid of pending mishap. His fear of death is with him for two years and four months. In Chapter Eight, the narrator is first person speaking on behalf of Morteza's friend. A friend, named Ali, speaks and his words prove to have deep relations with the type of scorpion's suicide. Another friend does not tolerate living among "a pile of scorpions and tarantulas and snakes and mice and wild dogs and bombs and mortars and chemicals and myriads of other damn things, and the people – I should say – all shit, boorish and stubborn." (Ibid: 35) He wants his accustomed cozy and cool house not a place known as trench. Every night he dreams of being bitten by a tarantula and every moment he is waiting "to beat someone … Morteza, I swear by God your words are always in my mind, but what should I do? It was because of your advice I could stand for a couple of more months. If you did not talk to me that night at the guard post, I had finished my life, but I told to myself 'wait Ali, wait for some time my boy! …" (Ibid: 36)

He points to the suicide of the scorpion in the end of the chapter: "You know what the scorpion does when it is trapped in the middle of a fire and when there is no way out for it? … You don't know! … Then watch it! …" Here, identification of Ali with scorpion is quite clear given that Ali is in the warfront and under the enemy fire, but Morteza has helped him avoid committing suicide. Chapter Fifteen deals with the same railway track that has motivated the author to give such a title to his book. Each member of the military police vanished in the dark in a different direction. It is dark. Morteza sits on the stairs and puts besides him his bag of personal belongings. A scorpion runs close to his foot and freezes. He looks at the scorpion.

2.3.4. Surreal Descriptions

Surrealism marks the exit from the real world to the world of imagination and hallucination for a better understanding of the inner character of human beings and their detachment from the outside world. The world of the dreams gives man a kind of recognition that is unattainable in the world of reasoning and contemplation. The surrealist author is after discovering and unfolding the undiscovered realms in the psyche of the individual. Such an author is chiefly interested in mental experiences and reflections and inversions of reality in the mind. (Payandeh 2006, Vol. 2: 193)

"In this delusive world, the strangest incidents are displayed as normal and natural happenings; the critic does not know what to say; there is no pressure or restriction; and this magical world becomes the domain of the "superb reality". (Seyyed Hosseini, 1974: 326) The principles governing surrealism can be listed as humor, dream, astonishment, detachment and confusion, imagination, madness, selflessness, …

"Instead of reasoning, surrealism favors unconscious mind and unbridled freedom of imagination. It intends to change human understanding of the world by "automatic writing" and expression in ecstasy that is a product of random impressionability." (Roudgar, 2007: 66) But the essential difference between magic realism and surrealism, despite all their close similarities, is the following:

"If the pillar of surrealism rests on the unreal affairs, the bulk of the magic realism is all about real affairs. The availability of the elements of imagination, hallucination and magic in magic realism is far less than realist elements. The presence of real life and external reality is the dominant and outstanding aspect of magic realism, otherwise this genre will fail to display unreal things that much real." (Ibid)

Mandatory military service for an 18-year-old boy is so horrible and dreadful that he prefers to sit on the stairs of Andimeshk railway station and wait for the military police to take him back by force. The exaggeration in telling that blood flooded to the fourth stair is a type of surrealist imagery in this story:
"Let me alone! … A few steps away, just beside a lotos tree, a military police force was beating a squatting soldier on the head. He was beating on the head of a squatting soldier. Beating, beating, and beating on the head of the soldier who had fallen on the ground … Blood was running from under the soldier's cap. It was running and running and running to the fourth stair and ponded there just before his foot …" (Mortazaian Abkenar, 2007: 66)
Another surreal scene:
"There were many muddy and torn boots in front of the small room, sparse and scattered … - Such a small room and so many boots? How come? There are 200-300 boots around here! … - Everyone is here. Commander of Division 21, commander of armored brigade, commander of Division 72, Brigadier General Babaei, Brigadier General Fallahi … Haj Kazem Rastegar, Jahan Ara, Ebrahim Hemmat, … - He was martyred, wasn't he? – Why, yes. Many of those attending the session here are martyrs." (Ibid: 71)
Morteza is burning with curiosity to peer into the room, but "looking into the room from the window outside, he could not see anyone because a flash of light hit his eyes." (Ibid). This chapter represents a sort of juxtaposition of subjectivity and objectivity with its surrealist imagery. In this chapter, the combatants of war are shown still alive and working and still helping the commander with their invisible hands. There is no such a thing in the world of realism.

2 Conclusion

A glance at the morphology of the novel, brief explanation of the components of modern stories, and the application of these components in this story, we can claim this book must be included in the modern short story genre. This is because, the book includes characteristics of modern short stories like antihero characters, lack of time and space chronology, unspecified text, … Realism needs the author to be present in the environment he is writing about as well as deep understanding of the sentiments of the characters who live in that environment. Realism is associated with and proportionate to the reality. It is a need for the realist author to present the characters as they appear in the real world and behave based on real. Going through realism, magic realism or metaphorical plots of the story and given the brevity in speaking, as well as juxtaposition of realism and magic realism, the author has tried to create a type of realistic literature. But these realistic approaches meet the break in time and imagination and dream, which are the distinctive components of magic realism. Therefore, realism is the dominant literary genre again in view of the author, although – in view of the reader – hints of magic realism can be found everywhere in the book. The book under study in this paper, according to the author, is based on true story "with real scenes" but sometimes, real scenes are intermingled with the dream of swimming pool on fire, symbol of scorpion, matches, or even the session of the martyred commanders. All of these features join hands to create a modern short story, but not a magic realism story, rather, a realist story with hints of magic realism. The "Scorpion on the Stairs of Andimeshk Railway Station" is not a story on heroes. It is a story on the weakest people who had happened to be in the warfronts and the agony of war has not still left them alone after so many years.
In the end, the author of these lines suggests studying the eight years of Imposed War under resistance literature with respect to the theory of committed writing and with a perspective broader than what it is. War is a universal phenomenon, embracing people of all walks of life, from any family and tribe, with any language or race, of any faith, tradition and accompanying rites and rituals. Therefore, any label on the books of resistance literature must be avoided, because resistance literature is responsible for studying the literary genre of resistance in all fields and with all tastes.

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Perceived Teacher Self-efficacy and Burnout: A Study of Relations and Predictors among EFL Teachers

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Abstract

The study aimed at measuring the perceived Teacher Self-efficacy, Emotional Exhaustion (EE), Depersonalization (DP), and Personal Accomplishment (PA) of Iranian (n = 230) and Turkish (n =156) EFL teachers and determining its prediction role in EE, DP, and PA processes. The Maslach Burnout Inventory-Educators Survey (MBI-ES) was used to measure the perceived burnout levels of the participants, and the Norwegian Teacher Self-Efficacy Scale (NTSES) developed by Skaalvik and Skaalvik (2007) was used to measure their self-efficacy perceptions. The reliability of the NTSES scale was r = 0.837 in the study. The results revealed that EE and DP negatively and PA positively correlated with self-efficacy. Moreover, EE processes of the groups were better predicted by Maintaining Discipline, DP by Maintaining Discipline and Cooperating with Colleagues and Parents, and PA by Cooperating with Colleagues and Parents and Instruction dimensions of NTSES. Additionally, the EE prediction variance of Iranian group was greater than that of Turkish group, whereas the DP and PA prediction variances of Turkish group were greater than that of Iranian group.

Keywords: Burnout; Teacher self-efficacy; MBI-ES; NTSES; EFL teachers

1 Introduction

Burnout is a reaction to chronic occupational stressful conditions (Maslach, Leiter, & Jackson, 2012). It is generally associated with individual characteristics and situational factors. The individual perspective views burnout as a problem residing entirely within an individual and attributes its causes to the inability of the individual to cope with job stressors, whereas the situational perspective conceptualizes burnout as a form of role-specific alienation and looks for its causes in the situational conditions under which the individual works (Dworkin, 2001; Dworkin, Saha, & Hill, 2003; Maslach & Leiter, 1997). Based on his observations, Freudenberger (1974) characterized burnout from the perspective of an individual as one's lack of enough resources to cope with work demands: "A situation in which one loses an idea- the incentive that motivates the person" (p. 160). Inclining with Freudenberger's (1974) view, Farber (1991) characterized it as "a work-related syndrome that stems from an individual's perception of a significant discrepancy between effort (input) and reward (output)" (p. 24). While based on the situational perspective Maslach and Jackson (1981) defined burnout as "a syndrome of emotional exhaustion and cynicism that occurs frequently among individuals who do 'people-work' of some kind" (p. 99). They put forward the most widely accepted conceptualization of burnout that has three dimensions: Emotional exhaustion (EE) describing feelings of being emotionally overextended and exhausted by one's work, depersonalization (DP) defining an unfeeling and impersonal response towards recipients of one's care or service, and personal accomplishment (PA) referring to feelings of competence and successful achievement in one's work with people (Maslach, Schaufeli, & Leiter, 2001).

Burnout among teachers has been associated with many factors. One of them is teacher self-efficacy which refers to the belief held by a teacher that he/she can make a significant impact on a student's learning, behavior, and achievement in spite of outside circumstances (Hoy, 2000). The study of self-efficacy has received increasing attention in burnout processes because scholars propose that teachers with high levels of teacher efficacy set higher goals for both themselves and their students, and they work harder to achieve them regardless of external forces (Ross, 1994). Besides, teachers with no sense of mastery (i.e., self-efficacy) usually lack the capabilities of adaptation and easily burn out (Brouwers & Tomic, 2000). There are also a lot of burnout studies in education showing that teachers are dissatisfied with their profession because of job stressors, which are manifested as physical problems (such as heart diseases, diabetes, high blood pressure, headaches, and respiratory problems), psychological disorders

(such as anxiety, depression and frustration), and behavioural changes (such as violence, smoking, alcohol and drug abuse) (Feinberg, 2002; Sadeghi & Khezrlou, 2016; Soodmand Afshar & Doosti, 2016). For example, Labone (2004) and Wheatley (2005) found that teachers who reported a higher sense of efficacy tended to be more likely to stay in the profession, report higher job satisfaction, exhibit more effort and motivation, take on additional roles in their schools, and display a greater degree of resiliency throughout their teaching career. Moreover, Khezerlou (2012) found that 60 per cent of Iranian and 74.4 per cent of Turkish secondary EFL teachers had experienced moderate level of burnout.

Taking the studies in the field into account, the researcher thinks burnout research has the potential to further contribute to our understanding of the consequences of chronic stress in the workplace. Additionally, there is not any study comparatively to focus on teacher burnout and self-efficacy among Iranian and Turkish EFL teachers. Finally, our research method provides a new framework for studying teacher burnout which justify the need to continue the research. For the purpose of shedding more light on the role of self-efficacy in burnout processes, the study employed the multidimensional self-efficacy model of Skaalvik and Skaalvik (2007). The model measures teacher self-efficacy in six dimensions of (a) instruction: a sense of ability to provide instruction so that maximum goals of the program to be achieved, (b) adapting education to individual students' needs: a sense of ability to provide individualized instruction, (c) motivating students: a sense of ability to engage students in teaching/learning activities, (d) keeping discipline: a sense of ability to deal with students' discipline problems, (e) cooperating with colleagues and parents: a sense of desire to cooperate with others to solve problems, and (f) coping with changes: a sense of desire to adapt oneself to methodological and situational changes (Skaalvik & Skaalvik, 2010). However, the study tries to measure the pervasiveness of perceived teacher burnout and self-efficacy among Iranian and Turkish secondary EFL teachers, determine the predictors of EE, DP, and PA processes, and examine the burnout processes of Turkish and Iranian teachers for potential similarities and differences. In short, it is hoped that the present study will generate more useful information about teacher burnout antecedents and consequences in educational settings, especially in ELT context.

2 Background

2.1 Burnout and teacher burnout

The term burnout was coined in the early 1970s by Freudenberger (1974), an American psychiatrist, to describe emotional depletion, motivational loss and commitment reduction experienced by human service workers after prolonged and extensive stress conditions (Freudenberger, 1974; Maslach & Leiter, 1997; Maslach et al., 2001). Indeed, he had noticed that his own job, which was once so rewarding, had come to leave him feeling only fatigued and frustrated. Then he noticed that many of the physicians around him had, over time, turned into depressive cynics; as a result, they increasingly treated their patients coldly and dismissively. Freudenberger (1974) found similar cases in many professions. In his clinical studies he observed people who experienced burnout displayed signs of rigidity, irritability, and cynicism. Afflicted people also suffered from mood fluctuations, disturbed sleep and difficulty concentrating. Accompanying the mental distress were physical ailments such as backaches or digestive disorders. People suffering from burnout worked harder and longer than other co-workers, even to the point of bringing their work home. He further suggested that since the burnout condition is chronic and develops gradually over time, the person may not be aware of its effects (Freudenberger, 1974; Soderfelt and Soderfelt, 1995). Based on his clinical observations Freudenberger (1974) defined burnout to be a "state of mental and physical exhaustion caused by one's professional life" (Kraft, 2006, p. 30).

The term was popularized in social sciences in the writings of Maslach (1976), an American social psychologist, who discovered that mental health practitioners developed emotional exhaustion and other debilitating symptoms associated with burnout such as fatigue, loss of energy, feelings of being drained, and the inability to recuperate after sufficient rest (Maslach & Jackson, 1981). In her search, she found a significant relationship between the development of these symptoms and the intense interaction of helping people with psychological distress. She concluded that at this point the therapist may have

difficulty to meet the needs of clients at a psychological level (Maslach & Leiter, 1997). Based on the pioneering work of Freudenberger (1974) and her studies, Maslach (1976) "conceptualized burnout as an individual stress experience that is embedded in a context of social relationships, and thus involves the person's conception of both self and others" (Maslach, 1999, p. 215). In their attempt to clarify the parameters of the burnout phenomenon, Maslach and Jackson (1981) finally characterized the term so as to capture the overall state brought about by the compound effects of (a) a sense of being emotionally, mentally and physically drained, (b) a detachment from clients, often accompanied by negative or callous attitudes, and (c) a perceived or experienced lack of accomplishment and diminished productivity accompanied by feelings of incompetence. On the basis of these features they introduced the most widely accepted conceptualization of burnout that has three dimensions: Emotional exhaustion, depersonalization, and reduced personal accomplishment (Maslach & Leiter, 1997; Maslach et al., 2001).

Likewise, teacher burnout refers to a decline in well-being caused by long term stress in the work environment. In psychological models, teacher burnout has been described as the perception of an imbalance between work demands and resources. In this regard, Haberman (2004) points out that "when those coping mechanisms fail to stem the demands, stress increases and threatens the teachers' mental and physical well-being ultimately leading teachers to quitting or burning out" (p. 1). The social-psychological models of teacher burnout, on the other hand, focus on the role of situational factors leading teachers to burnout (Brenninkmeijer, VanYperen, & Buunk, 2001). This perspective has generally been characterized based on the social-psychological burnout model of Maslach and Jackson (1981), which includes three dimensions of emotional exhaustion, depersonalization, and reduced personal accomplishment. The first dimension is characterized by feelings of being emotionally exhausted with one's work when one experiences a depletion of emotional resources. Emotionally exhausted teachers experience increased levels of negative emotions during teaching and feel that they have put all of their energy into the teaching task and have finally run out of resources (Fivesa, Hammana, & Olivarez, 2007). The second dimension, depersonalization, involves a dehumanized and impersonal view of others. In teacher burnout, depersonalization occurs when the teacher develops negative feelings and cynical attitudes towards his/her students and perhaps even the school community, and accordingly less interacts with them. The final dimension suggests a loss of self-competence on the job and dissatisfaction with one's achievements. Teachers in a state of burnout may evaluate their accomplishments at work negatively, may provide significantly less information, may feel they are no longer doing a meaningful and important job, and may be no longer happy with teaching as a profession (Brenninkmeijer et al., 2001; Fivesa et al., 2007). The results of the emotional exhaustion, negative feelings to others, and negative self-evaluation are a sense of personal distress, a feeling of demoralization, dissatisfaction with one's work, poor performance on the job, poor health, family problems, intention to quit one's job, and failure in life (Brenninkmeijer et al., 2001; Fivesa et al., 2007).

2.2 The concept of self-efficacy

Self-efficacy is a construct developed within the context of Bandura's social cognitive theory. It is the personal belief that one is capable of performing in an appropriate and effective manner to attain certain goals (Ormrod, 2006). Bandura (1997) defines self-efficacy as "people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives" (p. 3). According to social cognitive theory, self-efficacy beliefs influence thought patterns and emotions, which in turn enable or inhibit actions, and it has two components: efficacy expectation and outcome expectancy. The former is the conviction that one has the ability, knowledge, and skills to successfully execute the behaviour or actions required to produce the desired outcome(s). The latter represents a person's estimate of the likely consequences (impact) of performing a task at the self-expected level of performance, that is, outcome expectancy refers to the belief that a given behaviour or action will indeed lead to expected outcome(s). To be successful, one must have both high efficacy expectations and high outcome expectancy (Bandura, 1997).

The construct of self-efficacy is usually sensed in its global and task-specific perspectives (Luszczynska, Scholz, & Schwarzer, 2005). In its global sense, self-efficacy refers to one's belief in his/her general and

stable competence to deal effectively with a variety of situations (Luszczynska, Scholz, & Schwarzer, 2005) and a global confidence in one's coping ability across a wide range of demanding or novel situations (Schwarzer, 1992). The general approach to self-efficacy is employed as a predictor of broad outcomes such as quality of life, well-being, or overall adaptation and health (Schwarzer & Hallum, 2008). In its task-specific sense, on the other hand, it refers to the belief in one's ability to master specific domains in order to produce given attainments (Bandura, 2006). To put it in another way, task-specific self-efficacy is one's belief that he/she can overcome a situation or problem or has the ability to fulfill a particular task efficiently by organizing and carrying out the necessary activities (Tuckman, 1991).

Diverse sources of information can be employed to build an individual's efficacy beliefs. Bandura (1994) suggests that there are four main sources of influence on people's beliefs about their efficacy. (a) The first and the most effective way of creating a sense of efficacy is through mastery experiences, that is, successes build a robust belief in one's personal efficacy while failures undermine it, especially if failures occur before a sense of efficacy is firmly established. (b) The second way is through vicarious experiences provided by social models, i.e., seeing the success of people similar to oneself raises one's beliefs that he/she also possesses the capabilities to master comparable activities required to succeed. (c) The third way is via verbal persuasion (i.e., by social persuasion). That is, one's efficacy can be increased by giving courage to a person that he/she can be successful in the fulfillment of the task undertaken. (d) Finally, the fourth way is through modification of one's self-beliefs of efficacy to reduce his/her stress reactions and alter one's negative emotional proclivities and interpretations of his/her physical states.

Efficacy beliefs have been found to have substantial predictive power for performance across a range of tasks and behaviors (Stajkovic & Luthans, 1998). In education they have been related to student self-esteem, achievement and motivation (Cheung & Cheng, 1997; Moore & Esselman, 1992), teachers' adoption of innovations and professional commitment (Coladarci, 1992; Fuchs, Fuchs, & Bishop, 1992), teachers' classroom management strategies (Woolfolk, Rosoff, & Hoy, 1990), teacher absenteeism (Imants & Van Zoelen, 1995), teacher stress (Bliss & Finneran, 1991), and school effectiveness (Hoy & Woolfolk, 1993). Studies of self-efficacy beliefs, however, are broad in educational contexts, and "there is no common agreement about how the construct should be conceptualized and how it should be measured" (Skaalvik & Skaalvik, 2010, p. 1059). So, for research purposes it has been refined into more specific sub-constructs. According to Albion (1999), they can be deliberated as beliefs about confidence to affect students' performance (teacher efficacy), about the nature of knowledge (epistemological beliefs), about perceptions of self (self-concept) and about confidence to perform specific tasks (self-efficacy). In the following section the sub-construct of how to affect students' performance, i.e. teacher efficacy, is explained.

2.3 Teacher self-efficacy

The concept of teacher efficacy is widely accepted as a teacher's belief that he/she can perform the necessary activities to influence student learning. For example, Ashton (1985) defines teacher self-efficacy as a teacher's belief that he/she can affect his/her students' performance. Guskey and Passaro (1994) also conceive teacher efficacy as "teachers' belief or conviction that they can influence how well students learn, even those who may be difficult or unmotivated" (p. 4). Moreover, Tschannen-Moran, Hoy and Hoy (1998) define teacher self-efficacy as "the teacher's belief in his or her capability to organize and execute courses of action required to successfully accomplish a specific teaching task in a particular context" (p. 233). Additionally, Hoy (2000) describes it as the belief held by a teacher that he/she can make a significant impact on a student's learning, behavior, and achievement in spite of outside circumstances. Similarly, Tschannen-Moran and Hoy (2001) put forward that a teacher's self-efficacy beliefs depend on the extent to which the teacher perceives his or her capacity to influence student performance, even unmotivated or struggling learners. Finally, Skaalvik and Skaalvik (2007) note that teacher self-efficacy has been shown to predict teachers' goals and aspirations, attitudes towards innovation and change, tendency to toward difficult students, use of teaching strategies, and likelihood of staying in the profession. Teacher efficacy, regardless of its diverse definitions, is domain specific, that is,

a teacher's belief in her or his ability to affect change in one area may not transfer to other areas (Schwarzer & Hallum, 2008).

Teacher efficacy has its origin in two dominant theoretical strands: Rotter's social learning theory and Bandura's social cognitive theory. According to Tschannen-Moran et al., (1998), Rotter's theory focuses on an individual's perception of internal and external control. The main idea in the theory is that personality represents an interaction of the individual with his or her environment. One cannot speak of a personality, internal to the individual, which is independent of the environment. Neither can one focus on behavior as being an automatic response to an objective set of environmental stimuli. Rather, to understand behavior, one must take into account both the individual, i.e., his/her life history of learning and experiences, and the environment, i.e., those stimuli that the person is aware of and responding to (Saleem Khan, 2011). With Rotter's (1966) work as a theoretical base, teacher efficacy was first conceived "as the extent to which teachers believed that they could control the reinforcement of their actions, that is, whether control of reinforcement lay within themselves or in the environment" (Tschannen-Moran et al., 1998, p. 203).

According to Goddard, Hoy and Hoy (2000), a second conceptual strand of theory grew out of the work of Bandura (1977). He emphasized the relationship between cognition, behavior and the environment and expanded on Rotter's work by arguing that an individual's expectations about the outcome of situations are heavily influenced by whether or not that person thinks he/she will succeed at the task. Bandura (1977) "identified teacher efficacy as a type of self-efficacy- the outcome of a cognitive process in which people construct beliefs about their capacity to perform at a given level of competence" (Goddard, Hoy & Hoy, 2000, p. 481). These beliefs influence how much effort people put forth, how long they will persist in the face of obstacles, their resilience in dealing with failures, and how much stress or depression they experience in coping with demanding situations. Teacher self-efficacy, however, from Bandura's perspective refers to a future-oriented motivational construct reflecting teachers' beliefs for teaching tasks, that is, it determines how teachers believe they have the capacity to affect student performance in future (Bandura, 1994; Bandura, 2006). In this regard, Protheroe (2008) noted that the term teacher efficacy references "a teacher's sense of competence-not some objective measure of actual competence" (p. 43). These beliefs are also context specific and are formed as teachers weigh their perceptions of personal competence based on the task demands for a given situation (Goddard, Hoy, & Woolfolk Hoy, 2004). However, "the existence of the two separate but intertwined conceptual strands growing from two theoretical perspectives has contributed to" the development of the nature of teacher efficacy (Goddard, Hoy & Hoy, 2000, p.481).

The above mentioned conceptualization of teacher efficacy, dating back over two decades ago, is based on the breadth of the teacher's role, i.e., the extent to which a teacher believes he/she can influence student behavior and academic achievement, especially those with difficulties or low learning motivation (Guskey & Passaro, 1994; Tschannen-Moran & Woolfolk Hoy, 2001). In addition to this personal view of self-efficacy, some researchers have taken the con¬cept of teacher efficacy to another level to demonstrate the role of shared beliefs in the capacity to accomplish common goals by the members of a group (Bandura, 1997). It is believed that individual efficacy beliefs increase when group members use their personal capabilities collectively. Studies have also shown that increased perceptions of personal efficacy contribute to the group's collective efficacy (Bandura, 2002). This new conceptualization of teacher efficacy called collective teacher efficacy is considered complementary to the personal one (Goddard, Hoy & Hoy, 2000). Accordingly, collective efficacy is defined as "a group's shared belief in its conjoint capabilities to organize and execute the courses of action required to produce given levels of attainments" (Bandura, 1997, p. 477). Goddard, Hoy and Hoy (2000) define collective teacher efficacy beliefs as "the perceptions of teachers in a school that the efforts of the faculty as a whole will have a positive effect on students" (p. 480). In other way, they describe it as "the judgments of teachers in a school that the faculty as a whole can organize and execute the courses of action required to have a positive effect on students" (Goddard, Hoy, & Woolfolk Hoy, 2004, p. 4). In the view of these researchers, however, collective teacher efficacy involves the perceptions of teachers that the efforts of the faculty as a whole will have a positive

effect on students. It "is an emergent group-level attribute, the product of the interactive dynamics of the group members". As such, the emergent property "is more than the sum of the individual attributes" (Goddard, Hoy, & Hoy, 2000, p. 482). In the study we keep up with the personal view of teacher self-efficacy to highlight its association with burnout.

2.4 Teacher self-efficacy and burnout

Self-efficacy beliefs of teachers have been associated with a number of important outcomes in education. In classrooms with teachers of high instructional self-efficacy, students are more academically motivated, more likely to have high self-efficacy themselves, and more likely to achieve academic success (Moore & Esselman, 1992; Ross, 1992). The effect of high teacher self-efficacy can also be seen in teacher action. Teachers with high instructional self-efficacy spend more time on planning and organizing classroom activities, are more open to new methods and ideas to meet student needs, regard classroom problems as surmountable by inventiveness and extra effort, and spend a larger portion of classroom time on academics: Providing students with the guidance they need to succeed, focusing on student learning and improvement, increasing student motivation and engagement, and praising students' accomplishments (Melby, 1995; Wolters & Daugherty, 2007). In contrast, teachers with low instructional self-efficacy devote more time to non-academic matters, criticize students for their failures and give up students who do not succeed quickly. Teachers with low self-efficacy also are more authoritarian; more likely to report higher levels of anger, depression, anxiety, helplessness, and stress; have low self-esteem; harbor pessimistic thoughts about their accomplishments and personal development; express pessimistic views of student motivation; and more frequently use extrinsic inducements and negative reinforcement (Woolfolk, Rosoff & Hoy, 1990).

The study of self-efficacy has also received increasing attention in burnout processes (Labone, 2004; Wheatley, 2005; Brouwers & Tomic, 2000). Scholars propose that self-efficacy beliefs can enhance a teacher's ability to respond effectively to stressful and challenging situations and teachers with no sense of self-efficacy usually lack the capabilities of adaptation and easily burn out (Chwalisz, Altmaier & Russell, 1992; Brouwers & Tomic, 2000). Likewise, Bandura (1997) argues that people with strong self-efficacy beliefs do not shun new challenges, and will probably be quite determined to complete actions successfully. Whereas, people having weak self-efficacy beliefs in performing certain tasks appear to experience tension, stress, and aversion sooner than those with strong self-efficacy beliefs do. He further concludes that teachers with high levels of efficacy set higher goals for both themselves and their students and believe they can achieve those goals. They work harder to achieve them and persevere toward successful completion of them regardless of external forces or setbacks (Ross 1994).

There is also evidence that self-efficacy beliefs can enhance a teacher's ability to respond effectively to stressful and challenging situations. For instance, it has been indicated that teachers with strong, positive efficacy beliefs about their teaching ability are more likely to take risks (Stein & Wang 1988). Similarly, it has been shown that individuals who have high, positive efficacy beliefs feel more challenged but less threatened by stressful conditions than those with low self-efficacy (Jerusalem & Mittag, 1995). Additionally, there are indications that efficacy beliefs can influence how hard and how long an individual will persevere at a particular task, how resilient people will be when faced with obstacles, and the amount of stress or anxiety they will experience in a given situation (Pintrich & Schunk, 1995). Furthermore, Robbins and Judge (2013) found that individuals with high self-efficacy are resilient and more motivated in challenging situations, whereas the ones with low self-efficacy give up more easily. Chwalisz, Altmaier and Russell (1992) also found that teachers who score low on self-efficacy reported a higher degree of burnout than their counterparts. Moreover, Brouwers and Tomic (2000) concluded that perceived self-efficacy must be taken into consideration when devising interventions both to prevent and treat burnout among secondary school teachers. Besides, Labone (2004) and Wheatley (2005) found that teachers who reported a higher sense of efficacy tended to be more likely to stay in the profession, report higher job satisfaction, exhibit more effort and motivation, take on additional roles in their schools, and display a greater degree of resiliency throughout their teaching career. Finally, significant associations

were found between self-efficacy and the contributing subscales of burnout (i.e., EE, DP and PA) (Brown, 2012).

These studies indicate the significance of teacher self-efficacy in burnout processes, and they also suggest the importance of developing self-efficacy as part of the prevention and rehabilitation of burned-out employees. Thus, the study aims at measuring the perceived self-efficacy and burnout levels of Turkish and Iranian EFL teachers (Khezerlou, 2012), exploring whether EFL teachers' perceived self-efficacy relates to their EE, DP, and PA burnout processes, determining which NTSES dimensions of teacher self-efficacy better predict the burnout processes of Emotional Exhaustion (EE), Depersonalization (DP), and Personal Accomplishment (PA), and examining what role they play across the groups while taking into account their EE, DP and PA processes. To this end, the study includes the following research questions:

1. Is there any significant correlation between the self-efficacy perceptions of Iranian and Turkish EFL teachers and their EE, DP and PA burnout levels?
2. How well do the NTSES dimensions of self-efficacy predict the EE, DP, and PA processes of Iranian and Turkish teachers?
3. To what extent do the dimensions of self-efficacy account for the prediction variance of EE, DP, and PA burnout of Iranian and Turkish teachers?

3 Methodology

3.1 Participants
The participants were 360 senior high school teachers teaching English as foreign language in state schools of Iran and Turkey during 2011-2012 academic year. There were 124 Iranian (n = 68) and Turkish (n =53) high schools in the study in which approximately 677 teachers had been employed. Sampling was done randomly among these secondary Iranian (n =230) and Turkish (n =156) EFL teachers.

3.2 Instruments
Three questionnaires were employed in data collection: A socio-demographic tool, the Maslach Burnout Inventory-Educators Survey (MBI-ES) and the Norwegian Teacher Self-Efficacy Scale (NTSES). The socio-demographic tool was used to get the background information of the participants. Moreover, The Maslach Burnout Inventory-Educators Survey (MBI-ES) was employed to measure self-perceived burnout levels of EFL teachers in three dimensions of EE, DP and PA. It includes 22 items (EE = 9 items, DP = 5 items and PA = 8 items) asking the respondents how often they experience burnout-relating feelings through a 7-point Likert scale ranging from 0-6 (where 0 = never and 6 = every day). The EE subscale assesses the feelings of being emotionally exhausted or overextended (e.g., "I feel used up at the end of the workday"). The DP subscale evaluates the feelings of impersonal response toward people (e.g., "I feel I treat some students as if they were impersonal objects"). The PA subscale measures the feelings of successful achievement (e.g., "I feel very energetic"). High internal consistency (EE = 0.90; DP = 0.79; PA = 0.71) and test-retest reliability (EE = 0.82; DP = 0.60; PA = 0.80) were reported for the subscales by Maslach, Jackson, and Leiter, (1996). However, the obtained reliability estimates of the subscales in this study were EE (r= 0.882), DP (r= 0.722), and PA (r= 0.745).

Additionally, the Norwegian Teacher Self-Efficacy Scale (NTSES) developed by Skaalvik and Skaalvik (2007) was used to measure teacher self-efficacy perceptions of Iranian and Turkish EFL teachers in the six dimensions of (a) instruction: a sense of ability to provide instruction so that maximum goals of the program to be achieved (e.g., "I am convinced that I am able to provide good guidance and instruction to all students regardless of their level of ability"), (b) adapting education to individual students' needs: a sense of ability to provide individualized instruction (e.g., "I know I can adapt instruction and assignments to individual needs and organize classroom work accordingly"), (c) motivating students: a sense of ability to engage students in teaching/learning activities (e.g., "I am convinced that I am able to get students to do their best even when working with difficult problems"), (d) keeping discipline: a sense of ability to deal with students' discipline problems (e.g., "I am convinced that I am not able to maintain discipline in any class"), (e) cooperating with colleagues and parents: a sense of desire to cooperate with

others to solve problems (e.g., "I feel I am not able to cooperate well with most parents"), and (f) coping with changes: a sense of desire to adapt oneself to methodological and situational changes (e.g., "I am convinced that I am able to manage instruction regardless of how it is organized"). The original Scale consists of 24 items, 4 items for each dimension, with a response scale ranging from 1 (not certain at all) to 7 (absolutely certain). To meet the purpose of the study, the scale was shortened to 18 items, and the response scale was adapted to a five-point Likert scale ranging from 1-5 (where, Strongly Agree=5, Agree= 4, Undecided=3, Disagree=2, and Strongly Disagree= 1). The internal consistency reliability of the 18 items was r = 0.837, indicating a very high reliability index for the measure.

3.3 Data collection and analysis procedures
Data Collection was done between October 2011 and February 2012. The Iranian data were collected from North West provinces of East Azerbaijan, West Azerbaijan, Ardebil, Zanjan, Qazvin, and Tehran, and the Turkish data were mainly collected from four urban regions of Ankara (i.e., Mamak, Çankaya, Altındağ, and Balgat). The collected data were entered into the SPSS version 21 for Windows for further analysis. Nationality and Teacher Self-Efficacy were the independent variables of the study, while the three burnout levels (i.e., EE, DP, and PA) were the dependent variables. Inferential statistics, including Pearson correlation, ANOVA and multiple regressions, were used for determining burnout levels and explaining these processes across Iranian and Turkish Teachers.

4 Results
The following analyses were run in the study for correlational and prediction purposes.

4.1 The correlation between teacher self-efficacy and burnout
A Pearson Product-Moment correlation was run to investigate the relationship between the teachers' perceived burnout levels and their self-efficacy perceptions. As shown in table 1, the results indicated a small negative significant correlation between the teachers' self-efficacy perceptions and the burnout levels of EE (r= -0.296, p< 0.000) and DP (r= -0.463, p< 0.000). A moderate positive correlation was also observed between the teachers' self-efficacy perceptions and the burnout level of PA (r= 0.583, p< 0.000). The correlation between the EE, DP and PA levels and each dimension of teacher self-efficacy was also checked for the Iranian and Turkish groups. See Table 1.

Table 1. Correlation of EE, DP and PA with teacher self-efficacy and its dimensions for both groups

Subscales		a	b	c	d	e	f	Teacher self-efficacy
EE	Pearson Correlation	-.170**	-.172**	-.136**	-.307**	-.220**	-.236**	-.296**
	Sig. (2-tailed)	.001	.001	.007	.000	.000	.000	.000
	N	386	386	386	386	386	386	386
DP	Pearson Correlation	-.219**	-.334**	-.298**	-.419**	-.370**	-.305**	-.463**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000
	N	386	386	386	386	386	386	386
PA	Pearson Correlation	.406**	.422**	.349**	.455**	.453**	.452**	.583**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000
	N	386	386	386	386	386	386	386

** Correlation is significant at the 0.01 level (2-tailed).

   a= instruction, b= adapting instruction to individual needs, c= motivating students, d= keeping discipline, e= cooperating with colleagues and parents, and f= coping with changes

Moreover, the correlation between the EE, DP and PA levels and teacher self-efficacy and its dimensions were examined for Iranian and Turkish groups individually. See Table 2.

Table 2. Correlation of EE, DP and PA with teacher self-efficacy and its dimensions for each group

	Subscales		a	b	c	d	E	f	Teacher self-efficacy
Iranian	EE	Pearson Correlation	-.245**	-.188**	-.208**	-.317**	-.268**	-.313**	-.376**
		Sig. (2-tailed)	.000	.004	.001	.000	.081	.000	.000
		N	230	230	230	230	230	230	230
	DP	Pearson Correlation	-.132*	-.300**	-.267**	-.380**	-.313**	-.285**	-.424**
		Sig. (2-tailed)	.045	.000	.000	.000	.000	.000	.000
		N	230	230	230	230	230	230	230
	PA	Pearson Correlation	.331**	.393**	.314**	.431**	.447**	.414**	.562**
		Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000
		N	230	230	230	230	230	230	230
Turkish	EE	Pearson Correlation	-.160*	-.191*	-.076	-.283**	-.170*	-.123	-.220**
		Sig. (2-tailed)	.046	.017	.344	.000	.034	.126	.006
		N	156	156	156	156	156	156	156

DP	Pearson Correlation	-.439**	-.419**	-.388**	-.488**	-.514**	-.352**	-.557**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000
	N	156	156	156	156	156	156	156
PA	Pearson Correlation	.566**	.478**	.416**	.502**	.467**	.521**	.625**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000
	N	156	156	156	156	156	156	156

**. Correlation is significant at the 0.01 level (2-tailed).

a= instruction, b= adapting instruction to individual needs, c= motivating students, d= keeping discipline, e= cooperating with colleagues and parents, and f= coping with changes

As table 2 shows, EE did not correlate significantly with the Motivating Students (r= -.076, p= .344) and Coping-With-Changes (r= -.123, p= .126) dimensions among Turkish group.

4.2 Self-efficacy predictors of burnout
To determine the NTSES predictors of EE, DP and PA processes among both Iranian and Turkish EFL teachers, the multiple stepwise regression analyses were run. The results revealed that EE had significant linear relationship with the NTSES dimensions of Maintaining Discipline (t= -4.714; P= 0.000, P< 0.05) and Coping with Changes (t= -2.385; P = 0.018, P< 0.05), DP with the dimensions of Maintaining Discipline (t= -5.462; P= 0.000, P< 0.05), Cooperating with Colleagues and Parents (t= -4.337; P= 0.000, P< 0.05) and Coping with Changes (t = -2.135; P = 0.033, P< 0.05), and PA with the dimensions of Instruction (t= 3.539; P= 0.000, P< 0.05), Maintaining Discipline (t = 4.303; P= 0.000, P< 0.05), Cooperating with Colleagues and Parents (t= 5.261; P= 0.000, P<0.05) and Coping with Changes (t= 4.358; P= 0.000, P< 0.05). Moreover, Maintaining Discipline was the strongest predictor of EE and DP subscales (EE ► t= -4.714, Beta= 0.252; DP ► t= -5.462, Beta= 0.285), while the strongest predictor of PA subscale was Cooperating with Colleagues and Parents (t= 5.261; Beta= 0.243). See Table 3.

Table 3. NTSES predictors of EE, DP and PA Processes among Ir. & Tr. groups

Subscales

	EE				DP				PA			
	Beta	t	Sig.	R^2	Beta	t	Sig.	R^2	Beta	t	Sig.	R^2
1. Instruction	-.033	-.604	.546	-	-.001	-.009	.993	-	.165	3.539	.000	.021
2. Adapting	.079	1.177	.240	-	-.054	-.852	.395	-	.036	.621	.535	-
3. Motivating	.029	.525	.600	-	-.067	-1.287	.199	-	.058	1.225	.221	-
4. Discipline	-.252	-4.714	.000	.052	-.285	-5.462	.000	.060	.207	4.303	.000	.031
5. Cooperating	-.092	-1.707	.089	-	-.217	-4.337	.000	.038	.243	5.261	.000	.046
6. Coping	-.128	-2.385	.018	.013	-.108	-2.135	.033	.009	.210	4.358	.000	.032
All dimensions	Total R^2 =.107				Total R^2 =.233				Total R^2 =.366			

The results also disclosed that the NTSES dimensions accounted for 10.7, 23.3, and 36.6 per cent of EE, DP, and PA subscales' total prediction variance, respectively. See Table 3.

The multiple stepwise-method regression analyses were continued to determine the NTSES predictors of EE, DP and PA processes across Iranian and Turkish EFL teachers. A significant linear relationship was revealed between EE and the NTSES dimensions of Maintaining Discipline (t= -3.616; P= 0.000, P< 0.05) and Coping with Changes (t= -3.510; P= 0.001, P< 0.05) among Iranian participants, and between EE and Maintaining Discipline (t= -3.663; P= 0.000, P< 0.05) dimension of NTSES among Turkish participants. Furthermore, Maintaining Discipline was the strongest predictor of EE subscale among both Iranian (t= -3.616, Beta= -.237) and Turkish (t= -3.663, Beta = -.283) teachers. See Table 4.

Table 4. NTSES predictors of EE process across Ir. & Tr. groups

Subscales	Ir.				Tr.			
	Beta	T	Sig.	R^2	Beta	t	Sig.	R^2
1. Instruction	-.111	-1.665	.097	-	-.028	-.315	.753	-
2. Adaptation	.121	1.466	.144	-	-.034	-.356	.722	-
3. Motivation	-.049	-.714	.476	-	.086	.965	.336	-
4. Discipline	-.237	-3.616	.000	.049	-.283	-3.663	.000	.08
5. Cooperation	-.132	-1.963	.051	-	-.055	-.639	.524	-
6. Coping	-.230	-3.510	.001	.046	.054	.571	.569	-
All dimensions	Total R^2 = .147				Total R^2 = .080			

The results also demonstrated that the NTSES dimensions accounted for 14.7 per cent of the EE subscale's total prediction variance in the case of Iranian and 8.0 per cent in the case of Turkish teachers. See Table 4. A significant linear relationship was also disclosed between DP and the NTSES dimensions of Maintaining Discipline (t = -3.899; P= 0.000, P< 0.05), Cooperating with Colleagues and Parents (t= -2.522; P= 0.012, P<0.05) and Coping with Changes (t= -2.228; P= 0.027, P< 0.05) among Iranian participants, and between DP and Instruction (t= -2.155; P= 0.033, P< 0.05), Maintaining Discipline (t= -3.421; P= 0.001, P< 0.05) and Cooperating with Colleagues and Parents (t= -4.295; P= 0.000, P< 0.05) dimension of NTSES among Turkish participants. Furthermore, Maintaining Discipline (t= -3.899, Beta = -.264) was the strongest predictor of DP subscale among Iranian teachers, while among Turkish ones it was Cooperating with Colleagues and Parents (t= -4.295; Beta= -.323). See Table 5.

Table 5. NTSES predictors of DP process across Ir. & Tr. groups

Subscales	Ir.				Tr.			
	Beta	t	Sig.	R²	Beta	t	Sig.	R²
1. Instruction	.050	.757	.450	-	-.166	-2.155	.033	.019
2. Adaptation	-.041	-.505	.614	-	-.038	-.434	.665	-
3. Motivation	-.075	-1.105	.271	-	-.070	-.890	.375	-
4. Discipline	-.264	-3.899	.000	.054	-.264	-3.421	.001	.049
5. Cooperation	-.167	-2.522	.012	.023	-.323	-4.295	.000	.077
6. Coping	-.144	-2.228	.027	.018	.073	.832	.407	-
All dimensions	Total R² = .194				Total R² = .368			

It was revealed that the NTSES dimensions explained 19.4 per cent of the DP subscale's total prediction variance in the case of Iranian group and 36.8 per cent in the case of Turkish one. See Table 5.

Finally, a significant relationship was shown between PA and the NTSES dimensions of Instruction (t= 2.074; P= 0.039, P< 0.05), Maintaining Discipline (t= 3.348; P= 0.001, P< 0.05), Cooperating with Colleagues and Parents (t = -4.462; P= 0.000, P< 0.05) and Coping with Changes (t= 3.680; P= 0.000, P< 0.05) among Iranian participants, and between DP and Instruction (t = 4.852; P = 0.000, P< 0.05), Maintaining Discipline (t= 3.191; P= 0.002, P< 0.05) and Cooperating with Colleagues and Parents (t= 2.798; P= 0.006, P< 0.05) dimensions of NTSES among Turkish participants. Additionally, the strongest predictor of PA among Iranian teachers was Cooperating with Colleagues and Parents (t= 4.462; Beta= 0.269), whereas it was Instruction (t= 4.852; Beta= 0.360) among Turkish teachers. See Table 6.

Table 6. NTSES predictors of PA process across Ir. & Tr. groups

Subscales	Ir.				Tr.			
	Beta	t	Sig.	R²	Beta	t	Sig.	R²
1. Instruction	.123	2.074	.039	.013	.360	4.852	.000	.090
2. Adaptation	.038	.507	.613	-	.104	1.253	.212	-
3. Motivation	.060	.981	.327	-	.128	1.694	.092	-
4. Discipline	.208	3.348	.001	.033	.237	3.191	.002	.039
5. Cooperation	.269	4.462	.000	.058	.202	2.798	.006	.030
6. Coping	.222	3.680	.000	.040	.162	1.942	.054	-
All dimensions	Total R² = .342				Total R² = .417			

The results also indicated that the NTSES dimensions accounted for 34.2 per cent of the PA subscale's total prediction variance in the case of Iranian and 41.7 per cent in the case of Turkish teachers. See Table 6.

5 Discussion

It was shown that teacher self-efficacy was related to EE, DP, and PA processes of Iranian and Turkish EFL teachers (research question one). Specifically, EE and DP were negatively correlated with teacher self-efficacy, while PA was positively correlated with it (see table 1), that is, an increase in self-efficacy is associated with a decrease in EE and DP and an increase in PA. In other words, the more the teachers sensed teacher self-efficacy, the less they experienced emotional exhaustion and committed to student depersonalization, and the greater they tried to develop their competence and feel successful achievement in their work. The finding confirms the assumption that self-efficacy is an important construct in burnout processes (Brown, 2012; Labone, 2004; Wheatley, 2005) and supports the view that teachers with high self-efficacy can easily cope with work problems and consequently reduce burnout better than teachers with low self-efficacy (Bandura, 1997; Chwalisz, Altmaier & Russell, 1992; Brouwers & Tomic, 2000; Robbins & Judge, 2013). Moreover, the involvement of the six dimensions of NTSES in EE, DP and PA processes of Iranian and Turkish EFL teachers confirmed the dimensional validity of the Norwegian Teacher Self-Efficacy measure developed by Skaalvik and Skaalvik (2007). However, when the correlation was run between the EE, DP and PA processes and the dimensions of teacher self-efficacy for Iranian and Turkish groups individually, EE did not correlate significantly with the Motivating Students and Coping-With-Changes dimensions among Turkish group (see table 2), indicating that Turkish teachers did not experience emotional exhaustion as a result of not engaging students in teaching/learning activities and adapting themselves to methodological and situational changes.

With regard to the NTSES predictors of EE, DP, and PA processes among both Iranian and Turkish teachers (research question two), the findings demonstrated that Maintaining Discipline was the strongest predictor of EE (t= -4.714, Beta= -.252) and DP (t= -5.462, Beta= -.285) processes (see table 3), indicating that the teachers experienced a higher degree of emotional exhaustion and committed to student depersonalization mainly as a result of student discipline problems (see table 3). The finding

confirms the studies of Burke, Greenglass, and Schwarzer (1996) and Friedman (1995) who had found that student discipline problems (e.g. verbal disrespect, violence) are among the primary reasons for teacher burnout. In fact, Friedman (1995) had revealed that typical student misbehaviors including disrespect and inattentiveness accounted for 22% of the variance in predicting teacher burnout across all grade levels. Moreover, Evers, Tomic, and Brouwers (2004) who had examined burnout among teachers in the Netherlands suggested that teachers' competence to cope with disruptive classroom behaviors was significantly related to each dimension of burnout. Cooperating with Colleagues and Parents was also the strongest predictor of PA (t= 5.261, Beta= .243), meaning that Iranian and Turkish teachers recognize collegial cooperation as a necessary factor in reducing the experience of PA burnout.

Additionally, of the six dimensions of NTSES the Maintaining Discipline and Coping with Changes dimensions depicted a significant prediction relationships with all of the EE, DP, and PA processes (see table 3). Meanwhile, it can be argued that Iranian and Turkish EFL teachers consider 'maintaining discipline', 'cooperating with colleagues and parents' and 'coping with changes' as the most determining factors in burnout processes and their burnout perceptions. That is to say, they suffer from student discipline problems and lack of collegial cooperation in their work place and cannot easily adapt themselves to methodological and situational changes. So, to avoid teacher burnout, it is necessary to empower the teachers to deal properly with student discipline problems by using their personal initiatives and benefiting from the resources available in their immediate contexts, such as collegial and organizational support. Moreover, collegial cooperation should be developed among the teachers, and they should be encouraged and trained to create positive changes in themselves according to the situational changes. On the other hand, the findings proved that the Adapting Instruction to Individual Needs and Motivating Student dimensions of NTSES did not significantly predict any EE, DP, and PA processes of the participants (see table 3). Therefore, it can be argued that these dimensions do not play important role in burnout processes, that is, burnout cannot be the result of lack of the individualization of instruction and lack of student motivation from teacher side since teachers generally believe in adapting their instruction to meet individual needs and engaging students in activities individually.

With regard to the NTSES predictors of EE, DP, and PA processes across Iranian and Turkish teachers, the findings demonstrated the highest degree of prediction between EE and Maintaining Discipline dimension of NTSES for Iranian (t= -3.616, Beta= -.237) and Turkish (t= -3.663, Beta= -.283) teachers (see table 4), which indicates that the teachers who were less satisfied with student discipline experienced a higher degree of emotional exhaustion. This result was in line with the study of Burke et al. (1996), Friedman (1995), and Evers et al. (2004) (see above). A significant relationship was also observed between EE and Coping with Changes dimension among Iranian participants (see table 4), meaning that Iranian teachers could not adapt themselves well to their work conditions and situational changes to overcome emotional exhaustion. If fact, Iranian teachers are reluctant to situational changes because of not being involved in decision making processes, not being provided with opportunities for peer collaboration and support, not being allowed for teacher voice, not perceiving freedom from externally imposed agendas, etc. Therefore, they do not take responsibility for the work they do, thus, they experience burnout. To avoid burnout among Iranian teachers, they should be empowered in these areas and are trained how to create positive changes in themselves according to situational changes.

Furthermore, the results disclosed the highest degree of prediction between DP and Maintaining Discipline dimension of NTSES for Iranian (t= -3.899, Beta= -.264) teachers and between DP and Cooperating with Colleagues and Parents dimension for Turkish (t= -4.295, Beta= -.323) ones (see table 5). That is to say, Iranian teachers committed to student depersonalization mainly as a result of student discipline problems, while Turkish teachers as a result of inadequacy of cooperation in their work place. To avoid DP burnout among Iranian teachers, student discipline should mainly be increased, and among Turkish teachers, appropriate programs should be designed to develop colleague cooperation and parents' involvement because a sense of cooperation from the teacher side will reduce DP.

Finally, the results revealed that the strong predictor of PA was Cooperating with Colleagues and Parents among Iranian group (t= 4.462, Beta= .269), whereas it was Instruction among Turkish group (t= 4.852,

Beta= 360) (see table 6). In other words, a sense of collegial cooperation in solving work problems will increase PA among Iranian teachers, and the Turkish teachers' sense of ability to provide instruction demanded by Turkish EFL programs will develop their PA. Therefore, Iranian teachers should be educated how to cooperate with others in solving work problems to control PA burnout, and Turkish teachers should be trained how to provide instruction consistent with the goals of the EFL program to that end. Whether Turkish teachers' PA burnout really attributed to the demanding goals of EFL programs in Turkish context or anything else, it is recommended that the program goals should be consistent with teacher abilities to avoid burnout.

In short, regarding the prediction variance of EE, DP, and PA subscales (research question three), the results illustrated that the dimensions of teacher self-efficacy accounted for 14.7, 19.4, and 34.2 per cent of EE, DP, and PA subscales' total prediction variance in the case of Iranian participants and 8.0, 36.8, and 41.7 per cent in the case of Turkish participants, respectively. As shown above, the EE prediction variance of Iranian group was greater than that of Turkish group, that is, 14.7 % Iranian teachers' emotional exhaustion could be attributed to their self-efficacy. This implies that teacher self-efficacy as a prediction model of burnout was a fitted one for the prediction of EE burnout among Iranian teachers. Contrarily, the DP and PA prediction variances of Turkish teachers were greater than that of Iranian ones, meaning that teacher self-efficacy was a suitable model for Turkish teachers in predicting their DP and PA burnout.

6 Conclusion and implications

The study aimed at examining whether EFL teachers' perceived self-efficacy correlates with their EE, DP, and PA burnout processes, exploring which NTSES dimensions of teacher self-efficacy better predict these burnout processes, and determining the prediction variance of EE, DP, and PA subscales across the groups. The findings revealed that emotional exhaustion and depersonalization were negatively correlated with self-efficacy, while personal accomplishment was positively correlated with it among Iranian and Turkish teachers. Moreover, student discipline was the principal determinant of EE burnout among both Iranian and Turkish teachers. Based on this finding, it can be concluded that there was almost a similar prediction pattern of EE among the groups, whereas the prediction pattern of DP and PA for the groups differed. Finally, teacher self-efficacy was a better prediction model of EE burnout for Iranian teachers, while it was an appropriate model for the prediction of DP and PA burnout for Turkish teachers.

The study has a number of pedagogical implications for EFL teachers, administrators, educational authorities, and burnout researchers. The first and the most important is that it sheds light on the dilapidation and decay in the educational systems of Iran and Turkey, thus, decision-making authorities can benefit from the results for increasing teacher productivity through setting more flexible and fair regulations. The findings can also help educational administrators diagnose the burnout sources in educational settings to prevent or reduce teacher burnout. Moreover, they can grow awareness of teachers to develop coping strategies to combat burnout. Finally, researchers interested in the field can get insightful information about the burnout processes of Iranian and Turkish EFL teachers in a new framework.

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The Differences between Novice and Experienced Language Teachers in Performing Complex Speaking Tasks

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Abstract
In this research two groups of teachers based on years of experience were selected as participants. They did a questionnaire on mechanisms of performing complex speaking tasks. Then for getting authentic data from natural situation, teachers while performing one complex speaking task were observed. The learners were interviewed. Practical knowledge of these groups of teachers was determiner in the result of data analysis revealed that all factors in the checklist and questionnaire were observed by both of them but in different ways and different level of importance. For both group of teachers, the factor dealing with students had the highest and the factor Evaluation had the lowest mean score. It was also found that experienced teachers had significantly higher mean scores in all the factors in the checklist and the questionnaire. Having self-efficacy and professional training can be justification for this priority that experienced teachers have acquired.

Key words: Speaking skill, complex task, novice teacher, experienced teachers, practical knowledge

1 Introduction

Among the four language skills, speaking is probably the most significant one. Many methods and approaches have so far been used for language teaching but Communicative Language Teaching (CLT) seems to hold special promise in this regard. CLT claimed that the aim of language teaching was to develop learners' communicative competence (Richard & Rodgers, 2001). Many other new methods have been derived from CLT such as Content-Based language teaching, Competency-Based language teaching and Task-Based language teaching (TBLT). Nunan (2006, P. 17) defines task as "a piece of classroom work that involves learners in comprehending, producing and interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning and in which the intention is to convey meaning rather than to manipulate form." According to Lynch and Maclean (2000), the best way to improve English learning is by setting up classroom tasks that reflect as far as possible the real world tasks.

Research to date suggests that tasks can facilitate L2 development, but their efficacy is a function of several internal and external variables. One of these variables is the level of complexity a task holds. Robinson (2001) suggests that, "task complexity increases the cognitive demands of tasks"(p.287). Along the same lines, Cognition Hypothesis predicts that task complexity affects language production (Robinson, 2001). According to the Cognition Hypothesis, increasing the cognitive demands of tasks which contributes to their relative complexity along with certain dimensions will push learners to greater accuracy and complexity of L2 production in order to meet the greater functional and conceptual communicative demands they place on the learner (Robinson & Gilbert, 2007).

One issue of concern here is the implementation of tasks by teachers in the classroom. Being experienced in each field of study can change the point of view towards almost all aspects of that field. Anne Okas, Marieke van der Schaaf and Edgar Krull (2014) believe that professional teachers are those who have "natural prerequisite, professional preparation and practice". A review of previous studies (e.g., Gatbonton, 2008; Mullock, 2006) indicates that novice and experienced teachers are different in terms of their classroom practices and cognition. However, there seems to be a scarcity of studies, if any, investigating the possible differences between novice and experience teachers in carrying out complex speaking tasks. Given the importance of speaking and speaking tasks in general as well as complex tasks in language teaching in particular, the current study seeks to investigate the factors that Iranian novice and experienced teachers observe when carrying out complex speaking tasks. Moreover, the study is an

attempt to find out any significant differences between novice and experienced teachers in terms of factors being observed when carrying out these tasks.

1.1 statement of problem

There are so many factors that make the teaching of speaking a challenging task for teachers. Teachers usually have a tendency to use abstract activities in their classes such as asking students to read stories or a text and talking about it which they are not motivating. Using tasks which deal with real life situations and are challenging, motivate students to talk more in EFL classes (Nunan, 1989). One way to make these tasks more challenging is through making them more complex. However, the main question remains as whether teachers can carry out these complex tasks successfully to meet the goals set. In an attempt to address the problems raised in this section, the present study seeks to examine the factors that Iranian novice and experienced teachers observe when carrying out complex speaking tasks. Furthermore, the study is an attempt to find out any significant differences between novice and experienced teachers in terms of factors being observed when carrying out complex speaking tasks.

1.2 Significant of the study

Drawing on the findings of the current study, teacher educators can assist teachers in developing an understanding of the important factors which teachers possibly ignore in carrying out complex speaking tasks. The findings can also be of significance for teachers as they will be more likely to pay more attention to the factors that they possibly disregard when implementing complex speaking tasks. Concerning material developers, the results of this study can be of benefit since they will possibly make decisions on how to design complex speaking tasks so that teachers will be more assisted in carrying them out. Last but not least, language learners as the main stakeholders of the profession can gain benefit from the findings since if complex speaking tasks are conducted successfully in the classroom, the chances of achieving their speaking goals improves.

1.3 Research Questions

The research questions formulated for the purpose of this study are:

1. What factors do Iranian novice and experienced teachers observe when carrying out complex speaking tasks?
2. Are there any significant differences between novice and experienced teachers in terms of factors being observed when carrying out complex speaking tasks?

1.4 Research Hypothesis

There are not significant differences between novice and experienced teachers' mechanisms of performing complex speaking tasks.

1.5 definition of key terms

1.5.1 Complex tasks
Complex tasks have been exemplified by Robinson. He says that simple role play task of a shopping conversation can be made more complex by requiring the learners to ask more detailed questions about the features of an item in the shop or why that item has a particular price and relating the talk between the shopper and shop-keeper to some political or economic reasons as why that item has a higher price or low quality. Secondly, the same shopping conversation task can be made more complex by not providing the learners with a time to plan the task or the vocabulary items required to carry out the task

1.5.2 Experienced teachers
Farrell (2012) has known three years or less for calling teachers as novice teacher and more than three years teachers will change title to experienced. According to Sparks-Langer (1993) it is experienced teacher's schemata which is determiner in distinguishing novice from experienced. It is also remarkable to say that experienced teachers have acquired knowledge on the basis of their experiences organized in intricate and interconnected schemata.

1.5.3 Novice teachers
 Farrell (2012) has presented different kinds of definition for novice teacher. Academically, he knows novice teachers as those who are sometimes called newly qualified teachers, who have completed their language teacher education program (including teaching practice [TP]), and have commenced teaching English in an educational institution (usually within 3 years of completing their teacher education program).

1.5.4 Practical knowledge
 Practical knowledge is the result of having prior knowledge of teachers and based on it actual knowledge of teachers will be constructed. As the last point, it should be added that situations and their nature are the constructors of knowledge. (Clandinin, 1992, pp.125-126).

1.5.5 Speaking skill
Brown (2001) has defined speaking as a skill that is helpful in covering conversational needs of a learner. He believes that a learner is successful who distinguishes his or her educational targets like being able coming true pragmatic targets, it is meant, acquiring ability to negotiate with all of the language speakers.

2 Relevant Studies

2.1 Speaking in a Foreign Language
A review of the literature on speaking shows two main approaches to defining this construct: 1- top-down approach 2- bottom-up approach. Elaborating on bottom-up position, Bygate(1987) asserts that the traditional approach to speaking defined speaking as the utterance of auditory signals to produce differential verbal reactions in the listener. Accordingly, it puts emphasis on motor perceptive skills. In the same veins, speaking was considered as putting together sounds systematically to yield meaningful utterances by drawing on principles specific to language. Audio-lingualism made extensive use of this approach. As for teaching speaking, the bottom-up approach insists on beginning with the smallest unit-sounds and going on with mastery of vocabulary and eventually discourse (Cornbleet& Carter, 2001).

  Actually this approach blinds its eyes on interaction and social life involved in speaking and sees speaking from psychomotor aspect. It wasn't the only problem of this approach because no warranty did exist to assure users that they can use what they have learned in real situation. To address this shortcoming, Bygate (1998) supported using a definition of speaking in terms of the social and interaction skills used for engaging in communication. This approach to speaking is called top-down speaking.

According to this approach, Eckard& Kearny (1981), Florez (1999) and Howarth (2001) characterized speaking as a mutual process in which ideas, information, and emotions are communicated. Based on this approach, as a result of cooperation between two or more speakers who share the time and physical context, the spoken texts are produced. The advocates of top-down approach assert that as an outcome learners should be encouraged to engage in spoken discourse instead of teaching them how to utter correct sentences.

2.2 Teaching Speaking
The golden key in teaching speaking skill "is the way teachers organize and respond to students' work"(Harmer 1983, p.275). Gower, Philips & Walters (2005) and Baker &Westrup (2003) divide speaking activities into:

- Guided activities gives students more freedom to speak even though the set of linguistic resources is still led by the teacher or the materials. Students may need for example to adapt a ready-made dialogue to their own situation or needs. Controlled and guided activities are prescribed to practice particular language items.
- Free communication activities practice fluency skills giving the students complete freedom to use language structures and manage communication themselves (Gower, Philips & Walters, 2005 and Baker &Westrup, 2003).
- Acting out written dialogues in front of the class or in pairs is a quite common controlled activity. Students are usually given some time to prepare themselves or rehearse before they perform the dialogue. Dialogues can be of great value to beginner level students as "they provide them with ready-made meaningful exchanges that can perform fluently making them more confident about communicating in English" (Ur 1991, p.125).
- Information gap games where students usually have "to work in pairs and exchange information to solve a puzzle, give directions, find similarities and differences in pictures, put things in order etc" (Harmer, 1983, p.349)
- Surveys where students have to fill in a questionnaire or survey going around the class and asking each other questions on a topic (Nation & Newton, 2009 and Thornbury, 2005).
- Simulations normally require students to get into a situation or a problem and react as they must do in real life discussing suggestions and solutions (Gower, Philips & Walters, 2005).
- Role plays students have to take on roles of different personalities and act out a conversation in various set contexts (McDonough & Shaw, 2003 and Gower, Philips & Walters, 2005).
- Discussions that are the most common activities in the classroom are also really important for improving language fluency.

2.3 Task-Based Teaching
Having reviewed a number of works on task, Skehan (1998), summarizes five key characteristics of a task:
- Meaning is primary
- Learners are not given other people's meaning to regurgitate.
- There is some sort of relationship to comparable real-world activities.
- Task completion has some priority.
- The assessment of the task is in terms of outcome.

Some of the researchers such as Nunan (2004) have criticized these definitions. Reviewing these characteristics and definition of task, Nunan (2004) criticizes them for not taking account of grammar in their task. His definition refers to extend the usage of grammar knowledge to express meaning, and in which the intention is to convey meaning rather than to manipulate the form.

2.4 Task Types
The survey of the research literature on tasks reveals types of tasks, variously labeled. According to Brown et al (1984) Task types can be defined as the type of activities that differ from each other in cases of degree of cognitive complexity; i.e., the cognitive demands they place on learners or the degree of

cognitive familiarity and the need for deeper cognitive processing. Tasks can be labeled according to the kind of activity they require of the learner, for example, role-play tasks and decision-making tasks, or according to the language skill they focus on, for example, listening tasks or writing tasks. Ellis (2004) examines four approaches to classifying tasks:

1- Pedagogic

2- Rhetorical

3-Cognitive

4- Psycholinguistic.

An example of a pedagogic classification of tasks is to be found in Gardener and Miller (1996). This offers a number of recipes for tasks directed at learner training, the traditional four language skills(reading, writing, listening, speaking), two areas of linguistics knowledge(vocabulary and grammar), and paralinguistic.

2.5 Task Complexity

In considering factors that make a task complex, Roger Gilabert Guerrero (2004, p. 173) says "the amount of pre-task planning time, the degree of prior knowledge, or the degree of displaced and past time reference" are influential. About planning time in the above mentioned source, the relationship between complex task and planning time has been proved by Skehan and Foster (1996, 1997 as cited in Gilabert 2004) that there is a mutual relationship between complex task and planning time because by taking to account enough time in performing a demanding task, its content will be chosen among complex lexical items and better to say more accurate form and reciprocally it adds to task complexity.

About time referencing he also asserts that there are two kinds of here and now and there and then tasks that naturally the degree of complexity in the latter case is higher because shift from tenses is required and this displacement is equal to task complexity. This part of task complexity is discussable from another point of view and that is recourse directing dimension of the task that is about shifting from here and now and there and then tasks. It says that if learners don't have prior knowledge and planning (resource dispering) the task will change to complex task for the learners.

Some scholars (Robimson, 2000) believes that learners can benefit from increased complexity because of input richness .According to him: "increasingly complex tasks may prompt learners to look for more and more help in the input, attending to facilitative forms made salient by teacher intervention"(p. 304).

Little research has verified the mentioned prediction. Revez and Han (2006) investigated the relationship between recasts and task complexity. This study examined the effect of task type's changes and familiarity on the efficacy of recasts. To this end, all learners in experimental groups received recasts. Finally the participants showed greater use of recasts when performing less complex tasks.

2.10 Experienced and Novice Teachers

Obviously, teachers who are experienced are different from fresh teachers many way (Berliner, 1987). One of the fields accounting for cognition is Cognitive psychology which presents one perspective on how experienced differ from novice teachers. From the view point of a Cognitive psychologist, people are seen as members of a community who have networks of related ideas or concepts called schemata.

In the view of Colton and Sparks-Langer (1993) experienced and novice teachers are different in terms of their schemata. Experienced teachers have acquired knowledge on the basis of their experiences organized in intricate and interconnected schemata. In contrast, novice teachers, due to their limited experience, have limited schemata.

Next pole of experienced teachers are novices who are always stressful and worry about doing everything in detail. They count on preplanned programs and materials and in case of lacking the knowledge, they are extremely afraid and find themselves completely disarmament.

2.11 Previous Studies

Allen (1998) studied three groups of teachers with respect to the thoroughness and accuracy of recalling events in the classrooms. Student teachers, novices to averagely experienced teachers, and experienced

teachers were 3 distinct groups that participated in this study. How the teachers could recall events were compared to the content of an audiotape which had already been recorded.

The student teachers and inexperienced teachers' ability to recall were limited and recalls were inaccurate. Teachers who had taught for 6 or more years displayed accurate recall (Allen, 1998). Those teachers who had the least experience concentrated on their own behaviors. In contrast, the experienced teachers put emphasis on their own behaviors as well as learners' behaviors. The inexperienced teachers remembered neutral events while more experienced teachers remembered neutral, negative and positive events. Allen proposed that experienced teachers could remember more accurately because of their accumulated experience. This experience offered them increased cognition and more sophisticated schemata.

Hunsaker and Johnston (1992) carried out a longitudinal study of changes introduced by a teacher in teaching reading and writing. This research which lasted 4 years concluded that change is a long-term process; thus, most of the teachers who have more experience enjoy time to concentrate or reflect on theory or issues and readjust their convictions, hypothesis, or practices. Thus, experienced teachers are equipped with more extensive knowledge base obtained through experience to use as a basis for reflection and change. As Hunsaker and Johnston also found out, change will be accompanied by a joyous effect.

It could follow from the remarks given by Hunsaker and Johnston (1992) that change is associated to the extent of time devoted to teaching. According to these researchers, change is a time-consuming asset because teachers need to change or alter their convictions, beliefs or teaching practices.

A study conducted by Carter et al. (1988) made a comparison between novice teachers and experienced teachers. They also concluded that experience was significant for teachers to gain the ability to describe instruction and management observed through slides from other classrooms. This research showed that their schemata were underdeveloped. Borko and Livingston (1989) argued that these underdeveloped schemata contributed to the weaker pedagogical reasoning skills of inexperienced teachers.

Borko and Livingston (1989) came to conclusion that under developed schemata was the main reason behind several patterns observed in inexperienced teachers. Borko and Livingston asserted that inexperienced teachers have underdeveloped pedagogical reasoning skills. That's why their planning takes more time compared to experts. Moreover, the well-developed schemata is also the reason that Borkoand Livingston attribute to experts' ability to predict where students will face difficulties in a course.

3 Methodology

3.1 introduction

There were 80 teachers in Kurdistan private institutes (novice and experienced) as participants in this study. They were selected based on the years of having experience. Those who had worked less than three years were known as a novice and more than three years were experienced. They were required to fill a questionnaire on mechanisms of performing complex speaking tasks. This questionnaire was used to compare the performances of these two groups of teachers. This questionnaire employs a 5-point scale for participants to indicate the participants' answers (5-strongly agree, 4-agree, 3-neutral, 2- strongly disagree and 1- disagree). Another instrument was the observation checklists papers that focused on using pair work and group work, encouraging the students to consult the teacher and each other, monitoring the students and evaluating the outcome of the task.

The speaking task for teachers to perform was ordering teachers to arrange a show in class. First, the teacher made three groups of learners and encouraged them to choose a topic (decision making). In each group, a learner was in the role of a reporter and three other learners in roles of interviewees. The reporter and those who wanted to be interviewed assigned questions and probable answers accurately and fluently (contacting). In the next phase, learners were expected to perform the final teamwork and finally wrote a hard copy of their interview and submitted it to the teachers. Mechanisms as Harmer

(1983) introduced, included Giving explanations about grammar, vocabulary, and pronunciation; Giving instructions about the activity; Eliciting language or opinions; Asking questions; Nominating individual students to answer a question; Giving examples; Prompting, offering suggestions to help students; Correcting the students' utterances instantly; Monitoring the students while they are working on the activity; and Providing feedback about the student performance then data analysis clarified the results obtained from the instruments and comparison was done to know the differences.

3.2 instrumentation

3.2.1 Questionnaire

A questionnaire (See Appendix A) consisted of 30 items was used to tap into participants' mechanisms in Performing Complex Speaking Tasks. The questionnaire is based on the main aspects of Teachers' mechanisms of Performing Complex Speaking Tasks. These aspects were initially identified by an extensive review of the related literature by the researcher and two MA holders in TEFL. To this end, six main aspects were identified; namely; Organization, Lesson Presentation, Control and Discipline as well as Dealing with Students and Evaluation. This questionnaire employs a 5-point scale for participants to indicate their answers (5-strongly agree, 4-agree, 3-neutral, 2- strongly disagree and 1- disagree). The first version of the questionnaire contained thirty six items. Through the procedure of Cronbach's Alpha six questions which were found to affect this index negatively were deleted in a stepwise manner. Table 1 displays the amount of Cronbach's Alpha with all the items (36) included. Table 1 indicates the results of item total statistics when a particular item is deleted.

Table 1 Chronbach's Alpha with all the 36 questions considered

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.591	.601	٣٦

   In the next step those items whose deletion impacted the reliability index of Cronbach's Alpha positively were deleted one at time until the index reached an acceptable level of .720. Tables 3 and 4 illustrate the results of Cronbach's Alpha after deletion of six items.

Table 2 Results of Chronbach's Alpha after deleting six of the items

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.740	.747	30

   Since the sample size in this study was small, therefore it also deemed necessary to estimate KMO and run factor analysis as well. With factor analysis, the construct validity of a questionnaire can be tested. If a questionnaire is constructed valid, all items together represent the underlying construct well. As with the perspective questionnaire, a factorial analysis was carried out. The 30 items of the Questionnaire were subjected to principal components analysis (PCA) using SPSS version 21. Principal components analysis revealed that the population KMO was bigger than 0.6 (Table 5), which means that the data set is suitable for factor analysis (Sig. = 0.000).

Table 3 KMO sampling adequacy

KMO and Bartlett's Test	
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.761

Bartlett's Test of Sphericity	Approx. Chi-Square	1304.698
	Df	435
	Sig.	.000

3.2.2 Observation checklist

The questionnaire based on which the checklist used in the present study was prepared was initially developed by Fakhri (2012) and it consists of 58 Likert-scale items on a five-point scale of agreement (Strongly agree to disagree) spread over the seven domains. The seven domains include: organization (10 Questions), lesson presentation (10 Questions), control and discipline (5 Questions), dealing with students (10 Questions), evaluation (8 Questions), code of ethics (10 Questions), personal characteristics (5 Questions).The reliability of different domains of the questionnaire as reported in Fakhri (2012, p. 79) is displayed in Table 4.

Table 4 Reliability of internal consistency of the seven domains of the questionnaire developed by Fakhri (2012) based on which the present checklist was developed

Domains	Teachers	Students
Organization	0.85	0.84
Lesson Presentation	0.83	0.80
Control and Discipline	0.80	0.84
Dealing With Students	0.78	0.79
Evaluation	0.81	0.87
Code of Ethics	0.84	0.88
Personal Characteristics	0.80	0.83
Total	0.84	0.87

Next, the observation sheet was used by 10 observers who used the instrument to observe one session of a class. To this end, that session was video recorded and later watched by the observers' one at a time. Table 5 illustrates the results of Chronbach Alpha for the Checklist.

Table 5 Results of Chronbach Alpha for Observation Sheet

Cronbach's Alpha Based on Standardized items	Number of items
.831	27

Following that, in order to make sure that the instrument holds a satisfactory level of reliability Pearson Correlation Coefficient Formula was run. To this end, each observer was asked to evaluate the same video recorded a second time. Finally, there were two sets of scores i.e. the scores assigned in the first and

second evaluation based on the observation scheme. Finally, Pearson Correlation Coefficient Formula was run between these two sets to establish the reliability of the instrument. Table 6 displays the respective results.

Table 6 Results of Correlation Coefficient for reliability Purposes

		First Administration	Second Administration
First Administration	Pearson Correlation	1	.825**
	Sig. (2-tailed)		.003
	N	10	10
Second Administration	Pearson Correlation	.825**	1
	Sig. (2-tailed)	.003	
	N	10	10

**. Correlation is significant at the 0.01 level (2-tailed).

As it can be noticed in Table 6 the coefficient index equals 0.825 which is a satisfactory level of reliability coefficient (Brown, 2007).

3.2.3 Complex vs. simple task

As Gilabert (2004) has discussed, real world tasks can contain two forms of simple and complex. In the simple one, language is not involved like painting fence, but in complex task language pushes the process forward. By language, task can be completed. In complex tasks, series of sub tasks must be done to assure that task is accomplished. Gilabert has documented an example of complex task by considering some sub tasks in interviewing a source in the domain of journalism. He has showed steps by a figure:

Decision making process	Contacting the source	Documenting the interview	Making arrangement for interview	Interviewing	Translated Transcript of interview for publication

3.3 Procedure

To answer the research questions, the following steps were taken in order: First of all, based on the availability, novice and experienced teachers were selected from some private English institutes of Sanandaj and the piloted questionnaire (see the instrumentation) in terms of the mechanisms of performing complex speaking tasks was distributed among the participants to be filled out. In order to justify what teachers were supposed to do, the following short description of complex task was attached to the questionnaire.

To tackle the second question, i.e. whether there are any significant differences between novice and experienced teachers in terms of factors being observed when carrying out complex speaking tasks, both novice and experienced teachers were observed by the researcher and an observation checklist regarding the mechanism of performing complex speaking tasks was filled out for each teacher to see which factors were observed in experienced teachers' classes that were not witnessed in novice teachers' classes. The observation time for each case lasted around an hour. Teachers were supposed to perform a pre-planned complex task, selected from real world tasks. As it was mentioned earlier, the task was arranging an

interview in class among learners about a topic, say, the best ways of learning English better. The researcher wanted to investigate mechanisms used by novice and experienced teachers during performing complex tasks. These mechanisms introduced by Harmer (1983) are: Giving explanations about grammar, vocabulary, and pronunciation; Giving instructions about the activity; Eliciting language or opinions; Asking questions; Nominating individual students to answer a question; Giving examples; Prompting, offering suggestions to help students; Correcting the students' utterances instantly; Monitoring the students while they are working on the activity; and Providing feedback about the student performance.

4 Results

4.1. Normal Distribution of Data
Before selecting appropriate statistical test to be used in the study, normal distribution of data were examined. For this purpose, Kolmogorov-Smirnov test of normality was used the results of which can be found in Table 7.

Table 7 One-Sample Kolmogorov-Smirnov Test

		Questionnaire
Number of participants		45
Normal Parametersa	Mean	105.1333
	Std. Deviation	25.37232
Most Extreme Differences	Absolute	.219
	Positive	.219
	Negative	-.169
Kolmogorov-Smirnov Z		1.469
Asymp. Sig. (2-tailed)		.057
a. Test distribution is Normal.		

As Table 7 shows the significant value for Kolmogorov-Smirnov was 0.057 which was greater than 0.05. This indicates that the data related to the questionnaire was normally distributed. Therefore the parametric statistical tests were appropriate to be used in the present study.

4.2. Factors Observed by Iranian Novice and Experienced Teachers When Carrying out Complex Speaking Tasks
To find out about how Iranian novice and experienced teacher carried out complex speaking tasks, teachers' responses to each item of the Questionnaire on Teachers' Perspectives towards Performing Complex Speaking Tasks were analyzed through frequency count procedure.

4.2.1. Novice Teachers
Based on descriptive statistics, all factors were observed by novice teachers. The mean score for Organization factor was 18.69 with standard deviation of 2.76. The mean score for Lesson Presentation factor was 25.59 with standard deviation of 6.14. Control and Discipline factor had mean score of 14.05 with standard deviation of 2.69. The mean score for Dealing with Students was found 21.82 with standard deviation of 3.00. And finally Evaluation factor had mean score of 8.47 with standard deviation of 1.81. Table 8 shows the descriptive statistics of the factors observed by novice teachers.

Table 8 Descriptive Statistics of the factors observed by novice teachers

	N	Minimum	Maximum	Mean	Std. Deviation
Organization	38	15.00	26.00	19.6842	2.45065
Lesson	39	14.00	28.00	18.6923	2.76400
Control	40	9.00	22.00	14.0500	2.69805
Dealing	39	17.00	33.00	21.8205	3.00764
Evaluation	40	5.00	13.00	8.4750	1.81147
Total	38	68.00	99.00	81.5789	7.28802
Valid N (listwise)	38				

N stands for number of respondents

As it can be clearly found in Table 8, the highest mean score was 21.82 for the Dealing with Students and lowest mean score was 8.47 for Evaluation factor. In other words the most frequent strategies observed by novice teachers were related to focusing on learners. For instance, they tried to encourage the students to consult with themselves and sympathize with the students and address their needs.

On the other hand the least frequent strategies observed by novice teachers during implementing complex tasks were strategies such as developing well-designed assessment procedures. The total score for novice teachers was scored as 81.57 with standard deviation of 7.28.

4.2.2. Experienced Teachers
Similarly, all factors were observed by experienced teachers. The mean score for Organization factor was 30.20 with standard deviation of 3.72. The mean score for Lesson Presentation factor was 25.75 with standard deviation of 4.06. Control and Discipline factor had mean score of 21.62 with standard deviation of 2.90. The mean score for Dealing with Students was found 32.60 with standard deviation of 4.33. And finally Evaluation factor had mean score of 12.65 with standard deviation of 1.92. Table 9 shows the descriptive statistics of the factors observed by experienced teachers.

Table 9 Descriptive Statistics of the factors observed by experienced teachers

	N	Minimum	Maximum	Mean	Std. Deviation
Organization	40	19.00	35.00	30.2000	3.72930
Lesson	40	17.00	34.00	28.7500	4.06833
Control	40	11.00	25.00	21.6250	2.90612
Dealing	40	20.00	38.00	32.6000	4.33116
Evaluation	40	6.00	15.00	12.6500	1.92886
Total	40	76.00	146.00	125.832	15.89531
Valid N (list wise)	40				

N stands for number of respondents

As it is found in Table 9, experienced teachers earned the highest mean score as 32.60 for the Dealing with Students and lowest mean score as 12.65 for Evaluation factor. It can be stated that experienced teachers used most frequently those strategies which were related to focusing on learners. On the other hand strategies such as developing well-designed assessment procedures were the least frequent strategies observed by experienced teachers. The total score found for experienced teachers was 125.83 with standard deviation of 15.89.

So far both novice and experienced teachers had observed all the factors specified in the Questionnaire on Teachers' Perspectives towards Performing Complex Speaking Tasks. And both novice and experienced teachers had the same order of observed factors in terms of mean scores.

By looking at the scores obtained through observation checklist, similar findings were also found. Similarly, the highest mean score was that of Dealing with Students which was 29.87 and lowest mean score was that of Evaluation which was 11.65. Table 10 shows the results of the observation checklist.

Table 10 Descriptive statistics of factors in observation checklist for

	N	Minimum	Maximum	Mean	Std. Deviation
organization	32	17.00	35.00	27.9688	5.55027
Lesson	32	15.00	34.00	25.5938	6.14796
Control	32	13.00	25.00	20.0312	3.76302
Dealing	32	19.00	38.00	29.8750	6.15263
Evaluation	32	6.00	15.00	11.6562	2.64708
Total	32	72.00	146.00	115.12	23.58205
Valid N (list wise)	32				

  As seen in Table 10 Organization had the mean score of 27.96, Lesson Presentation had the mean score of 25.59, and control and Discipline had the mean score of 20.03. Similar to findings of the questionnaire, scores in observation checklist for experienced teachers were higher than those of novice teachers.
  The conclusion was that all factors in both questionnaire and observation checklist were observed by both novice and experienced teachers. The scores obtained from both instruments showed that the Dealing with Students had the highest mean score followed by Organization, Lesson Presentation, Control and Discipline, and finally Evaluation.

4.3. Differences Between Novice and Experienced Teachers in Terms of Factors Being Observed When Carrying out Complex Speaking Tasks
To examine the statistical differences between novice and experienced teachers in terms of factors being observed when carrying out complex speaking tasks the scores obtained for each factor through administering the Questionnaire on Teachers' mechanisms in Performing Complex Speaking Tasks were compared between novice and experienced teachers using independent samples t-test.

Table 11 Independent samples test results on the scores obtained through questionnaire

		Levene's Test for Equality of Variances		t-test for Equality of Means			
		F	Sig.	T	df	Sig. (2-tailed)	
Total	Equal variances assumed	6.654	.012	-15.663	76	.000	
	Equal variances not assumed			-15.930	55.315	.000	
organization	Equal variances assumed	2.332	.131	-14.635	76	.000	
	Equal variances not assumed			-14.787	67.757	.000	
Lesson	Equal variances assumed	3.032	.086	-12.820	77	.000	
	Equal variances not assumed			-12.881	68.834	.000	
Control	Equal variances assumed	.076	.783	-12.081	78	.000	
	Equal variances not assumed			-12.081	77.573	.000	
Dealing	Equal variances assumed	3.346	.071	-12.818	77	.000	
	Equal variances not assumed			-12.875	69.635	.000	
Evaluation	Equal variances assumed	.009	.927	-9.979	78	.000	
	Equal variances not assumed			-9.979	77.694	.000	

As it is found in Table 11 the difference between novice and experienced teachers in terms of their total score on Questionnaire on Teachers' mechanisms in Performing Complex Speaking Tasks were significantly different. The F value was 6.65 with significant level of p≤0.01. This indicates that the novice and experienced teachers had significantly different perspective in performing complex speaking tasks. Regarding the differences in the factors observed, the t-test results indicated that novice and experienced

teachers were significantly different from each other in all factors identified through the respective questionnaire (p≤0.01).

Table 12 Independent samples test results on the scores obtained through observation Checklist

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Total	Equal variances assumed	6.459	.081	-14.771	76	.000
	Equal variances not assumed			-14.826	55.315	.000
organization	Equal variances assumed	3.323	.231	-13.691	76	.000
	Equal variances not assumed			-13.953	67.757	.000
Lesson	Equal variances assumed	2.223	.325	-12.322	77	.000
	Equal variances not assumed			-12.669	68.834	.000
Control	Equal variances assumed	1.010	.671	-11.212	78	.000
	Equal variances not assumed			-11.413	77.573	.000
Dealing	Equal variances assumed	3.445	.122	-11.772	77	.000
	Equal variances not assumed			-11.981	69.635	.000
Evaluation	Equal variances	0.161	.851	-9.122	78	.000

assumed				
Equal variances not assumed		-9.371	77.694	.000

Similarly, as it is found in Table 12 the difference between novice and experienced teachers in terms of their total scores on observation checklist were significantly different. The F value was 6.45 with significant level of p≤0.01. This indicates that novice and experienced teachers had significantly different approach in performing complex speaking tasks. Regarding the differences in factors observed, the t-test results indicated that novice and experienced teachers were significantly different from each other in all factors identified through observation checklist (p≤0.01).

Therefore there were significant differences between novice and experienced teachers in Organization, Lesson Presentation, Control and Discipline, Dealing with Students and finally Evaluation factors.

4.4 Conclusion
As it was discussed, there were differences between novice and experienced teachers in mechanisms of performing complex speaking tasks. There are two justification that can be acceptable about the priority of experienced teacher in comparison with novice teacher and that's a kind of efficacy that experienced teachers in light of jumping over the obstacles have acquired. The second one refers to professional training which includes knowledge base, pedagogical action and fundamental influences (Angell, Ryder, & Scott, 2005).

Accordingly experienced teachers must be helpful for novices in some items that have been extracted from those professional training. Novice teachers' way should be equipped with what experienced do in classes to avoid wasting time, energy like:
➢ Assigning long term syllabus
➢ Arranging useful strategies
➢ Changing viewpoints about class (watching members as unique individuals not a whole)
➢ Knowing students accomplishment and improvement as an priority

In sum, experienced teachers must be model in action, change the novices' stage and upgrade them to advance novices and then try to add new members to community of experienced. In this stage experienced teacher is dominant over learners' need and interest and also whatever which is important in performing speaking tasks. There's a way between novice's caution and experienced teacher's development which must be paved for novices to accelerate the quality of teaching and learning. According to Berliner (2004), the novice is cautious, while the advanced beginner is intuitive. In addition, the competent performer is rational, while the proficient performer is spontaneous, and the expert is a sensible. Experienced teachers have a spontaneous understanding about the situation and seem to be intuitive in non-systematic and non-planned ways in terms of the suitable response to be provided. The calculation or thoughtful ideas is not involved for experienced teachers and they do not intentionally choose what to attend to and what to do.

4.5 Suggestion for Further Research
There are a number of areas which were not touched in this study. In addition there were limitations which can be overcome in future studies. Accordingly, a limited number of recommendations are presented here, hoping that other researchers would find them interesting enough to pursue in the future.
➢ This study can be replicated with a larger group of participants to find out whether the same results would be obtained or not.
➢ More complex speaking tasks like story telling in different levels and stages of learning can be performed to know how will it be the differences between these two groups of teachers

because there are some points in mechanisms of performing story telling as a task that need to be considered saliently. As Gilabert (2004) discussed storytelling is along with "several changes of scene, or flashbacks to earlier events in time" and there is also variety of male and female characters. Referring each of these obstacle confront learners with complexity and it is the teachers' responsibility to make the conditions ideal and there shouldn't be any differences between novice and experienced teachers in removing this complexity.

➢ As another instrument arranging an interview with both groups of teachers can be done and ask them to explain more about their reaction while performing those complex speaking tasks.

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Appendix A

Questionnaire on Teachers' mechanisms in Performing Complex Speaking Tasks
Please give your opinion about the statements below by ticking ONE answer for each. The statements are not just about your current job, and in answering you should consider your experience as a language teacher in general.
Gender: male □female □Age…… 	Teaching experience………… 	College degree: AD□BA □MA□PhD□

Organization (7 items)

No	Organization domain	Strongly disagree	Disagree	Unsure	Agree	Strongly agree
1	I explain the content and the objectives of the tasks clearly before carrying out the task.					
2	I cover all the vocabulary items needed to carry out the task.					
3	I manage the time efficiently when dealing with complex speaking tasks.					
4	I consistently provide well-planned sequences of appropriate steps to take when carrying out such tasks.					
5	I make connections between vocabulary and grammar taught, and students' prior knowledge and experiences when administering complex tasks.					
6	I make sure that all students understand how to perform the task.					
7	I try to be well prepared before starting the lesson when there are complex speaking tasks.					

Lesson Presentation (7 items)

No		Strongly disagree	Disagree	Unsure	Agree	Strongly agree

	Lesson presentation domain					
1	I always begin presenting complex tasks with a review of the previous materials related to hat.					
2	I make the students interested in the complex task.					
3	I use a variety of technological applications and learning tools in the class whenever there are complex tasks.					
4	I effectively communicate the task objectives to the students.					
5	I encourage the students to familiarize themselves with the materials relevant to the complex task.					
6	I always utilize the cooperative learning strategy when dealing with complex tasks.					
7	I engage students in problem-solving and critical thinking techniques in complex tasks whenever plausible.					

Control and Discipline (5 items)

No	control and discipline domain	Strongly disagree	Disagree	Unsure	Agree	Strongly agree
1	I maintain consistent order and discipline in the classroom since it is important in carrying out complex tasks.					
2	I monitor the students effectively while they arecarrying out such tasks.					
3	I use my strengths to compensate for my weaknesses when dealing with complex tasks.					
4	I truly respect differences in opinions among students when it comes to complex speaking tasks in particular.					
5	Iconsistently treat all students with respect and concern especially in the challenge raised by complex speaking tasks.					

Dealing with Students (8 items)

No	Dealing with students domain	Strongly disagree	Disagree	Unsure	Agree	Strongly agree

1	I try to encourage the students to consult with me especially when there are ambiguities involved the complex speaking tasks.					
2	I encourage discussions in the classroom in particular when dealing with complex tasks.					
3	I assign enough projects and homework related to the complex speaking tasks.					
4	I try to control my emotions in the class when it comes to performing complex speaking tasks.					
5	I sympathize with the students and address their needs especially when complex speaking tasks are involved.					
6	I display an appropriate sense of humor in the class since it helps ease the tense when carrying out complex speaking tasks.					
7	I accommodate individual learning differences when dealing with complex speaking tasks.					
8	I make students partners in setting the classroom rules and regulations.					

Evaluation (3 items)

No	evaluation domain	Strongly disagree	Disagree	Unsure	Agree	Strongly agree

Observation Sheet for Evaluating Teachers' Mechanism of Performing Complex Speaking Tasks	Scores for the Teacher's Mechanism of Performing Complex Speaking Tasks

1	I develop well-designed assessment procedures to evaluate the outcomes of complex speaking tasks.					
2	I ensure that the evaluation of students in complex tasks reflects each student's abilities.					
3	I make sure that speaking exams are always comprehensive to include elements of complex speaking tasks.					

No	Criteria	1	2	3	4	5
1	The teacher uses pair work and group work activities more when carrying out complex speaking tasks.					
2	The teacher accommodates individual learning differences when dealing with complex speaking tasks.					
3	The teacher tries to encourage the students to consult with him/her especially when there are ambiguities involved the complex speaking tasks.					
4	The teacher consistently treats all students with respect and concern especially in the challenge raised by complex speaking tasks.					
5	The teacher monitors the students effectively while they are carrying out such tasks.					
6	The teacher assigns enough projects and homework related to the complex speaking tasks.					
7	The teacher develops well-designed assessment procedures to evaluate the outcomes of complex speaking tasks i.e. the teacher's error correction procedures do not interfere with the flow of information.					
8	The teacher truly respects differences in opinions among students when it comes to complex speaking tasks in particular.					
9	The teacher tries to control his/her emotions in the class when it comes to performing complex speaking tasks.					
10	The teacher sympathizes with the students and address their needs especially when complex speaking tasks are involved.					
11	The teacher engages students in problem-solving and critical thinking techniques in complex tasks whenever plausible.					
12	The teacher displays an appropriate sense of humor in the class since it helps ease the tense when carrying out complex speaking tasks.					

13	The teacher always utilizes the cooperative learning strategy when dealing with complex tasks.					
14	The teacher ensures that the evaluation of students in complex tasks reflects each student's abilities.					
15	The teacher encourages discussions in the classroom in particular when dealing with complex tasks.					
16	The teacher uses a variety of technological applications and learning tools in the class whenever there are complex tasks.					
17	The teacher explains the content and the objectives of the complex tasks clearly before carrying out the task.					
18	The teacher effectively communicates the task objectives to the students.					
19	The teacher maintains consistent order and discipline in the classroom since it is important in carrying out complex tasks.					
20	The teacher encourages the students to familiarize themselves with the materials relevant to the complex task.					
21	The teacher covers all the vocabulary items needed to carry out the complex task.					
22	The teacher makes the students interested in the complex task.					
23	The teacher manages the time efficiently when dealing with complex speaking tasks.					
24	The teacher consistently provides well-planned sequences of appropriate steps to take when carrying out such tasks.					
25	The teacher makes connections between vocabulary and grammar taught, and students' prior knowledge and experiences when administering complex tasks.					
26	The teacher makes sure that all students understand how to perform the task.					

27	The teacher always begins presenting complex tasks with a review of the previous materials related to that.					

A Cognitive Study of Polysemy in Adverbs of Azarbaijani Turkish

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Abstract
In cognitive linguistics, which has based its foundations on meaning, polysemy is particularly given a new weight. Polysemy is a linguistic process in which a single lexeme takes on multiple meanings which are to some extent related. These relationships can be described using radial category. This study dealt with polysemous categories in Azerbaijani Turkish adverbs on the basis of cognitive approach. The data was gathered from Turkish-Persian dictionary by Shahmersi and the two-volume dictionary of Persian-Azerbaijani by Behzadi. The highly frequent adverbs were selected based on the authors' intuition and with respects to their uses in local Azerbaijani papers. Having analyzed given highly frequent polysemous adverbs, the authors came to this belief that those adverbs were straightforwardly describable using radial category. Accordingly, it was revealed that metaphors accounted for the creation of the most frequently polysemous adverbs, thanks to the mapping between the source and the goal semantic domains. The results can pave the way for a better understanding of adverbs and better methods of instruction. More precise and comprehensive dictionaries and more efficient translation machines can better assist experts in these cognitive studies.

Keywords: Adverbs;Azerbaijani Turkish;Cognitive linguistics;Polysemy.

Introduction
Cognitive linguistics was founded by Lakoff (1987) and Langakar (1987). Other reputed scholars who were involved in the creation of such a newly founded school were Talmy, Focounie, Suister. They all disproved the syntax-oriented Generativism as it failed to include semantics in its scope. They claimed that generativism was unable to deal with cognitive abilities.

Unlike structuralism, which underestimate the role of semantics in its studies, semantics is of great significance in cognitive linguistics and an overwhelming majority of discussion has been about meaning. Polysemy has been a familiar concept in traditional semantics and it refers to the fact that a linguistic unit takes on several meanings. Polysemy can be studied in different levels, such as morphemes, lexemes, phrases, and sentences. Traditionally speaking, the analysis of polysemy has been limited to word level (Safavi, 1371, p. 111).

In structuralism, polysemy is a process in which a linguistic unit has more than one meanings, directly related to the core meaning. The other less related meanings are considered as different lexical entries in dictionaries. From traditional points of view, polysemy is regarded as a specific function a lexeme plays in a specific context and this is not viewed as a fundamental feature of lexemes.

Polysemy which has been traditionally regarded as a lexeme-oriented notion can now be studied in phonetics, morphology, and syntax as well. Cognitivists believe that all the meanings taken from different uses of a particular lexeme are tokens of polysemy, whereas, in other non-cognitive approaches, with respects to the seeming similarity of forms, other meanings of a verb are also called polysemy. Lakoff (1987) believes that different meanings of words have a complicated structure which can be organized and analyzed on the basis of cognitive categorization.

For cognitivists, language is a mirror of human's conceptual system. The study of polysemy can verify this view. From Cognivitism points of view, the formation of polysemy is based on categorization,

conceptual metaphors, schemas, and radial categories. This study made a rigorous and vigorous attempt to study the creation of polysemy and its uses in Azerbaijani Turkish adverbs within the framework of cognitive linguistics. This study consists of six parts, the first and the second ones are introduction and the review of literature. The third and the forth parts deal with methodology and data analysis respectively. Section five covers the concept of polysemy regarding Azerbaijani Turkish adverbs based on cognitive linguistics. This is followed by the sixth section which will be the results and the conclusions of the study.

2. Review of Literature

In the review of literature, some Iranian and non-Iranian scholars limited themselves to the introduction and exemplification of polysemy, while many, besides introducing polysemy, enumerated factors, leading to the creation of this concept.

Bateni (1990), in his book entitled " Language and thought" refers to the concepts of synonymy and polysemy in Persian words. He asserts that the main reason why polysemy is formed is due to the word uses in so-called related concepts. He adds that this happens when the mental image of that word is not very clear-cut but a vague domain, in which some part of the word becomes prominent every time it is used. Another reason for this formation is when the word is used technically. He claims that if polysemy were missing, memory could not fit in such gargantuan load of meanings. Thus, polysemy plays a great role in linguistic economy.

In his thesis called "The study of polysemy in Persian", Ghanbari (1998) concludes that polysemy is a continuous and time-taking process. That is to say, its creating factors impose different meanings upon the word diachronically. One factor could be metaphor, in that words are metaphorically used in a particular context and, with the passage of time, gradually, the secondary meaning is added to the primary meaning, resulting in polysemy.

Safavi (2001), in his article titled " A New Look at the Lexical Polysemy", brings polysemy examples in different linguistic levels of morphemes, phrases, and sentences, attempting to show that polysemy is not limited to word level. Finally, having referred to some samples, he endeavors to illustrate that, in the automatic language, polysemy is formed based on the selection and combination of all linguistic units. He considers homophony as a specific phenomenon and excludes its analysis together with polysemy with respects to methodology. He also explicates polysemy within the scopes of semantic extension and narrowing.

Niazi and Hajizade (2006), in their article "Polysemy in Arabic" deal with polysemous categories in Arabic. They struggle to follow their antecedents' views and assumptions regarding the sense relations. In addition, they provide definitions and description for polysemy and try to review its literature from both old and new visions. Having analyzed polysemy in their review of literature, they came to this realization that a majority of linguists, both traditional and contemporary ones, have approved of verbal commonalities and have accepted them as main components of semantics. They also take context in the interpretation of the intended meaning into considerations.

In an article entitled "The Metaphorical Basis of the Polysemous Verbs of Perception in Persian in the Light of Cognivitism", Fayazi (2008) deals with polysemy from the view point of structuralism and finds metaphors as a main reason for polysemy. He also analyzes verbs of perception from Cognivitism point of view. He concludes that metaphors are formed with respects to the systematic mapping between perceptual and conceptual domains, leading to the formation of polysemy in the verbs of perception.

In an article entitled "A Cognitive Approach to Polysemous Verbs in Persian", Sharifi (2009) studies the Persian verb of "oftadæn", meaning "fall" from the viewpoint of Cognivitism. He introduces the three perspectives of empirical, foregrounding, and viewpoint in cognitive linguistics. Furthermore, he presents some methodological principles in the formation of polysemy. These principles are: categorization, mental space, schema, and radial categories.

In another thesis by Soltani Kofrani (2012), titled "A Cognitive Approach to Polysemy in Motion Verbs in Persian", polysemy in motion verbs in Persian is studied on the basis of cognitive lexical semantics. The aim is to study the efficiency of lexical semantics such as metaphors, schema, and categorization in the

description of motion verbs in Persian. It is concluded that polysemy is a systematic phenomenon and factors including the change of schema and metaphors are involved in the formation of polysemy.

Boostani (2012) in his thesis entitled " The Study of Polysemy in Frequent Simple Verbs in Persian according to Cognitive Linguistics", probes into seventy two highly frequent simple verbs in Persian and comes to this realization that the different meanings of the verbs are connected together via radial categories. Using metaphorical extension as a tool, he found out that metaphors are based on schemas, which in turn come from everyday human experiences.

In another thesis by Khodabandeloo (2014), titled "The Study of Polysemy in Frequently Used Adjectives in Persian from Cognitive Linguistics point of View", Persian adjectives are studied in the light of cognitive linguistics. It was concluded that polysemy in adjectives are easily dealt with via radial categories. As highlighted in the study, metaphors are the main factor accounting for the formation of polysemy. As mentioned, metaphors are created by the mapping of the source and goal semantic domains. Having compared the semantic networks of highly and lowly frequent adjectives, he came to this conclusion that the highly frequent networks are much more complicated than those of their counterparts.

Mansoori (2016) in his thesis with the title of " The Study of Polysemy in Azerbaijani Turkish Simple Verbs Based on Cognitive Linguistics", studies the simple verbs in Turkish and in line with Khodabandeloo (2014), he asserts that radial categories can justify the polysemy in Azerbaijani Turkish simple verbs. As emphasized, metaphors contribute significantly to the formation of polysemy in Turkish and the semantic network of highly frequent simple verbs are much more complicated than those of less frequent ones.

Abbasi et al. (2017) in their article with the title of "The Study of Polysemy in Simple Adjectives in Persian from Cognitive Linguistics point of View" conclude that radial categories can expound on the various meanings of adjectives. In their study, first, for each adjective, a radial network is drawn and accordingly the first core meaning or the prototype is made known and the radial relations among the meanings are dealt with. It is acknowledged that radial categories can best elucidate the polysemous nature of simple adjectives in Azerbaijani Turkish. In addition, it is concluded that metaphors, which in turn originate from schemas of everyday human experiences, play a great role in the formation of polysemy in simple adjectives.

Of all the research conducted by non-Iranian scholars regarding polysemy, the study by Harford and Heasly (1983) is the earliest one. They solely refer to and define the polysemy and believe that polysemy happens when words have some related meanings.

Ulman (1991) studies polysemy both synchronically and diachronically. As he claims, a linguistic unit can take on more meanings over time and gradually becomes a polysemous unit. As Ulman believes, the main reason behind this phenomenon is borrowing from other languages, which in turns, leads to polysemy.

Crystal limits polysemy to words. He believes that polysemy happens when a linguistic unit bears a chain of diverse meanings. Palmer (2014) states that polysemous words innately bear a number of meanings. He also enumerates problems facing the study of polysemy.

In his book, "Semantics", John Saeed discusses polysemy by comparing synonymy with polysemy. He adds that polysemy is formed when meanings are related. He believes that polysemy is of great significance in dictionaries since all the meanings of a polysemous unit is put forward under the same lexical entry, whereas in terms of synonymy, different lexical entries are opted. He attempts to expound on polysemy using the concept of 'related meanings', which have to do with speaker's intuition.

Karaman (2003), in his dissertation entitled "Polysemy in Natural Languages: Case Study of Polysemous Words in English, German, and Turkish", defines polysemy and relates it with our ways of perception and mental conception. He studies hyponymy and lexical networks in English, German, and Turkish. He attributes communicative difficulties to the ambiguous nature of the semantic domains. Having described polysemous lexical structures in German, he comes to this conclusion that any perceptual contradictions

are due to the use of language. He also embarks on the description of Turkish lexical polysemy and illustrates that the perceptual contradictions in Turkish pertain to micro linguistic level.

3. Theoritical framework

3.1. Cognitive linguistics

The first cognitive linguistic studies were conducted in the 1970s and 1980s in the United States. The foundations of cognitive linguistics are rooted in linguistics and cognitive sciences. Cognitive linguistics later spread to Europe in the late 1980s and since the 1990s, numerous scholars have been involved with cognitive research.

Although cognitive studies are still in the fourth decade of its development, it has gained so much fame and has been in vogue for this period. Cognitive linguistics has been dealing with other disciplines such as Psychology, Neurology, Artificial Intelligence, Philosophy, and Literary Criticism since its foundation.

Cognitive linguistics is an approach to linguistic studies based on our experience of the world, our perception, and our conceptualization. This flexibly patterned linguistics is based on human's mental structure. As in Formalism and Functionalism, in cogntivism, we are not faced with a single theory but a hybrid of approaches with common grounds.

Cognition as well as perception is of great significance in cognitive linguistics. In cognitive linguistics, modularity or the independence of language from other cognitive abilities is no longer taken into considerations. In addition, Independence of linguistic modules including phonology, morphology, semantics, and syntax is out ruled and the understanding of a language is almost impossible without a full understanding of the cognitive system. Unlike Chomsky and Fodor, cognitivists believe that linguistic behavior is one part of all the cognitive abilities. These abilities make learning, reasoning, and analyzing possible. In sum, as it is believed, linguistic knowledge comes from human's overall cognition.

Whereas semantics in cognitive linguistics is of great importance, most discussion is centered upon meaning. It was a reaction against structuralism, in which meaning was underestimated. In general, cognitive linguistics is comprised of two broad parts: cognitive semantics and cognitive approach to grammar, of which more emphasis is on the former. In this school, the mental nature of meaning is noteworthy since this mental entity distinguishes cogntivism from other disciplines dealing with meaning. Cognitive semantics is not limited solely to a single theory but to a set of theories and approaches. In cognitive semantics, meaning is not only the literal one but also the metaphoric, figurative, associative, and non-dictionary meaning. In other words, there is no difference between semantics and pragmatics in this branch.

3.2.Metaphor

Metaphors play a great role in cognitive semantics. Why and how languages employ metaphors are aesthetically considerable. The first one who introduced metaphors was Aristotle. Metaphors are expressions that attribute to an object not normally associated with those qualities.

Lakoff and Johnson (1980:37) claim that metaphors are not merely tools for expressing thoughts but ways for thinking about things. Aristotle studied the relationship between metaphors and language. His objectives were to analyze the use of metaphors in verbal interactions. In his 'Poetics' and following comparison theory, Aristotle regarded metaphors as absolute comparison. As Aristotle put it, metaphors are one sort of figures of speech which are not necessary in our every day conversations and are aesthetically used. Accordingly, metaphors compare two different entities, one of which is expressed using words with literal meaning, and the other one in expressed via words with metaphoric essence (Artney, 1979).

Jorjani considers metaphors as shellfish conveying a number of meanings as pearls (Afrashi, 2004). As Safavi (2008) puts it, metaphors are forming by choosing one unit instead of some other unit on a vertical axis. The selected unit is used instead of the previously employed unit. He also adds that metaphors come from similes.

3.3.The contemporary approach to metaphors from cognitive linguistics points of view

The advent of cognitive linguistics created a great revolution in the traditional view of metaphors. Since then metaphors have been excluded from the scope of literature. Following the beliefs of Lakoff,

cognitivists tried to investigate metaphors in the mind of human beings. Cognitive linguistics proved that the origin of metaphor is not only rooted in language, but also the language itself is the reflection of thoughts.

Having rejected the traditional belief that metaphors are limited to language and irrelevant to the thoughts, Lakoff and Johnson (1980) assert that metaphors cover every day life not only in language but also thoughts and the activities involved. Our conceptual system, base on which we think and act is basically metaphorical.

3.4.Conceptual metaphor

This conceptual theory was first introduced by Lakoff and Johnson (1980). This theory describes conceptual relations among scopes. Conceptual metaphors are, in essence, perception and experience of something in something else. Lakoff and Johnson regard this relation between two sets as "mapping". They call the more palpable and concrete set as the source and the one with more abstract concepts as target.
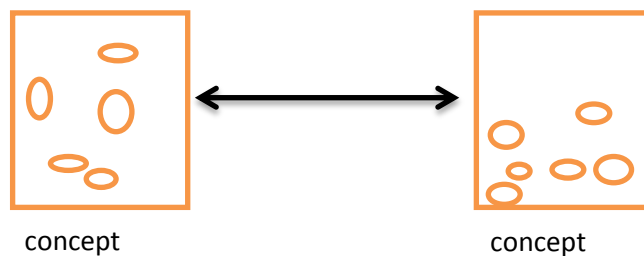
concept   concept

Fig1. Primary Metaphor Mapping (Ivans & Green,2006: 308)

Consequently domains of corresponding conceptual system". Thus, each mapping is a set of corresponding concepts not a mere statement.

3.5.Schemas

Schema is one of the conceptual settings important for cognitive semantics studies. The factors of living, sleeping, walking, and eating in a specific place with some fixed limitations make us deal with the daily surroundings and its patterns. Understanding these embodied patterns leads to interaction of the body and patterns. The concepts made by our experiences are used to think about more abstract ideas. Metaphors are based on the schemas, constructing the relationships between physical experiences and cognitive modules such as language (Saeed, 1997, p. 308).

The schema theory was first developed by Johnson (1987). In his book entitled 'body in mind', he claimed that our embodied experiences in the conceptual system create schemas. The schemas come from experiences, resulting from our interaction with the surroundings. For instance, human beings can grasp the concepts of 'up' and 'down' due to their erected postures. This, in turn, will lead to the creation of schemas.

Traditionally speaking, metonymy used to be regarded as a figure of speech like metaphors. However, lakoff and Johnson(1980) considered metonymy as a conceptual entity and illustrated that metonymy must be considered as a mental or cognitive process.

3.6.Metonymy

Metonymy is based on Contiguity and Proximity. As an instance, lakoff and Johnson referred to customers in restaurants as table numbers. For instance, did you give the sandwich to table 5? (Rasekh mahand, 2010, p. 61).

3.7.Radial Categories

Brogman and Lakoff (1988) introduce lexical semantics in their study of lexical meaning. This theory was based on Lakoff's view of categorization (rasekhmahand, 2010, ch. 5). The idealized cognitive model and the conceptual metaphor theory were formed. According to Lakoff, words have complex conceptual categories called 'radial categories'. In these categories, different concepts are organized based on a core one. These categories are organized according to a complex prototype. Different items of the same category are linked to the prototype based on conventions. Accordingly, every word is stored in the lexicon with a complicated structural category. As for words, it is said that the prototype is situated in the center of the category and the marginal meanings are distant from the central ones. It must be emphasized that radial categories depict the inter-relations among concepts. In sum, the extension of meaning indicates the existence of radial categories.

3.8.Polysemy

Having different related meanings is one of the key phenomena in any language. Polysemy was first developed by the Greeks (gratz and coycons, 2007, p.139). Bran (1997) introduced the polysemy phenomena in some parts of his research about meaning change for the first time.

Early in the twentieth century, structuralisms changed the studies of polysemy from synchronic semantics under the context of sociology and psychology. However, this group did not carry out any serious study on the polysemy.

In the second half of the twentieth century, generativism scientifically denied the existence of polysemy and instead provided a list of homonyms with overlapping features.

Polysemy is a general rule in language in a way that a word can have different meanings referring to different things. Polysemy is a phenomenon in which a word, in general, has different but related meanings. Cognitive linguistics has tried to organize polysemy in categorization frames (Girtz et.al., 2007, p.140).

Brogman (1981) recognizes polysemy as a mental phenomenon which is the base for vocabulary meaning theory (Evans & Green, 2006, p.220). Accepting brogman's idea, polysemy is dealt with through radial theory. As previously mentioned, polysemy in cognitive approach, is not only a linguistic phenomenon but a mental feature. From cognitive linguistics point of view, polysemy is the principle and monosemy is the rare one. Rsekh mahand (2010, p.97) states that despite brogman's idea, polysemy must be the base of semantic theory of a vocabulary. Accepting brogman's idea, Lakoff set out studying polysemy based on radial theory.

3.9.Radial Categories in Polysemy

Lakoff and brogman (1988) stated that words are radial components, in which they are radially related. Radial category is a mental category with several meanings spinning around a central one. Although each can play a prototypical part in a contract, the central member of the radial category expresses the cognitive model. The marginal meanings are related by schemas, metaphors, metonymy and etc.

In cognitive semantics all the meanings of a word are saved in a long term memory of speakers, but the relationships among the meanings are made through radial categorization. In this view, marginal meanings originate from central ones through general cognitive mechanisms and transferring schemas. It is to mention that understanding different meanings of a polysemous word, as a cognitive concept, leads to a network of inter-related meanings. In this network, both marginal and central meanings exist. These two kinds of meaning are connected together via chaining process.

4.Methodology

This research was descriptive and library method was used to collect data. For this, 20 most frequently used adverbs of Azerbaijani Turkish were selected from Turkish –Persian dictionary of Shahmersi and the Bilingual Dictionary of Persian- Turkish.Then for each adverb, a lexical entry was chosen including the meaning and the corpus. Selecting corpus was based on the understanding of writers and local magazines in Azerbaijani Turkish. For analyzing the information, the prototypical and marginal meanings were specified for each adverb and radial category diagram was drawn. Afterwards, the different meanings of the adverb were analyzed and the way of eliciting different meanings from these adverbs were discussed. It is to be mentioned that only four randomly chosen adverbs were shown in this paper.

5. Data Analysis

Basically, polysemy is a rare phenomenon among adverbs. Of all the adverbs of Azerbaijani Turkish, only four were randomly chosen and analyzed.

5-1 .(Düšanda)
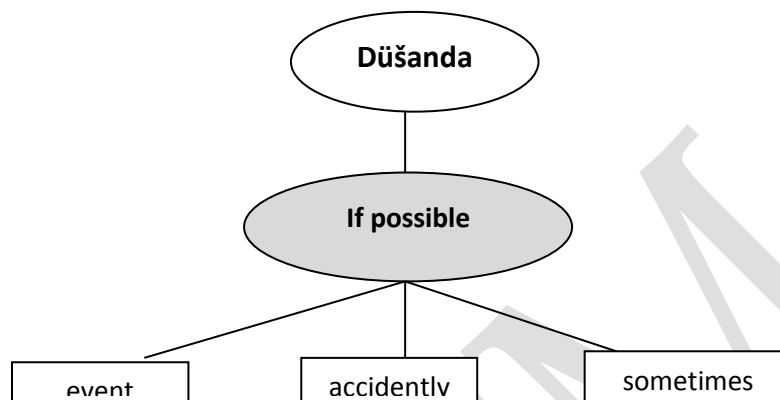
1. Radial category diagram of the adverb "Düšanda"

According to our experiences of our surroundings, 'Düšanda' is conceptually understood. In this concept, the possibility of conceptualization is shown. What is shown here is the changing from the impossible to the possible. Accordingly, what is the connector of these concepts to the marginal ones is the path schema. For it considers the 'happening' as the one moving from the impossible to the possible. The concept of 'sometimes' can be a metaphoric mapping of the concept of 'Düšanda'. In the concept of 'accidentally', path schema is the reason for the metaphoric mapping of this concept in a way that we imagine ourselves in a path of our daily life. 'Events' are also in their path to happening and, as a result, our lives may be full of 'events', ending in an accident or happening for us.

5-2. (Dal)
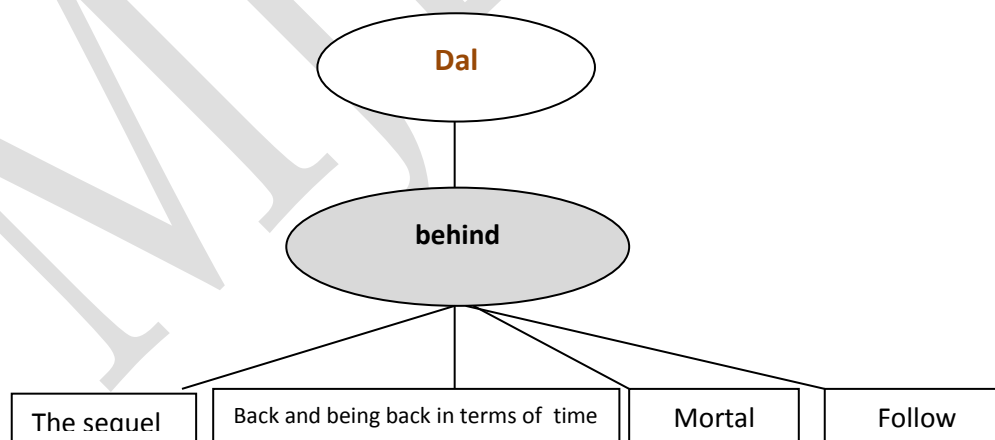
2. Radial category diagram of the adverb "Dal"
The schema we have in our mind with respect to '**Dal'** seems to be a kind of path, in which we consider ourselves ahead of forthcoming happenings and thus are closer to the destination. As for the meaning of 'follow', the path schema is conceptualized, in which we follow something. Regarding the meaning of 'mortality', we consider our backwards in life as mortal, whereas when go ahead and gain something in life, we call it a 'success'.

Regarding the meaning of 'falling behind in time', the abstract side of 'time' is conceptualized based on the concrete side of 'place' with respect to path schema. With regards to the meaning of 'consequence', the mapping of this concept is formed based on the path schema. In other words, we consider ourselves in a path getting closer to our destination and meanwhile waiting for the 'consequences' of our actions. This can also be explained from orientation metaphor point of view. Being ahead in life bears a positive connotation, while being behind of time or moving backwards in life suggests a negative implication.

5-3. (Darindan)
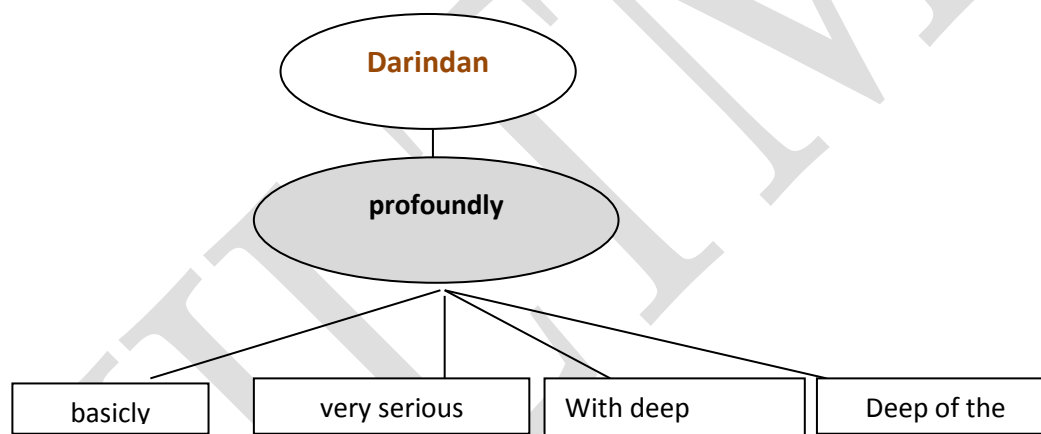
3. Radial category diagram of the adverb " **Darindan**"

" The first meaning understood by a Turkish speaker while hearing the adverb '**Darindan'** is "deeply" and based on the schema lying in his mind, he understands it as taking out something from something else. So containment schema is the reason of relating this adverb to its marginal meanings. In the concept of 'from the bottom of heart', we consider the heart as a container supposed to keep something which should be taken out and expressed. The abstract meaning of 'contemplation' can be grasped by supposing the mind as a 'container', from which a specific decision is going to be made. **'Darindan'** also means 'very seriously'. If we want to ask something seriously from someone, we use **Darindan** in Turkish. Regarding the concept of 'fundamentally', it seems that we consider our speech or action as a path, having a source and a destination and also a container incorporating our words and wishes. When we are to say or do something fundamentally, we use the word '**Darindan'.**

) ğâbâğ(5-4.
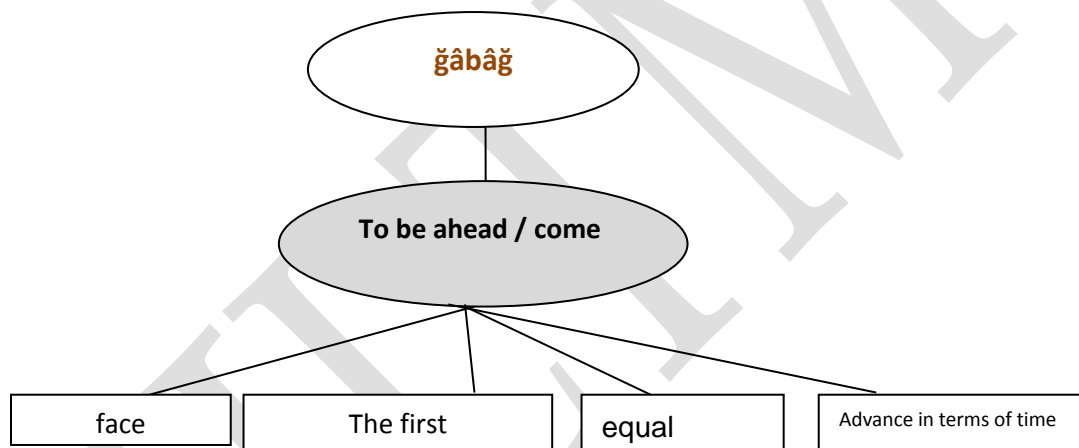
4. Radial category diagram of the adverb " **ğâbâğ"**
The first concept coming to our mind when coming across '**ğâbâğ'** is 'being ahead'. What causes the mapping between this concept and the other scopes is the path schema, meaning that we are ahead in our path; in other words, we have surpassed the others. In addition, the abstract concept of 'time' is conceptualized via the concrete concept of 'place'. In this way, we imagine ourselves moving in a path ahead of others and are first to reach the destination. There is also the concept of force schema. Accordingly, there are some hard barriers to moving forwards, preventing us from going ahead.The adverb **ğâbâğ'** indirectly and figuratively conveys the meaning of 'face', since 'face' is ahead of other members of the body. This schema exists in the mind of native speakers.

6. Conclusions

Due to the fact that polysemy is one of the important phenomena in cognitive linguistics, this phenomenon in Azerbaijani Turkish was investigated in this paper and reasons behind the creation of polysemy such as schemas, metaphors, and radial category were studied. It was discovered that different meanings of each adverb is explainable due to radial categorization.

First, a radial network was drawn for each adverb and based on that network, the more concrete and prototypical meaning as well as the marginal ones was investigated. Probing into different meanings of an adverb, it was proved that radial category is able to organize the adverbs in Azerbaijani Turkish. Also it was elicited that metaphors are the most important factors in creating polysemous adverbs in this language. Furthermore, it was concluded that schemas of our everyday experiences played a great role in creating conceptual metaphors.

In general, the results of this research are in line with other cognitive linguists' outcomes. Also, this research can be of a great help to language teaching department. The outcomes are conducive to composing better and more precise dictionaries and translation machines.

Cognitive approach to language has attracted so many adherents throughout the world; however, few relevant studies have ever conducted in Persian and Azerbaijani Turkish in terms of morphology, semantics, syntax, and so on.

Thus, it is suggested that more studies be carried out regarding polysemy in other categories such as nouns, compound adjectives and so on in other languages and dialects spoken in Iran.

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Verbal Protocol Analysis and Report in SLA and L2 Assessment

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Abstract
For the last three decades, verbal protocol has become a popular instrument to study such cognitive processes as problem solving, human-machine interaction, reading, writing and test performance. The individual's verbal stream of thoughts can thus be assumed as a mirror to the internal processes in use. This paper is a survey of the historical background of verbal protocol as a research tool, the contribution of the verbal protocol in SLA and L2 assessment followed by the procedure to be conducted in verbal protocol analysis and report. After verbalization, transcription and data analysis, the researchers obtain invaluable and rich information about not only those internal processes, but also the subjects' mental representations on which they operate in a task performance. In addition, verbal protocols can retrieve misconceptions or intellectual growth, strategy learning and application, task performance, and emotional reaction. The subjects in a verbal protocol session are initially coached to carry out a problem-solving task, while verbalizing their thoughts. The examiners record all verbalizations, map them into code schemes, write them down in a verbal report, and analyze those coded segments to testify their research questions. Verbal protocol analysis can be utilized in SLA and LA areas for a variety of purposes. For example, verbal reports during the experts and novice subjects' performance on a single task can inform the researchers of different paths they take.

Keywords: Data Analysis; Coding Scheme; SLA; Think aloud; Verbalization; Verbal Protocol;

1. Historical Background

Gass and Mackey (2000) define an introspection method as "a means of eliciting data about thought processes involved in carrying out a task or activity" based on two assumptions: "(1) It is possible to observe internal processes in much the same way as one can observe external real-world events, and (2) Humans have access to their internal thought processes at some level and can verbalize those processes" (p.1). These critical assumptions are inspired by the classical Ericsson and Simon's (1993) Information-Processing Model that suggests "a cognitive process can be seen as a sequence of internal states successfully transformed by a series of information processes" (p.11).

Introspection has a long and controversial history as a research method which dates back at least to William James in 1890 who believed that "introspective observation is what we have to rely on first and foremost and always" (p. 185). Research methods designed to study human mental processes through the systematic verbal data elicitation and analysis have been used by researchers in psychology for many years (e.g., Bracewell & Breuleux, 1994). Inspired by this tradition, Newell and Simon (1972) proposed protocol analysis as a systematic means of summarizing and analyzing think-aloud reports concurrently produced by a subject while solving a specific problem or preforming on a task.

Since the 1970s, protocol analysis has been a staple methodological tool kit for researchers who demanded studying a variety of data on problem-solving tasks. Protocol analysis has rigorously followed theoretical principles of the information-processing (IP) theory that has been interwoven to the works of Newell, Simon, Ericsson, and others. IP theory seeks to track in remarkable details the information being attended by people while they are performing on specific tasks. Such information can most probably provide a map to the paths on which the tasks are being performed (Ericsson & Simon, 1993). IP's major attempt thus lies in "developing and testing detailed information processing models of cognition models that can often be formalized in computer programming languages and analyzed by computer simulation" (Ericsson & Simon, 1993, p. 220). Ericsson and Simon established a line of experiments to the validity and usability of protocol analysis as a research method for developing the human cognitive models which for a long time have been the aim of IP research.

By means of introspective methods, the researchers can obtain the internal processing data which are hardly detected by means of naked observations or other quantitative instruments, such as questionnaires or test scores. According to Lyons (1986), introspective methods of data collection as a means of studying a person's mental processes were quite popular as early as Augustine's De Trinitate, in the 5th century. Between the 17th century and the early 20thcentury, the data collected by the introspective methods were the subject of serious critical analysis both in philosophy (e.g., Descartes in 1637) and in human psychology (e.g., James in 1890). However, after appearance of behaviorism at the beginning of the 20th century, the classical introspective methods became unpopular and known as unreliable, unsystematic and subjective. Consequently, behaviorists and positivists believed that the study of human mind should be done strictly on externally observable and objective evidence of human behaviors.

In the 1950s, the researchers in various fields of psychology and linguistics began to rely more upon human internal mechanisms and demanded to profoundly study their cognitive processes; hence behaviorism in turn began to wane. Such a demanding "cognitive revolution" called for introspectve methods again as the classical tools for eliciting data from the human black boxes. This time, however, the researchers had a more systematic and scientific approach to data collection processes so that the collected data to be both reliable and trustworthy. In the 1980s, collecting verbal reports became popular among various introspective methods and they were known as "major sources of data on subjects' cognitive processes in specific tasks" (Ericsson & Simon, 1993, p. xi) in the fields of human psychology and general education.

2. Theoretical Foundations of Verbal Protocol

Verbal protocol as a method for scientific research has built on solid scientific foundation in cognitive psychology (Ericsson & Simon, 1993; Newell & Simon, 1972; Nisbett & Wilson, 1977; Russo, Jonson & Stephens, 1989). Verbal protocol was originally developed for studying individuals' short-term memory (STM) processes and for observing their performance on problem-solving tasks.
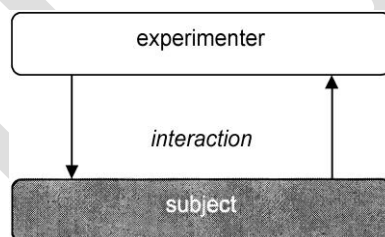
Fig. 1. Schematic experimental set-up for a thinking aloud study of cognitive processes (Krahmer & Ummelen, 2004)

Fig. 1 displays the schematic setting of verbal protocols in general cognitive psychology. The experimenter's focus of attention (the black box) is the subject's STM. Subjects are instructed to uninterruptedly verbalize (talk aloud) their own thoughts. This is some sort of interaction between the subject (S) and the experimenter (E). In an ideal situation, this artificial interaction is purely uni-directional: S concurrently verbalizes his thoughts while performing on a task - as if alone in the room - and E only listens and takes notes. It is critical in verbal protocol that E just listens, so that S's mental processes not to be interrupted in any way. Otherwise, it is not certain that S's verbal data will reflect exactly the content of his/her STM. These invisible contents may be affected by E's intervention either directly or indirectly. Ericsson and Simon (1993) warn that such an intervention causes the verbalizations to become unreliable. Unreliable or corrupted verbal data should not be used for further analysis. On the other hand, there is one other cause for concern: if S keeps silent for a long time, the verbalization will also become unusable as the cognitive processes in STM cannot be traced by E. To avoid such a high risk, E is allowed to remind S to think aloud if he is silent. This reminder is short and nonintrusive. Ericsson and Simon propose to use only the phrase Keep talking.

Thinking aloud is artificial. Therefore, Ericsson and Simon (1993) recommend a warm-up practice session in which S is coached to verbalize his thoughts in a usable manner. "During the warm-up, E can intervene and disrupt S, while during the experiment, he should be very concerned not to interfere" (p. 82). In addition, S should make a distinction between describing what he is doing (I now move a disk from here to there) and thinking aloud (Since this disk is smaller than that one, I put it on another pin first). The main problem with participants providing explanation is that it distracts them from the process of problem solving, making them think about what they are doing instead of doing it. To sum up, a verbal protocol conducted with an E&S method implies the following rules: (1) When S keeps silent for a long period of time, E should provide a reminder (keep talking). (2) E should not intervene S's thinking aloud process, and (3) To familiarize S with the thinking aloud method, E should train him/her in advance. Metaphorically speaking, verbal protocol can be taken as a mirror to the cognitive processes in use, so it provides the researchers with invaluable information about not only such internal processes, but also the mental representations on which they would operate. Moreover, verbal protocol can disclose the information about misconceptions and conceptual growth, strategy acquisition, strategy use, and task performance. Verbal protocol, therefore, is used to meet three major goals:

(1) To verify the models of cognitive processes: for instance, Newell and Simon (1972) developed a theory of human problem-solving, so they used verbal protocol as an important instrument for collecting relevant data to support their model.

(2) To track the general patterns of language users' behavior while interacting with documents: for instance, Carroll et al (1987) used a verbal protocol to investigate how L2 learners interacted with a new language learning software. They concluded that the participants were not happy with the large amount of detailed information in tutorial manuals. Moreover, those details seemed not to match with their goals and questions. After analyzing many verbal reports, Carroll et al developed a new and minimalist design for software manuals.

(3) To examine new documents or applications for usability testing and revision: for instance, Schriver (1984) and Nielsen (1993) promoted verbal protocols as an instrument for testing and revising the instrumental documents such as manuals and websites for user-friendliness and accessibility.

2.1 Introspection in Applied Linguistics

Since the 1980s, the second language acquisition (SLA) researchers began to pay more attention to the dynamic processes involved in second language learning and development. This attraction was in fact a critical reaction against the studies that largely examined the product of SLA through methods such as L2 language learners' error analysis (Richards, 1979), or morpheme studies (Duley & Burt, 1973).SLA researchers were looking for some rigorous data collection methods that could more delicately dig into the second language learners' thinking processes, since "reconstructing unobservable phenomena from performance data will always entail specific situations where the ambiguity between the product and the process cannot be solved" (Faerch & Kasper, 1987, p.9). Therefore, the researchers found that introspective methods, which began to gain legitimacy in the social and human sciences, were useful for such a purpose.

Compared to SLA, language assessment (LA) has more slowly adopted the introspective methods probably because of the testicians' empiricist tendency toward quantification. After Messick re-defined the notion of test validity in 1989 as "an inductive summary of both the existing evidence for and the potential consequences of score interpretation and use" that introspective methods became popular in LA research. According to Messick's notion of validity, "the collection of evidence supporting the relationship between the test scores and an interpretation and use" (Bachman, 1990, p.23) is required, which inevitably demands the access to test takers' thinking processes. Among the introspective methods, such as discourse analysis, diary analysis, interview or questionnaire, this paper focuses on "think aloud" or "verbal protocol" reports analysis.

3. Verbal Protocol as a Research Instrument

Verbal protocols are oral records of thoughts of individuals when thinking aloud during or immediately after performing on a problem-solving task. Oral production tasks require simultaneous or

concurrent verbalization, whereas written production tasks allow both concurrent and consecutive or retrospective think-aloud reports. However, verbal protocols are not immediate disclosure to thought processes. Cognitive processes are not directly presented in protocols but they have to be deciphered. Because verbal report data are oral, they have to be transcribed. Therefore, how verbal protocol reports are decoded and analyzed must be a prime concern for the researchers (Roberts, 1997).

In reporting verbal protocol, Ericsson and Simon (1993) explain how this type of verbalization can be closest to what is actually going on in the mind of the subject, especially if his verbal report is not interrupted by the examiner's "Request for Explanation, Motions, etc. " (p.17). In a verbal protocol, the examiner usually trains the subject to be familiar with the say whatever comes to your mind process by suing a task similar to the task he is required to verbalize. However, after this training, some subjects may not become successful to verbalize their concurrent thinking process, especially when the task is cognitively too demanding or if the language of the task is not their strong language (typically their L1). "On the other hand, these verbal descriptions of thought sequences frequently do not contain sufficient detail about the mediating cognitive processes and the associated knowledge to satisfy many scientists" (Ericsson & Simon, 1993, p. 310).

Transformation of oral reports into transcripts eliminates the prosodic features of spoken production. For instance, "false starts and self-repairs may indicate alternative plans or hesitations; increased pauses, fillers, and a slowed speech rate may suggest a high processing load; discourse markers and meta-procedural comments, as well as paralinguistic features such as sighs, laughter, and prosodic shifts, may point to organizing, monitoring, and evaluation activity" (Dechert,1987, p.109). Prosodic features of spoken discourse thus provide invaluable information about the language users' cognitive processing. In addition, they can indicate the emotional and attitudinal stances such as irony or happiness (Pressley & Afflerbach, 1995). Such paralinguistic information can be highly revealing for the interpretation of the verbal report. Speech production features, therefore, should be encoded in the transcripts of verbal protocols to be available for content analysis (Gumperz, 1992).

A word of caution for the researchers is to be aware of the caveat for subjective interpretation of verbal protocol data, from interpreting the incomplete or vague utterances to assigning those transcribed utterances codes. A higher danger is that an experimenter thinks he or she exactly knows what a subject is intended to say by some utterance and thus misrepresents the verbal protocol data. Hence, both collecting and coding the data demand a high level of training on the experimenter's part. The last, but not least, verbal protocol data are costly. Depending on the task to be performed, experiments generally last one or two hours, and the E&S interactions must usually run singly. The important consideration for the examiner is, therefore, the amount of time and resources to be invested in verbal protocol data collection, coding, transcribing and analyzing.

3.1 Verbal Protocol Data Collection

Several pre-requisite matters to data collection should be addressed before the invited subject even arrive. First, in obtaining the subjects' consent, it is crucial that they fully understand the examiner' audio/video/audio-video recording process and have an option to agree or disagree to be recorded. Second, the agreement to have a subject's words and actions should not be taken as the agreement to have one's words and actions published. If the examiner is going to use video clips as illustrations, it is important to have an additional agreement whether or not the subjects agree to have their data shared. The third issue relating to confidentiality is the storing data. It is essential to reassure the participants about the confidentiality of the data collection - that the data will be accessible only to the members of the research team.

As a downside of the rich data collected by verbal protocol, is that the data quickly become voluminous. A relatively short session of verbal protocol can result in pages of transcribed report to be coded and analyzed. In addition, the participants can be scarce and difficult to recruit. Such logistic reasons cause the experimenter to do verbal protocol studies with fewer subjects than other kinds of case studies. How many subjects should be selected? The answer depends on the nature of the study. Such

single-subject studies are very useful for generating research hypotheses that can later be testified experimentally on a larger sample. If the verbal protocol demands less expert subjects to think aloud, it is found that a higher number of subjects work well. Ideally, 5 to 10 novices would suffice. Studies with a larger sample of participants generally have a less exploratory nature, for which a coding system has already been established. Therefore, the precise number of subjects depends on the goals of the study (exploratory, confirmatory), the nature of the participants (experts, novices), and practical considerations (Ericsson & Simon, 1993).

3.2 Verbal Protocol Data Analysis

Once the data collection procedure is over, the verbal reports must be transcribed, properly coded and thoroughly analyzed. Unfortunately, there is no consistent and reliable tool to perform transcription. However, the verbal reports can be transcribed by research assistants, with a number of provisions. First, the hired transcribers should be provided with a glossary of terms in the intended domain. Second, the transcribers should be trained in segmenting the protocols. The process of segmentation depends on the grain size of the data analysis to be conducted, therefore, it will vary from one project to another. Chi (1997) provides a detailed account of levels of data segmentation and their relationship with the type of analysis to be conducted.

In verbal protocol data analysis, the verbal protocol examiner is generally interested in the types of mental operations that the subject might perform on, such as "reading off information, transforming information (spatially or otherwise), making comparisons, and the like. Such visualizations are expected to map well into our segmentation scheme. The utterance such as it's about 8 kilometers to the next gas station, the message would be coded as one read-off information (Chi, 1997, p.30). Of course, it is possible to subdivide it further as it's about 8 kilometers//to the next gas station. However, it is still one read-off information event which would span as two utterances.

Ericsson and Simon (1993) believe that the two most important principles in coding the verbal protocol reports are "(1) consistency and (2) making sure that the segmented utterances would readily map to the codes to be applied". There are two important goals in developing a coding scheme. First, the scheme must be trustworthy; that is, to be so smartly delineated that co-examiners will agree on the codes to be applied to the obtained data. Second, the coding scheme must be useful; that is, to target the right answers to the questions of interest.

Establishing and using an effective and reliable coding system is the core in verbal protocol analysis. It is usually the most difficult and timely part of the whole process. In some cases, examiners will have predisposed notions about what to look for; however, in exploratory research the research has to approach the data with only a general and vague idea. Obtaining examiners' agreement, or establishing inter-rater reliability, is essential in order to establish the construct validity of a coding scheme (Cohen, 1994). Once a coding scheme appears to be reliable, the next step is to ask two independent examiners to code the data and before the comparison between their results can be possible. Obviously, the examiners – the coders - must be well-trained before the coding starts. A set of training materials needs to be established that can be either a subset of the original data, or, from a different verbal protocol data to which the same coding scheme can be applied. "The training materials consist of a set of written rubrics describing every code and a set of examples and non-examples – or rogue examples - of that specific code. Such near-misses can define the boundaries of a particular code and what does or does not count as its particular example" (p. 47).

It is critical for the examiners to take detailed notes about what they encounter during the training process. The more specific the coders, the more likely the coding problem can be resolved. Initially, points of agreement and disagreement should be attended in order to obtain a consensus over how consistently the codes should be applied. To the points of agreement, it is useful to look at individual coders' common motive to make sure that such agreement is as logical as possible. Points of disagreement provide rich information as well in revising and redefining the coding scheme. Sometimes, such revision involves subdividing one coding category into two or collating two or more codes into one

when the points of disagreement prove a blurry or fuzzy distinction. In order to obtain a strong inter-rater reliability (IRR), one coder codes the entire dataset separately, and the second coder codes only a subset of the data. The number of double-coding depends on the nature of the transcripts and the coding scheme. After both coders complete the task, they will investigate their level of agreement.

3.3 Verbal Protocol Reports

There are some specific issues to be strictly followed in verbal protocol analysis and report. Although the use of verbal protocols as a sound qualitative method or research has gained acceptance in the last decades, it seems not an easy task to publish the findings in verbal protocol. Some critiques balk around the relatively small sample sizes in verbal protocol. One approach to justify the small sample size issue is to conduct a "generalizability analysis" (Bejar, 2012) which tries to prove that the variability in the coded data is due to individual differences among the subjects rather than to critical systematic factors.

Another concern in verbal protocol reports is the risk of subjectivity in coding the transcribed data and the consequential danger that the findings will be biased by the examiner's presupposition or particular conclusions. This concern can be removed in two ways. The first is to take an extreme care scenario not only in estimating inter-rater reliability, but also in describing how the verbal protocol data collection and analysis processes were conducted; to make sure, for example, that an extra-sufficient amount of the data was double-coded and reported. Monitoring how the coders were trained for effective coding, how they worked independently and attentively, and how their disagreements were resolved can address such a logistic concern.

The second act of caution is to provide very precise and detailed descriptions of the coding scheme, with representative examples that make the codes crystal clear, so that the coders feel that they fully understand the codes can efficiently apply them to the transcribed data. When describing a coding scheme, clean and clear examples may be worth thousands of words. Although this level of conciseness and detailed description will consume a great deal of time and labor, such efforts will save further time and energy for double-coding and repeated data analysis. Even with these safeguards, verbal protocols may still be difficult to code, to analyze and to publish, especially if it is supplemented with an in vivo methodology. In vivo research or field study is naturalistic in the sense that it involves going into the natural environment in which the interested subjects are normally working and observing them as they perform on a task.

A serious block to publishing the verbal protocol reports is that it lacks the experimental control over the situation or the subjects. However, similar to all descriptive research tools, the strength of verbal protocol is precisely that it is less likely to affect the subjects' target behavior which is in sharp contrast to most experimental methods. Several researchers suggest an excellent solution to this vicious cycle is to accompany the in vivo studies with controlled experiments to testify the conclusions reached in the field (Bowles, 2010, Cohen, 2007; Cohen & Upton, 2007; Lauma & Tarnanen, 2003; Phakiti, 2003). In this type of follow-up study, it is especially important to design assessment tasks and materials that accurately simulate the nature of the real tasks in order to elicit the subjects' genuine behavior as close as possible to that observed in the natural setting.

4. Conclusion

In this paper attempts were made to re-introduce the verbal protocol analysis as an invaluable tool in the studies of cognitive processes in several domains, such as L2 language assessment, L2 language learning, acquiring and implementing language learning strategies, and L2 teacher education. Recently, verbal protocol analysis is widely used as a research tool, while it has become known as a very effective method in applied settings where the major aim is to design, develop, and evaluate the virtual environments for subjects' training, and wherever it is important to track down the participants' cognitive processes.

Some other methods of data collection that also elicit the participants' verbal input include interviews, diaries and retrospective protocols. The primary assumption in such data collection methods is that people have precise access to their own internal thoughts. This is not necessarily the case, however.

Driving a car is much easier than explaining how to drive it. People frequently have false and incomplete recall about their own actions and motives. They may successfully describe what they have to or were instructed to do on the task. But they can hardly talk about what they actually do. Moreover, the subjects' account of the task performance can be too detailed to meet the researcher's interest, or it may skip the important steps verbalizing what they automatically perform on a task.

The strength of verbal protocols is that they can be considered a good reflection of people's internal processes involved as they are using language or performing on a task. Properly done, verbal protocol analysis can provide rich insights into different aspects of subjects' performance that usually remain inside their black box where they are accessible only by wild speculation. Although they are hardly user-friendly and usually time consuming to collect, encode, process, and analyze the transcripts, many researchers strongly believe that the value of the data provided by verbal protocols far outweighs the costs and resources. Finally, as in all research projects, the research objectives and the available resources to the researcher will properly determine the most suitable method of data collection; however, the addition of verbal protocol analysis to a researcher's repertoire will open the door to a potentially very productive source of obtaining data that will lead to interesting, detailed and genuine results.

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Complex Dynamic Systems Theory (CDST) Approach in SLA

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Abstract
The essence of Complex, Dynamic Systems Theory is that there is no stasis, only change. The processes of change are the consequences of interactions of variables over time. At least forty theories of SLA have been proposed, but it seems none of them gives a complete explanation of this complex process. The purpose of the study to recognize CDS features, controlling parameters, and SLA theories to support the idea that SLA is complex and dynamic process. Considering the proposed theories in SLA, features of complex systems and controlling parameters in SLA, the researcher has proposed a model based on CDST approach to explain the complexity involved in learning a second language. The method was narrative review research. Results will be advantageous for methodologies, theoreticians, syllabus designers and teachers, to involve social, cultural, factors in SLA processes. It will be also helpful to solve some of the long-lasting problems and present the fascinating, promising approach of CDST.

Key words: CDS, CDST, SLA, language learning theories, CDS features

1 Introduction
This study maintains that previous endeavors to explain SLA and FLL should not be ignored. When different learning theories are combined, they provide a deeper and broader view of the learning process. The present study will also try to investigate the chaos/complexity theory and complexity theory approach in teaching English as a foreign language. Complex Dynamic Systems theory (CDST) investigates items in terms of their internal connectivity and external relations with their environments (De Bot & Lowie, 2007). Larsen- Freeman (2000) argued that language can be depicted as a dynamic system, i.e., a set of variables that interact over time, and language development can be shown as a complex dynamic process. Language development represents some of the basic features of dynamic systems: complete interconnectedness of subsystems, sensitive dependence on initial conditions, variation both in and among individuals and emergence of attractor states in development over time. In the study of language development, we should include both the social and the cognitive and the interaction between systems. DST is proposed as a promising candidate of an overarching theory of language development.

1.1. Significance of the Study
The significance of this study is to provide a new perspective of language learning and an examination of underlying factors that are inherent to the success of a language. As chaos/complex theory was successful for predicting more exact weather patterns, it has been applied to understand the complex, incomprehensible factors and patterns in the field of language acquisition The findings of this study can help second and foreign language teachers to utilize better teaching class approach and principles. Organ (1995) believes that the promise of chaos/ complexity theory is very optimistic.

1.2 Background

1.2.1 Chaos theory applications in different fields
Chaos theory is used generally in mathematics and has a lot of applications in physics, engineering, economics and biology and so on. It studies dynamic systems that are very sensitive to their initial conditions, which is referred to butterfly effect. For example, small differences (like rounding error in numerical computations) produce very drastic results and make long term prediction generally impossible. In many natural systems, for example, weather, jungle, desert, chaotic behavior can be observed. Chaos in common usage means "a state of disorder", but in chaos theory, it has been defined more exactly. Complexity theory has been applied to ecology, epidemiology, economics, sociology, geology, finance, psychology, physics, politics, robotics, philosophy, mathematics, population dynamics, biology, microbiology, meteorology.

1.2.2 The general features of SLA as complex, nonlinear, dynamic systems
Everything that is natural and real is also chaotic like: deserts, space flight, the stock market, electronic circuits, national economies, and ecology of jungles etc. The list of natural and chaotic systems is endless. A dynamic system has the following characteristics: They are chaotic, unpredictable, sensitive to initial conditions, dynamic, complex, non-linear, strange fractors, fractal shape, open, self-organizing, feedback, adaptive, attractors, bifurcation, the edge of chaos. Larsen- Freeman (1997) explained that many similarities are present between complex dynamic nonlinear system and second language acquisition .Moreover, this theory has been used in the field of second language acquisition. The principal characteristics of chaos/complexity theory will be introduced to analyze the classroom instruction. An efficient class is dynamic since it always changes, and there are multi-level elements working together, and it is nonlinear since learning does not follow in steady, unchanging upward way.

Dynamic:
Both complex system and SLA are in a continuously dynamic process. In fact, recently, there has been a challenge of how to study the dynamism in the evolution of learner interlangauges (ILS). Dynamic features of ever-changing internal second language grammar cannot be explained by researcher's static rules of grammar. Also as learners or proficient speakers of a given language use the target language, that specified language is transformed. In fact, the most used 'target language' is misleading. There is no endpoint in language acquisition, and the target is always moving continuously.

Complex:
The second language acquisition process is also complex. Many interacting variables determine the trajectory(route) of the developing interlanguage (IL) , which include the source language, the target language ,the markedness or unmarkedness of the first language, the markedness or unmarkedness of the second language, the quantity and sort of input, the amount and type of collaboration and interaction in a an ecological perspective , amount and type of output , amount and type of feedback received, whether second language or foreign language is acquired in tutored or untutored environments, and so on. Also there are a lot of interacting variables that determine the successful second language acquisition process. For example : aptitude, age, sex, socio-psychology variables such as attitude, and motivation, cognitive style, learning strategies, personality factors, interests, birth order and so on (Larsen-Freeman & Long, 1991). Therefore, the interaction between these various factors in an ecological system determines the ultimate effect.

Nonlinear:
Learning language and linguistic items are nonlinear process. Second language learners do not learn one item completely and then move to another language item. In reality, learning curve for learning a single item is nonlinear. The curve is full of progress and going back and backsliding. Learning is brimmed with ups and downs. A good example is when language learners begin acquiring the past tense of regular and

irregular verbs, These verbs are mastered increasingly at a lexical level, it means they learn one verb and its endings simultaneously. After further interaction and exposure to the target language chaos follows. It takes one more instance in the input of a past tense verb 'to break the camel's back'. While the interlanguage has many correct examples of past tense, a period of randomness of the -ed follows. So the –ed is overgeneralized to irregular verbs, e.g., sitted, eated, sleeped, while earlier correct targets were being produced before. As the example was given, learners learn the past tense in a **U-shape form**. They first produce the correct form like ate or slept, and then they overgeneralized the regular –ed ending to all verbs and produce forms like eated or sleeped. Later in their interlanguage, they revert to the correct verb; ate or slept.

Open:
If there is continuous input, the interlanguage system is self-organizing itself, and the chaos which is related with past tense ending subsides gradually. The term that is used in language acquisition research is 'restructuring' of the interlanguage, which means returning to order that occurs. Reverting to order is assisted by sensitivity of the system to feedback.

Sensitivity to feedback:
"The presence of enough positive evidence in the environment or the explicit provision of negative evidence can help learner adapt their interlangauge grammar closer to that of target language users" (Larsen-Freeman, 2008). Fossilization occurs when there is no learning in a language and learners' grammar system becomes closed and stops to a fixed point attractor. By comparison, "in biology, the agents are organisms, the feedback is supplied by natural selection and the steady development of the models is called evolution. But in cognition, the agents are minds; the feedback comes from direct experience and teachers". (Waldrop, 1992, p 179). The teachers' attitudes or choices may help one student to win and the other to lose. For example, students may react differently to teachers who don't believe in them. Students may feel extremely discouraged and one may be challenged and succeed.

Bifurcation
A point that a critical decision or choice is made. For example it is to study this field or another field. To continue to learn or to give up learning. The system of a learner may bifurcate towards the acquiring of another complex language system

Edge of chaos
Complex learning system moves to the edge of chaos because equilibrium means the death of the system. For example, those learners who end up their attempts to learn the language have gained equilibrium. Moreover, the classroom is not the perfect idealized "cooperative paradise" that teacher may dream of about it, but a place that some learners protect their identities against their teachers and partners. Despite of that, when learners reach their edge of chaos, new behaviors may emerge. In the complex learning system, the important notions of individuality, identity, agency and autonomy should be taken into account. The autonomous students will find their ways out, and overcome barriers and construct their identity as a second language speaker.

1.2.3 Second Language Acquisition theories and models
Although there is a great number of SLA theories and hypotheses, the researcher will summarize only some of them: behaviorism, acculturation, comprehension hypothesis, semantic theory, sociocultural theory, universal grammar hypothesis, input hypothesis, monitor model, interaction hypothesis, output hypothesis, competition model, connectionism, noticing hypothesis, processability, automaticity, declarative/procedural model, memory and second language acquisition, These are the theories which have more effect on the field. Theories and models of second-language acquisition are various theories and hypotheses in the field of second-language acquisition about how people learn a second language.

Behaviorism
Behaviorism gave birth to a stimulus-response (S-R) theory which understands language as a set of structures and acquisition as a matter of habit formation. Ignoring any internal mechanisms, it takes into account the linguistic environment and the stimuli it produces. Learning is an observable behavior which is automatically acquired by means of stimulus and response in the form of mechanical repetition. Thus to acquire a language is to acquire automatic linguistic habits.

Acculturation
Another environmental-oriented theory is proposed by Schumann (1978). In his famous, longitudinal investigation of some syntactic aspects with six learners (2 children, 2 adolescents, 2 adults), Schumann (1978) used questionnaires, observed spontaneous conversation during ten months, and applied a quantitative treatment to the data. He found out that "the subject who acquired the least amount of English was the one who was the most socially and psychologically distant from the TL group" (p. 34). In his view, SLA is the result of acculturation which he defines as "the social and psychological integration of the learner with the target language (TL) group" (p. 29). The acculturation model argues that learners will be successful in SLA if there are fewer social and psychological distances between them and the speakers of the second language.

Comprehension Hypothesis
Influenced by Chomsky's assumptions on language as an innate faculty, Krashen (1987), developed an influential proposal with emphasis on the contrast between learning and acquisition to explain SLA. First, he named it as monitor model, then he called it input hypothesis (1985), focusing on the data which feed acquisition, and more recently, comprehension hypothesis emphasizing the mental process as responsible for acquisition. According to Krashen (2004), The Comprehension Hypothesis is closely related to other hypotheses.

Sociocultural theory
Sociocultural theory was derived from the work of Lev Vygotsky and the Vygotsky Circle in Moscow from the 1920s onwards. Sociocultural theory is the notion that human mental function is from participating cultural mediation integrated into social activities (Lantolf, J. P., & Beckett, T. G., 2009). The sociocultural theory (SCT), based on Vygotskian thoughts, claims that language learning is a socially mediated process. Mediation is a fundamental principle and language is a cultural artifact that mediates

social and psychological activities. As highlighted by Mitchell and Myles, "from a social-cultural perspective, children's early language learning arises from processes of meaning-making in collaborative activity with other members of a given culture" (p. 200).

Universal grammar hypothesis

From the field of <u>linguistics</u>, the most influential theory by far has been <u>Chomsky's</u> theory of <u>Universal Grammar</u> (UG). The UG model of principles, basic properties which all languages share, and parameters, properties which can vary between languages, has been the basis for much second-language research. From a UG perspective, learning the grammar of a second language is simply a matter of setting the correct parameters. Take the pro-drop parameter, which dictates whether or not <u>sentences</u> must have a <u>subject</u> in order to be grammatically correct. This parameter can have two values: positive, in which case sentences do not necessarily need a subject, and negative, in which case subjects must be present.

Input hypothesis

Learners' most direct source of <u>information</u> about the target language is the target language itself. When they come into direct contact with the target language, this is referred to as "input." When learners process that language in a way that can contribute to learning, this is referred to as "intake. Generally speaking, the amount of input learners take in is one of the most important factors affecting their learning. However, it must be at a level that is comprehensible to them. In his <u>Monitor Theory</u>, Krashen advanced the concept that language input should be at the "i+1" level, just beyond what the learner can fully understand; this input is comprehensible, but contains structures that are not yet fully understood.

Interaction Hypothesis

Long's <u>interaction hypothesis</u> proposes that language acquisition is strongly facilitated by the use of the target language in interaction. Similarly to <u>Krashen</u>'s <u>Input Hypothesis</u>, the Interaction Hypothesis claims that <u>comprehensible input</u> is important for language learning. In addition, it claims that the effectiveness of comprehensible input is greatly increased when learners have to negotiate for <u>meaning</u> (Ellis, 1997).

Output hypothesis

In the 1980s, Canadian SLA researcher <u>Merrill Swain</u> advanced the output hypothesis, that meaningful output is as necessary to language learning as meaningful input. However, most studies have shown little if any correlation between learning and quantity of output. She contended that small amounts of meaningful output are important to language learning, but primarily because the experience of producing language leads to more effective processing of input.

Competition model
Some of the major cognitive theories of how learners organize language knowledge are based on analyses of how speakers of various languages analyze sentences for meaning. MacWhinney (2001) found that speakers of English, German, and Italian showed varying patterns in identifying the subjects of transitive sentences containing more than one noun. English speakers relied heavily on word order; German speakers used morphological agreement, the animacy status of noun referents, and stress; and speakers of Italian relied on agreement and stress. MacWhinney et al. interpreted these results as supporting the Competition Model, which states that individuals use linguistic cues to get meaning from language, rather than relying on linguistic universals (MacWhinney, 2001) .

Connectionism and second-language acquisition
Connectionism attempts to model the cognitive language processing of the human brain, using computer architectures that make associations between elements of language, based on frequency of co-occurrence in the language input (Christiansen & Chater, 2001). Frequency has been recognized to be an aspect in various linguistic domains of language learning and teaching (Ellis, 2002). Connectionism posits that learners form mental connections between items that co-occur, using exemplars found in language input. From this input, learners extract the rules of the language through cognitive processes common to other areas of cognitive skill acquisition.

Noticing hypothesis
Attention is another characteristic that some believe to have a role in determining the success or failure of language processing. Richard Schmidt (1990) states that although explicit metalinguistic knowledge of a language is not always essential for acquisition, the learner must be aware of L2 input in order to gain from it (Schmidt, 1990) .In his "noticing hypothesis," Schmidt posits that learners must notice the ways in which their interlanguage structures differ from target norms.

1.2.4 Controlling Parameters
Larsen-Freeman (1987) in her seminal article states that there are many interacting factors and controlling parameters at play that control the trajectory of developing interlanguage which include the source language, the target language, the markedness of the first language, the markedness of the second language, the amount and kind of input, the amount and kind of interactions, the kind of feedback received from the different sources, whether second language is acquired in untutored or tutored contexts. Moreover, Larsen-Freeman and long (1991) emphasized that a plethora of interacting factors determine the degree to which the SLA process will be promoted and the learners will be successful. These parameters consist of age, aptitude, some socio-psychological controlling parameters such as attitude, motivation, personality factors, cognitive style, learning strategies, hemisphericity, sex, interests, and birth order and so on. They add that may be no one of these controlling factors by itself is a determining parameter, however; the interaction of these factors has a very remarkable influence.

2 Relevant Studies
The literature on the application of DST in SLA is still rather restricted. After the groundbreaking work by Larsen-Freeman in 1997, it was silent for five years, until Herdina and Jessner (2002) published their book A dynamic model of multilingualism and Larsen-Freeman supplemented her earlier work in 2002. Stimulated by this work, and a number of publications (Verspoor, De Bot and Lowie, 2004; De Bot, Lowie and Verspoor, 2005 a, b; De Bot and Makoni, 2005, Menzes, 2013). Menezes in her study of 40 LLHs in Brazil (2013) states that there is evidence to support the claim that second language acquisition (SLA) is a complex adaptive system due to its inherent ability to adapt to different conditions present in both internal and external environments. She added that in order to justify this assumption, excerpts from some English language learning histories (LLH) were provided to exemplify how learners describe their learning processes. The final claim was that SLA should be seen as a chaotic/complex system.

3. Methodology
The method was narrative review which summarized, classified, analyzed and compared different primary studies from which conclusions were drawn and contributed by the researcher's own experience, existing theories and models. One of its strengths is that it tries to comprehend the diversities and pluralities of understanding around CDST. Narrative Review is taken best suitable for comprehensive topics like Complex systems. It critically evaluates features of SLA as a complex system, various interacting factors, and SLA theories. And the researcher proposes a model for CDST approach to include all variables.
The data sources include seminal works by Larsen-Freeman and De bot et.al. The researcher included current studies on chaos theory and CDST and their applications in SLA.

4. Results

4.1. Complexity method or complexity approach?
Larsen-Freeman (2000) does not believe in the value of methods; nevertheless, they think that approaches and post-method strategies are perfect devices. One reason is that they think restricting the teacher or learners to special activities or techniques is opposite to complexity theory. Due to the complexity of language and learners, a capable teacher will require to use a wide range of techniques and activities that promote learning. A complexity- compatible approach to language teaching is not eclectic and anything doesn't go into it. Moreover, a complexity approach is not relativistic (Cilliers, 2000). In abstract anything goes in, but any special moment in a lesson can be rich with new learning potential and some decisions and directions to take can be better than others if a more effective way of learning a language is the goal (Allwright, 2003). Another reason is the advancing a special method would be futile, as methods are adaptable in use. Anyone who has visited English classes in which teachers profess to be using communicative language teaching will certify that what is occurring in such classes is very different, one from another. So any methodologist should predict, and encourage adaptation (Larsen-freeman, 2012).

4.2. A complexity (CDST) approach to language classroom action
In classroom, the language that is the goal and the content of instruction, is a moving target for learners. Moving targets are hard to grasp, so students must be helped in several ways. Therefore, they can deal with the dynamism and complexity of the target language by providing feedback through teacher-initiated, peer- initiated or self- initiated means in an affectively and socially supportive way. Complexity theory provides wonderful and potentially paramount ways of thinking about class action and the role of the teacher. To build a complexity approach to language teaching and learning the four components are suggested (Larsen-Freeman & Cameron, 2008):

4.2.1. It is all connected
A complexity prospect on the language classroom emphasizes connections across different human and social organization, from individual minds up to the socio-political situation of language learning, and

from the minute by minute of classroom activity to teaching and learning lifetimes. Any action in language teaching and learning is connected into a web of connections to multiple systems which can affect and restrict it (van Lier, 2000).

Learning includes the connected brain- body- world of continuity psychology and ecological approach (Kramsch, 2002). The metaphor of the web is a good way to describe the complexity involved in complex systems. Unlike the steps in a ladder, the strands in a web are not fixed in a certain order but the joint product of the web builder's constructive activities and the supportive context in which it is built. This means that any syllabus is unique, emerging from interactions and learners' and teachers' decision (Larsen-Freeman, 2003).

4.2.2. Language is dynamic
Considering language as a separate entity is a prescriptive fiction (Klein, 1998); it only exists in the flow of language use in a given speech community. The goal of learning is to learn the dynamic system of the living language (Larsen- Freeman, 2003). It means that even if a frozen version of the language is used in a syllabus, test, and grammar book, as soon as it is released into the classroom or into the minds of learners, it becomes dynamic. The dynamics of language- using by teachers and students lead to the emergence of the individual learners' growing language and classroom dialects, and beyond the class, to the emergence of lingua franca varieties (Jenkins & Seidlhofer, 2001).

4.2.3. Co-adaptation is a key dynamic
Co-adaptation is change in connected systems, where change in one system produces change in the other. Language classroom are full of people co-adapting: students with each other, teacher with students, teacher or students with learning situations. Pattern of action emerges from co-adaptation on different timescales. All sorts of forces can push a system to stability. The aim of language teaching is not to cause conformity to uniformity by transferring what is in the teachers' head to the students' heads (Larsen-Freeman, 2003). Students need opportunities to work with the language using patterns of the speech community because using and learning are congruent processes.

4.2.4. Teaching is managing the dynamics of learning
Teaching is managing the dynamics of learning, using the complex, adaptive nature of action and language use while at the same time co-adaptation works for the benefit of learning. This is done by finding ways to perturb the systems out of attractors and into new trajectories (Larsen-Freeman, 2010). Teachers do not control their students' learning. Teaching does not cause learning; learners make their own paths (Larsen-Freeman, 2000b, 2006). This does not mean that teaching does not affect learning, not at all; teaching and teacher- learner interaction construct and limit the learning affordances of the classroom. What English teachers can do is managing their students' learning in such a way that is congruent with their learning processes. Thus, any approach, we may support would not be learner-centered nor curriculum- centered, but it would be learning centered- where learning guides the teaching and vice versa (Larsen-Freeman & Cameron, 2012).

4.3. Modeling the language classroom and role of teachers
Language classroom systems will challenge modelers, both in finding validity ways to decrease complexity to be suitable for possible models and in explaining for the human aspect of the systems. Agent- based simulation models seem to offer most promise for future. Even if a productive computer simulation does not materialize the process of construction a model, it can be very useful since it pushes the modelers to decide about the features of the systems and their interconnections.
In CCTA (Chaos/Complexity Theory Approach) or CDST, the language teachers' roles are as follows:
1. Teachers require to provide the multiple intelligences, multilingualism, multiculturalism, multi-literacies and multiple critical periods in syllabus design, teaching and assessment.
2. The input or affordances for students should be well-timed and well-placed, powerful enough, i.e., within students' Zone of Proximal Development (their ZPD).

3. English teachers require to use various mediation and scaffolding processes like teacher, peer, realia, and maximum use of ecology principles (relationships of students and teachers with their environment and with each other).

4. They should employ dynamic assessment systems (testing and teaching simultaneously). English teachers should establish and develop the strongest attractor for the system.

4.4. A model of Complex Dynamic Systems Theory (CDST) approach

Although the emergence of CDST has a long history in the hard sciences and mathematics, it was Diane Larsen- Freeman's seminal article in Applied Linguistics (AL) in 1997 that caused a sudden turn in this field. As she states, it took a long time for this kind of thinking to be seen as a remarkable development. Language use, change and learning occur on many timescales and levels of complexity. They are contextually and temporally dependent processes. Taking account the proposed theories in SLA , features of complex, dynamic systems and controlling parameters that determine the trajectory of second language acquisition, the researcher has proposed a model to explain the complexity and dynamicity involved in learning a second language.

Figure 1: A concept map of SLA model based on CDST approach (Makhdoumi, 2017)

  During last decade, de Bot et al. (2005, 2007) Larsen-Freeman and Cameron (2008), Dornyei (2009) and Verspoor et al. (2011) have played a part in the development of this approach. CDST has the following characteristics (De Bot. 2015):

1. CDST is the science of the development of complex, dynamic systems over time. Complex systems are sets of interacting variables from which something novel emerges.
2. In many complex systems the outcome of development over time cannot be predicted.
3. Dynamic systems are always part of another system, with systems nested within other systems.
4. Systems develop through iterations of simple procedures that are applied over and over again.
5. Complexity emerges out of the iterative application of simple procedures; so that it is not essential to postulate innate knowledge.

5. Discussion, Conclusions, and implications

 The research question was answered by the model which was proposed by the researcher. It includes all the underlying factors, SLA features as a complex, dynamic system and different SLA theories that have been proposed so far to explain SLA. Therefore, CDST approach can solve some of the problems in SLA

field and provides an overarching model to represent the complexity and dynamicity that are involved in learning a second language.

Understanding SLA as a complex, dynamic system theory can elucidate why a learner remains in balance, for a special amount of time and suddenly a fast change happens, demonstrating an advance in acquisition. Namely, in learning we have periods of stability followed by "explosions" and change. It can also explain why the same teaching and learning strategies do not have the same results for all learners and that small stimuli can have unpredictable results, dramatically negative or positive. Consequently, in formal situations, the teacher can not only instigate learning mechanisms, but also make challenging barriers.

It is the role of the teacher to inspire persistent contact of the student with as various forms of input as possible and to encourage interactions among different speakers (learners, proficient speakers and native speakers). Language learning is also a social phenomenon and relies on interactions among speakers. Along these lines, our role as teachers is to "disturb" a zone of stability and incite the chaos that results in a zone of creativity (edge of chaos) where small changes can happen, creating important outcomes on learning processes.

The study will be advantageous for methodologies, theoreticians, teachers, syllabus designers, and material designers because it will provide a more elaborate and dynamic view of SLA and represent a more thorough explanation of parameters involved in developing a foreign language. The advantages of the findings will be also helpful to solve some of the chronic problems in SLA and present the fascinating, promising approach of CDST. Adopting and familiarity with the CDST, teachers will involve social, cultural, cognitive and metacognitive, cognitive factors in SLA processes and provide various sources of input and interactions to their language learners. The practical applications of CDST approach needs further investigation. Further research and case study should be done to know more about the real process of language learning.

6. Acknowledgements

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The Application of Complex Dynamic Systems Theory (CDST) in Language Learning Histories (LLHs)

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Abstract
The present researcher has understood that an obstacle to create a worthwhile learning and instructional environment is because of the fact that the features of a chaotic, natural environment are not taken into account. The general purpose of this study is to show that the core complexity characteristics, many language learning theories and parameters are present in language development through resorting to empirical evidence of LLHs, interviews and other data from triangulation. The final claim is that SLA ought to be regarded as a Complex Dynamic System, therefore, CDS theory and CDST approach are offered as candidates for overall theory and approach to SLA respectively. In order to support this claim, in a case, experiential study, excerpts from 45 English LLHs and 15 interviews were offered to characterize how learners describe their learning processes. Some suggestions are offered in order to enhance EFL learners' language development and teachers' awareness about the principles of CDST approach.

Key words: CDS, CDST, SLA, triangulation, LLHs

1 Introduction
Larsen-Freeman and Long (1991) argue that "at least forty 'theories' of SLA have been proposed" (p. 227). Menezes (2013) adds that none of these efforts to explain SLA provide a comprehensive explanation for this phenomenon. Similar to any other kind of learning, language learning is not a linear process, and consequently cannot be considered as predictable as various models of second language acquisition have hypothesized it to be. Numerous theories have been developed to elucidate SLA, but most such theories concentrate simply on the acquisition of syntactic structures and disregard other significant aspects.

This study maintains that previous endeavors to explain SLA and FLL should not be ignored. When different learning theories are combined, they provide a deeper and broader view of the learning process. The present study will also try to investigate the chaos/complexity theory and complexity theory approach in teaching English as a foreign language. Complex Dynamic Systems theory (CDST) investigates items in terms of their internal connectivity and external relations with their environments (De Bot & Lowie, 2007).

Larsen- Freeman (2000) argued that language can be depicted as a dynamic system, i.e., a set of variables that interact over time, and language development can be shown as a complex dynamic process. Language development represents some of the basic features of dynamic systems: complete interconnectedness of subsystems, sensitive dependence on initial conditions, variation both in and among individuals and emergence of attractor states in development over time. In the study of language development, we should include both the social and the cognitive and the interaction between systems. DST is proposed as a promising candidate of an overarching theory of language development.

1.1 Significance of the Study
The significance of this study is to provide a new perspective of second language learning and an examination of underlying factors that are inherent to the success of a language activity or lesson through language learners' Language Learning Histories (LLH) and their peers, parents and English teachers' interviews of the learning process through triangulation. The research context is Ghorveh which is located in Kurdistan province. The participants are in intermediate high school students of English as a foreign language studying in Rasa English institute. They are 17 to 19 years old.

1.2 Objectives of the Study and Research Questions

This study tries to find evidence to support the claim that second language acquisition (SLA) is a complex adaptive and nonlinear system due to its inherent ability to adapt to different conditions present in both internal and external environments. In order to justify this assumption, excerpts from some English language learning histories and triangulation data from parents, peers, and teachers will be provided to exemplify how learners describe their learning processes, to identify the controlling parameters and to find features of dynamic system in their LLHs. The claim is that SLA is a chaotic/complex, nonlinear system. Moreover, the aim of this study is to bring into focus striking similarities among these chaotic, non-linear systems that occur in nature, language, and language acquisition.

Based on the objectives of the study, I intend to look for patterns in learners' LLHs to find examples of manifestation of different SLA theories, various controlling parameters and complex dynamic features which can help me answer the following questions:

Research Question 1

What do learners' Language Learning Histories (LLHs) and the interviews tell us about SLA as a complex, dynamic process? Or stated alternatively, do LLHs and the interviews support the hypothesis that second language acquisition is a complex, dynamic, nonlinear process and we need an overarching theory called CDST to encompass all other SLA theories?

Research Question 2

What features of the complex, dynamic systems are revealed in learners' Language Learning Histories (LLHs) the interviews?

Research Question 3

What controlling parameters are identified in learners' Language Learning Histories (LLHs) and interviews?

1.3 Background

1.3.1 Chaos theory applications in different fields

Chaos theory is used generally in mathematics and has a lot of applications in physics, engineering, economics and biology and so on. It studies dynamic systems that are very sensitive to their initial conditions, which is referred to butterfly effect. For example, small differences (like rounding error in numerical computations) produce very drastic results and make long term prediction generally impossible. In many natural systems, for example, weather, jungle, desert, chaotic behavior can be observed. Chaos in common usage means "a state of disorder", but in chaos theory, it has been defined more exactly. Complexity theory has been applied to ecology, epidemiology, economics, sociology, geology, finance, psychology, physics, politics, robotics, philosophy, mathematics, population dynamics, biology, microbiology, meteorology.

1.3.2 The general features of SLA as complex, nonlinear, dynamic systems

Everything that is natural and real is also chaotic like: deserts, space flight, the stock market, electronic circuits, national economies, and ecology of jungles etc. The list of natural and chaotic systems is endless. A dynamic system has the following characteristics: They are chaotic, unpredictable, sensitive to initial conditions, dynamic, complex, non-linear, strange fractors, fractal shape, open, self-organizing, feedback, adaptive, attractors, bifurcation, the edge of chaos Dynamic:

Both complex system and SLA are in a continuously dynamic process. In fact, recently, there has been a challenge of how to study the dynamism in the evolution of learner interlangauges (ILS). Dynamic features of ever-changing internal second language grammar cannot be explained by researcher's static rules of grammar.

1.3.3 Second Language Acquisition theories and models

In this part, a review of the main SLA theories are presented and then the researcher moves to the current tendency to see SLA as an emergent phenomenon. This part focuses on a number of current common theories in SLA research that have gotten attention among scholars. For several decades, the field of SLA has sought for an acceptable theory of SLA. Why are there so many "competing" theories in SLA? Why isn't there only one complete theory that accounts for SLA? O understand this, we may consider the elephant story that was in the dark. SLA is like a big elephant that researchers can look at differently. SLA is a very complex set of processes. The theories have been looked at linguistically, psycho-linguistically, socially, linguistically, cognitively.

Although there is a great number of SLA theories and hypotheses, the researcher will list some of them: behaviorism, acculturation, comprehension hypothesis, semantic theory, sociocultural theory, universal grammar hypothesis, input hypothesis, monitor model, interaction hypothesis, output hypothesis, competition model, connectionism, noticing hypothesis, processability, automaticity, declarative/procedural model, memory and second language acquisition, These are the theories which have more effect on the field. Each of these theories can be thought of as shedding light on one part of the language learning process; however, no one overarching theory of second-language acquisition has yet been widely accepted by researchers. Maybe CDST is this comprehensive theory that can include all aspect of this complex process of SL

1.3.4 Second Language Acquisition as a Chaotic/Complex System or an Emergent Phenomenon

Complexity theorists describe and trace emerging patterns in dynamic systems to explain growth and change. So complexity theory (CT) is suitable for use by researchers who investigate SLA, and its effect has been increasing. Interestingly, the well- known physicist, Stephen Hawking (2000) has called the 21st century as "the century of complexity". At first, CT constructs will be discussed, then their applications to SLA or second language development will be dealt with. CT is very comprehensive. It is transdisciplinary in two ways: First, it has been applied to inform various disciplines, for instance, dissipative systems in chemistry, epidemiology in biology, stock market performance in trade and more related to our field, studies of language, language change, language evolution and language acquisition (e.g., Larsen-Freeman, 2006b), multilingualism and discourse. Second, complexity provides a new cross- cutting theme to theory development similar to other theories such as structuralism and evolution. In this new viewpoint, a SLA model should be regarded as a group of connections within a dynamic system that moves in the path of the "edge of chaos" regarded as a zone of creativity with the maximum potential for learning.

1.3.5 Controlling Parameters

Larsen-Freeman (1987) in her seminal article states that there are many interacting factors and controlling parameters at play that control the trajectory of developing interlanguage which include the source language, the target language, the markedness of the first language, the markedness of the second language, the amount and kind of input, the amount and kind of interactions, the kind of feedback received from the different sources, whether second language is acquired in untutored or tutored contexts. Moreover, Larsen-Freeman and long (1991) emphasized that a plethora of interacting factors determine the degree to which the SLA process will be promoted and the learners will be successful. These parameters consist of age, aptitude, some socio-psychological controlling parameters such as attitude, motivation, personality factors, cognitive style, learning strategies, hemisphericity, sex, interests, and birth order and so on. They add that may be no one of these controlling factors by itself is a determining parameter, however; the interaction of these factors has a very remarkable influence.

The factors that control the movement of a second language acquisition system into the edge of chaos can be regarded as the rate of exposure to the target language, the variety of authentic rich input, the richness of interactions and communications with proficient speakers and operating variables in the ecological context, the low level of anxiety, and the rate of control or autonomy of one's own learning,

using of second language for real social purposes, using various oral, written, digital genres in formal and informal context (Menezes, 2013).

2 Relevant Studies

The literature on the application of DST in SLA is still rather restricted. After the inspirational work by Larsen-Freeman in 1997, it was silent for five years, until Herdina and Jessner (2002) published their book "A dynamic model of multilingualism" and Larsen-Freeman supplemented her earlier work in 2002. Stimulated by this work, and a number of publications (Verspoor, De Bot and Lowie, 2004; De Bot, Lowie and Verspoor, 2005 a, b; De Bot and Makoni, 2005, Menzes, 2013). Menezes in her study of 40 LLHs in Brezil (2013) states that there is evidence to support the claim that second language acquisition (SLA) is a complex adaptive system due to its inherent ability to adapt to different conditions present in both internal and external environments. She added that in order to justify this assumption, excerpts from some English language learning histories (LLH) were provided to exemplify how learners describe their learning processes. The final claim was that SLA should be seen as a chaotic/complex system.

3 Methodology

The research methodology was emic (insider), experientialism, qualitative, narrative approach. Triangulation and data saturation were used. It is a longitudinal method of investigation. EFL learners' LLHs were used to give voice to learners who often talk about their learning experiences in various contexts rather than in the traditional classrooms. The narrators freely exposed their memoirs and their emotions by giving their own explanations on how they learned or had learned a second language, and also students' peers, teachers and parents' perceptions regarding learners' development of English language were used. These reports helped the researcher to understand certain aspects of acquisition (e.g. fear, anxiety, family influence, etc.) which are not easily reached by other research tools. Pavlenko (2001, p. 213) believes that this kind of narrative is a "unique source of information about learners' motivations, experiences, struggles.

Moreover, triangulation was utilized to collect data. The researcher used more LLHs and interviews, recording participants' voices to collect data on the same topic from learners' peers, teachers and parents. This was a way of assuring the validity of research through the use of a variety of methods to collect data on the same topic, which involved different types of samples as well as methods of data collection.

3.1 Research Design and sampling

The researcher tried to find answers to the research proposed questions through a longitudinal, experiential qualitative study. Within a multiple case study, an in- depth and thick description of the participants' behavior was delivered. According to Dornyei (2007), in multiple case studies a number of cases rather than one are studied jointly in order to study a phenomenon.

Owing to the complexity of the research variables, CDST features and questions, the researcher benefitted a qualitative procedure. To find answers, the researcher tried to be a kind of researcher who tries to understand the world through exact and extended analysis of the particular cases. With this understanding, the multiple case study design was used in this research to find about the Iranian EFL learners' behaviors and beliefs regarding their SLA through their LLHs and interviews.

At the beginning, I limited my study to one or two students of English as a foreign language who had been learning English in Rasa language Institute for more than 6 years in Ghorveh of Kurdistan province, one boy, Amirabbas, and one girl Fatemeh, who were both 17 years old. To investigate EFL learners' views about SLA in EFL setting and as a way to validate the proposed model conceptually, 3 more EFL learners from Rasa Language Institute were selected through purposive sampling. Moreover, interviews with these five participants' teachers, parents and peers were used to triangulate the data. Next forty more LLHs of EFL leaners who were at intermediate level were also took part in the study until the data was saturated. The study was conducted over 8 months to capture the dynamism, nonlinearity, and complexity in students' language development and to observe the effects of social, cognitive, emotional, cultural, and environmental, interactional variables on students' behavior over a long period of time.

Because of the depth and extent of the information sought in qualitative studies, purposive samples are typically small. There is no general rule about the number of participants to include in this qualitative, experientialism study. Of course, practical concerns such as money, time, and availability of participants influenced the size of the sample.

3.2 Data Collection Methods

The main goal of this case study was to provide a thick description of the target group that is a narrative that describes richly the SLA process. For this purpose, the present research used an eclectic range of data collection techniques, including semi-structured interviews, and follow-up interviews and LLHs. These data sources were supplemented with audio recordings, as well as documents such as field notes, memos and notes.

3.3 Data Collection Procedure

I asked EFL leaners to write their LLHs (language learning histories) and collected other data from peers, teachers, and parents through their narratives, interviews to triangulate the data by different sources and methods. All the audio data collected was transformed into a textual form- for example interview transcription- and the analysis will be done primarily with words. Repeated ideas, elements become apparent, and were tagged with codes, which had been extracted from the data. Qualitative data analysis invariably starts with coding. In this stage, the researcher read and reread the transcripts, reflected on them, and noted down his thoughts in journal entry and memos. These reflections shaped the researcher's thinking about the data. After pre-coding, a 'code' which was simply a label attached to a chunk of text intended to make the specific piece of information manageable. These coding techniques were used to reduce and simplify the data while to highlight extracts of the transcribed data.

3.4 Data Analysis

The researcher will coded and recoded a text several times to be replaced by higher- order 'pattern codes'. Coding has two stages: initial coding and second-level coding to find the controlling variables, dynamic features and examples of SLA theories. As more data were collected, and as data were reviewed, codes could be grouped into concepts, and then into categories. This was done in an iterative process and finally, these categories may have become the basis for new theory that is CDST and we can find the controlling parameters and features of complex dynamic theory. Three operations were done meticulously, systematically and transparently, i.e. in formalized procedures: 'data reduction', 'data display', and 'data interpretation' to make sure that the conclusions were valid.

3.5 Research Questions

Research Question 1

Do learners' Language Learning Histories (LLHs) show some evidence for different SLA theories? Or stated alternatively, do LLHs highlight different aspects of SLA and reinforce the hypothesis that theories explain only a certain aspect of a much more complex process SLA and do we need an overarching theory called CDST to encompass all other SLA theories?

Research Question 2

What features of the complex, dynamic systems are revealed in learners' Language Learning Histories (LLHs)?

Research Question 3

What factors or controlling parameters are identified in learners' Language Learning Histories (LLHs) and interviews that are determining to move a system move into the edge of chaos or its highest level of functioning?

The researcher analyzed the data in a three phase procedure of coding: pre-coding and coding, growing ideas and interpreting the data and drawing conclusions. Pre-coding phase encompassed initial coding, second level coding and using templates of codes (Dornyei, 2007). After data transcription, the researcher read and reread the transcripts, reflected on them and wrote down the thoughts in memos form or journal entities. In the second level coding more abstract commonalities or hierarchy of codes were captured. Through the template organizing style, the researcher looked through the data in a scanning process to formulate templates which was a way to data categorization. The growing ideas phase included writing analytic memos which led to emergent themes

3.6. A new model of Complex Dynamic Systems Theory (CDST) approach

Although the emergence of CDST has a long history in the hard sciences and mathematics, it was Diane Larsen- Freeman's seminal article in Applied Linguistics (AL) in 1997 that caused a sudden turn in this field. As she states, it took a long time for this kind of thinking to be seen as a remarkable development. Language use, change and learning occur on many timescales and levels of complexity. They are contextually and temporally dependent processes. Taking account the proposed theories in SLA , features of complex, dynamic systems and controlling parameters that determine the trajectory of second language acquisition, the researcher has proposed a model to explain the complexity and dynamicity involved in learning a second language.

Figure1: A SLA model based on CDST approach (Makhdoumi, 2017)

During last decade, de Bot et al. (2005, 2007, and 2015), Larsen-Freeman and Cameron (2008), Dornyei (2009) and Verspoor et al. (2011) have played a part in the development of this approach. CDST has the following characteristics (De Bot. 2015):

1. CDST is the science of the development of complex, dynamic systems over time. Complex systems are sets of interacting variables from which something novel emerges.
2. In many complex systems the outcome of development over time cannot be predicted.
3. Dynamic systems are always part of another system, with systems nested within other systems.
4. Systems develop through iterations of simple procedures that are applied over and over again.
5. Complexity emerges out of the iterative application of simple procedures; so that it is not essential to postulate innate knowledge.

4 Results

This section was divided into four parts according to the research purposes. In the first part the main five participants' bio-data and thick description were provided and in the second part, data description, analysis, and results considering the research first research question was discussed to see whether learners' Language Learning Histories (LLHs) show some evidence for different SLA theories, including behaviorism, socio-culturalism support the claim that theories explain only a certain aspect of a much more complex process SLA and we need an overarching theory called CDST to encompass all other SLA theories. In the third part of the study data description, analysis and results considering the research second question was discussed. Many features of the complex, dynamic systems like dynamism,

sensitivity to initial condition, bifurcation and adaptivity, etc. are evident in learners' Language Learning Histories (LLHs) and interviews. In the fourth part of the study data description, analysis and results considering the research third question was discussed. Many factors or controlling, determining parameters are identified in learners' Language Learning Histories (LLHs) and interviews, for example, rate of exposure, variety of input, and low anxiety that are to move a system into the edge of chaos or its highest level of functioning and optimal moment of learning.

Data was gathered through a) Learners' Language Learning Histories (LLHs); b) semi-structured interviews with teachers, parents, and peers. Data analysis included pre-coding and coding, growing ideas, concepts, and patterns as well as interpreting the data and drawing conclusion. The emerged themes were then categorized under three broad themes considering each the three research questions.

Emergent themes regarding language learning theories in LLHs and interviews were categorized into SLA theories: behaviorism, acculturation, comprehension hypothesis, affective filter hypothesis, semantic theory ,sociocultural theory, input hypothesis, monitor model, interaction hypothesis, output Hypothesis, competition model, connectionism, noticing hypothesis, processability, automaticity.
Emergent concepts regarding features of Complex Dynamic Systems in LLHs and interviews were categorized into dynamicity, complexity, nonlinearity, openness, sensitivity to feedback, bifurcation, strange attractor, the edge of chaos, fractality, self- organizing, adaptivity, unpredictable, sensitivity to initial condition or butter fly effect.
Emergent themes regarding control parameters of SLA in LLHs and interviews were categorized into: the amount of exposure to the target language, the variety of authentic input, the richness of interactions, the low level of anxiety, and the rate of control or autonomy of one's own learning. Data analysis and results presented in in this part helped the researcher answer the research questions.
Research Question 1: What do learners' Language Learning Histories (LLHs) and the interviews tell us about SLA as a complex, dynamic process? Or stated alternatively, do LLHs and the interviews support the hypothesis that second language acquisition is a complex, dynamic, nonlinear process and we need an overarching theory called CDST to encompass all other SLA theories?

The results of the case study showed that learners' English LLHs and their teachers, parents and peers' interviews represented some evidence for various SLA theories, including, behaviorism, acculturation, comprehension hypothesis, ,sociocultural theory, input hypothesis, interaction hypothesis, output Hypothesis, competition model, connectionism, noticing hypothesis.

Various narrations and interviews focus on various aspects of second language acquisition, which support the claim that each language learning theory explain only a special aspect of a much more complex dynamic process of language development and we need a recognition of SLA as a complex dynamic system theory (CDST) to explain why a language learner stays in balance for a specific time and out of a sudden a swift change happens in his/her SLA. It means that we have some stages of balance and then there is perturbation and change. This theory can explain why learners' SLA is not linear and predictable. For example, the same teaching and learning methods and strategies do not have the same percussions for all language learners and small disturbance can have unpredictable results. Sometimes the teacher makes formidable hurdles for learners in their way to the edged of chaos.

Therefore, the previous language learning theories should not be ignored. However, when they these theories are taken into account together, they depict a more comprehensive picture of the whole SLA. Finally the narrations and interviews support the final claim that SLA should be considered as a complex dynamic system (CDST).

The overall data gathered in English LLHs and interviews indicated that they believed that their learning is an example of CDS. Regarding the emergent themes, Muhammad Karimi and Muhammad Hosseini and Mohadeseh also believed that many language learning theories are present in their LLHs.The results of the LLHs and interviews showed that Fatemeh and Amirabbas and Muhammad Karimis' father believed in different manifestations of SLA theories in their LLHs and interviews.
Research Question 2: What features of the complex, dynamic systems are revealed in learners' Language Learning Histories (LLHs) the interviews?

The narrative, experiential case study design helped the researcher investigate the research second question; the overall data gathered through the narrative case study is suggesting that many core characteristics of complex dynamic systems (CDS) are evident in LLHs and interviews. The excerpts from some English language learning histories showed that their language development are unpredictable, sensitive to initial conditions, dynamic, complex, non-linear, open, self-organizing, adaptive and they have also strange fractors, fractal shape, feedback, , attractors, bifurcation, the edge of chaos.

Various language learning experiences can push the language system towards SLA. In many LLHs, we can infer that anxiety is low because they seem to enjoy the experience. SLA is open, which means that it is not predictable and new factors a might enter and change it. In many LLHs unpredictability is found.

Research Question 3: What controlling parameters are identified in learners' Language Learning Histories (LLHs) and interviews?

The narrative, qualitative case study design helped the researcher to investigate the research third question; the whole data collected through the narrative, experiential emic approach is signifying that some fundamental control parameters determine if a language learning system can go into the edge of chaos which is the most optimal, creative moment for learning. The extracts from some EFL learners' language learning histories revealed that their language development are determined by these main factors:

First, the amount of information flow in the system which is regarded as the amount of exposure to the target language; the more exposure to the target language, the more leaning will occur. Second, the amount of diversity that is considered as the variety of authentic input from real life situation; The teacher should provide the language learners with numerous authentic input by using various oral, written, digital genres in formal and informal context. Third, the richness of connectivity which might be taken into account as the richness of interactions between teachers, learners inside the school and proficient speakers outside of the school context. Fourth. The parameter which is very determining in leading the leaners into edge of chaos is the level of present anxiety that may be held as the level of anxiety in language learning process; the learners ought to enjoy and feel relaxed in their way to SLA. Fifth, the amount of power differentials that might be regarded in SLA as the degree of control or autonomy in learners' learning; the more autonomous the learner is, the better and easier the learning will take place.

5. Discussion, and Pedagogical Implications

The study will be beneficial for methodologies, theoreticians, teachers, syllabus designers, and material designers since it will provide a more elaborate and dynamic view of SLA and represent a more thorough explanation of parameters involved in developing a foreign language. The benefits of the findings will be helpful to solve some of the prolonged problems and present the fascinating, promising approach of CDST. Adopting and familiarity with the CDST, teachers will involve social, cultural, cognitive and metacognitive, cognitive, factors in SLA processes and provide various sources of input and interaction to their language learners.

By looking at dense data and thick description, we ought to try to find which sub-systems are prerequisite to the other sub-systems and which sub-systems are connected. Such data could assist us to improve our teaching practices and help to avoid early settling of non- target patterns. Based on the obtained results and participants' LLHs and interviews of their teachers, parents, and peers, the following suggestions are offered by the researcher in order to enhance EFL learners' language development and teachers' awareness about the principles of CDST approach:

1. Make aware that acquiring English language is dynamic and continuous and never stops.
2. The students should know that acquiring English language is complex and involves many interaction parameters.
3. English learners do not acquire the language items completely for the first time because it needs time and it is cyclic.
4. The EFL leaners need more continuous input (books, English movies, CDs, DVDs, etc.) to learn English.

5. The teachers ought to provide feedback and other available input for English learners to acquire English.

6. The way the students learn to speak and write English is affected or constrained by Persian grammar and pronunciation.

7. The teacher and the whole educational system should lead the learners to the edge of chaos that is, the optimal and creative moment of learning.

8. The learners' goal should be to communicate in language by acquiring verbs and vocabulary. Learning verbs and vocabulary is the heart of learning language, because language and verbs have the fractality feature that by which we can create numerous, new sentences. Therefore, teachers should teach verbs more.

9. If the language learner uses English for a long time, he /she learns it automatically like first language and language acquisition as a complex system self- organizes itself.

10. The language learner is able to acquire English and can modify it, and adapt himself/ herself to different contexts of English Language acquisition.

6. Suggestions for Further Research Studies

This qualitative, narrative research provided a thick description of five main Iranian EFL intermediate high school learners' LLHs and interviews of their teachers, parents and peers as well as 40 more LLHs from a homogeneous group. The provided descriptions might serve as a reference for the researchers to investigate SLA in the light of complex dynamic systems theory. The literature on the application of DST in SLA is still rather restricted, therefore, there is a necessity for more case studies and thick description on first and second language acquisition to augment our insight of detailed patterns of change over time. Finally, more research are required to investigate the application of DST principles to lexical, grammatical, writing development in the future.

Acknowledgements

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EFL learners' Production of lexical Collocations as a Function of Feedback Type

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Abstract

Three types of feedback were investigated on collocation learning of Iranian pre-intermediate EFL learners. Participants were chosen from two language institutes in Iran. They were both males and females. A KET (Key English Test) was used in order to have participants of approximately equal level of English language proficiency. Selected learners were randomly assigned into three experimental groups. To choose target collocations (unfamiliar collocations to students for teaching during treatment sessions), the researcher administered a pre-test including all target collocations. Then each group received one type of feedback during treatment sessions. Group A received direct feedback, group B students received indirect feedback and students in group C received peer feedback. There was no control group. After treatment sessions, the results of One-Way ANOVA revealed that different types of feedback had different effects on students' collocation learning. Students in indirect feedback group outperformed the other groups. The difference between performance of students in peer feedback group and students in indirect feedback group was not significant. Students in direct feedback group had the lowest performance. The results suggest that considering learners' needs and specific educational context, different types of feedback should be applied by teachers and practitioners.

Keywords: Direct Feedback; Indirect Feedback; Peer Feedback; Collocation

1. Introduction

It is obvious that extending learners' lexical knowledge has significant effect in making them competent language users. Schmitt (2000) states that "The mechanics of vocabulary learning are still something of a mystery, but one thing we can be sure of is that words are not instantaneously acquired, at least not for adult second language learners" (p. 4). One of the most difficult parts of vocabulary learning is learning collocations. A major type of lexical errors found in EFL learners' speaking and writing is related to their collocational knowledge (Jing, 2008). Zinkgraf (2008) states collocations are one of the most difficult aspects of foreign and second language to acquire. He holds that "they are also a tell-tale sign of a learner's non-native use of language" (p. 92).

Collocation is "a group of two or more words that occur frequently together and it is not restricted to two or three word sequences. A collocation is made up of two parts- a pivot word which is the focal word in the collocation and its collocate or collocates, the word(s) accompanying the pivot word" (Shin & Nation, 2007, p. 3). Wu (2015) believes learning collocations is the most natural way of saying something, so, while learning a new word, learners should pay attention to both its dictionary definition and the type of words with which it is usually associated. Similarly, Willis and Willis (2006) mention learning only individual words needs learners to spend more and more time and effort to express themselves.

Knowledge of collocations as part of vocabulary knowledge is one of the necessary components of language that helps foreign language learners to sound like natives. As Fahim and Vaezi (2011) state when learners do not have collocational knowledge, they seem odd and not competent in using language. They also note when learners do not know collocations, to express their ideas, they use some other long and complicated sentences instead. As Zarei (2015) states, to speak fluently and naturally, learning just single words is not sufficient but there are some other things such as collocations, phrasal verbs and idioms that should be learned.

There has always been a debate among teachers and researchers about correcting learners' collocational errors, in other words, there is also the question of whether or not instructors should provide any feedback to learners to help them improve their knowledge of collocations and if so, which kinds of feedback are more effective. Truscott (2001) refers to several empirical studies, but also admits that there

are not enough studies supporting the idea that correction is effective; nor is there any evidence as to what kinds of errors are correctable. But, there exists evidence of those errors that are not correctable; for example, there is evidence that grammar is acquired in a predictable sequence and that correcting grammatical errors is not very useful. He believes that considering universal grammar (UG), those elements that are controlled by UG are less likely to improve through correction but lexical factors are good candidates for correction because words are arbitrary across languages and are not connected to UG.

Among different types of feedback, the most commonly used one, by Iranian teachers is direct feedback, hence this study tries to investigate the effects of other types of feedback on collocation learning and find answer to the following question:

Are there any significant differences among the effects of feedback types on EFL learners' production of lexical collocations?

2. Literature Review

2.1. The Relationship between General English Knowledge and Collocation Knowledge
It appears that there is no direct relationship between learners' general knowledge and their knowledge of collocation. Koosha and Jafarpour (2006) note that although Iranian EFL learners seem to have enough knowledge of English vocabulary and grammar, they have serious problems with the production of collocations.

Smadja (1993) states that even advanced EFL learners with knowledge of general vocabulary have problem with collocations. Similarly, the results of the study by Zinkgraf (2008) indicate that there is no clear match between general competence of learners in foreign language and their competence in collocations. In the same manner, a study by Shokouhi and Mirsalari (2010) examined the relationship between general linguistic knowledge of EFL learners and their knowledge of collocations. The results showed that the learners' collocational knowledge does not develop concurrently with their general linguistic knowledge. In other words, collocational knowledge lags behind learners' general linguistic knowledge. In a study by Nagano and Kitao (2008), it was also revealed that even advanced students have problem with collocations in Japan.

2.2. Classifications of collocations
Smadja (1993) asserts that collocations have different forms; he refers to three types of collocations as Predicative Relations, Rigid Noun Phrases, and Phrasal Templates.
1) A Predicative Relation involves two words that are used together frequently in a similar syntactic relation. The most flexible types of collocations are these lexical relations. An example is Verb + Noun combination such as make-decision that is used together repeatedly.
2) Rigid Noun Phrases consist of sequences of words that cannot be interrupted such as stock market, foreign exchange (p. 148). They can involve nouns, adjectives and closed class words. They are so frozen that if we break them into smaller fragments, they will lose their meaning.
3) Phrasal Templates are collocations having the same length as phrases. They clearly represent a given domain. Smadja's (1993) example, in the weather reports domain, is the sentence temperatures indicate the previous day's high and overnight low to 8 a.m. (p. 149).

To look at another classification of collocations by Nesselhauf (2003), we should first pay attention to his definition of collocations. To define collocations, Nesselhauf (2003) uses the term 'restricted sense'. He refers to this classification only for Verb-Object-Noun combinations. In his definition, to accept a verb as 'restricted', it should have at least one of the following criteria:
"Criterion 1: The sense of the Verb (noun) is so specific that it only allows its combination with a small set of Nouns (verbs).
Criterion 2: The verb (noun) cannot be used in this sense with all nouns (verbs) that are syntactically and semantically possible" (p. 225).

As an example want can be considered as unrestricted due to this definition because it can be combined with many nouns (want a house, a car, a cake) but verbs such as dial seem to have restricted sense so that they are combinable only with one (or very few) nouns. He distinguishes three classes of word combinations according to the notion of restricted sense as follows:

1) **Free Combinations** in which the verb and noun can be used without restriction so that they can be combined freely such as want a bag.
2) **Collocations** like take a nap/a picture are the senses in which the noun is not restricted, but the verb sense is restricted so that the verb cannot be combined freely with every word such as take a laptop.
3) **Idioms** are the senses in which both the verb and noun are restricted and we cannot substitute any other verbs or nouns at all, or if possible, we can do it to an extremely limited degree.

In another study Shokouhi and Mirsalari (2010) divided collocations into grammatical and lexical collocations. They hold that "in contrast to grammatical collocations, lexical collocations do not contain grammatical words, but consist of combinations of full lexical items (nouns, verbs, adjectives, and adverbs)" (p. 16).

2.3. Should we teach collocations?

For many years, there have been debates among linguists, teachers, and researchers about whether teachers should teach collocations explicitly to learners or whether it is better for learners to acquire them implicitly; if teachers are expected to teach them, which ones should they focus on?

Carten (2007) believes that at higher levels, teachers should teach collocations explicitly to learners, and they should encourage them to write collocations down as single words. He also states that collocations can be taught to learners at the elementary level; at this level teachers can talk about 'used together' words. We do not need to use the term collocations. He adds that we can also encourage learners to have vocabulary note books to write down collocations.

Some researchers (Bahns & Eldaw, 1993; Nesselhauf, 2003; Shin, 2007) believe that teaching all collocations is difficult for teachers to teach and for learners to learn; it is also unnecessary. Bahns and Eldaw (1993) support the idea of teaching collocations, but they also add that not all collocations are equally necessary to be taught because not all collocations are a source of difficulty for learners. They believe if some collocations are amenable to paraphrase without losing semantic or idiomatic adequacy, it is not necessary to teach them. They emphasize that it is better for teachers to focus on those collocations which cannot be paraphrased.

2.4. Which collocations are more difficult for learners to acquire?

Moehkardi (2002) avows that learners have problem with lexical collocations more than grammatical collocations. He thinks the reason is that lexical collocations are more flexible and learners have more freedom in combining them. Similarly, in a study by Ying (2009), it was revealed that lexical collocational mistakes are more common than grammatical mistakes among both Chinese English majors and non-English majors. Of course learners used lexical collocations but only incorrectly.

Chan and Liou (2005) believe that among lexical collocations, verb-noun collocations are the most difficult for learners to learn. They believe there are three main reasons for verb-noun miscollocations. They include L1 interference, using de-lexicalised verbs inappropriately, not being aware of collocational restrictions. Ying (2009) also states that learners have more difficulty with those collocations that are not directly translatable from L1 to L2 than those which have translation equivalents in the first language.

In contrast, in another study by Shokuhi and Mirsalari (2010) on collocational knowledge of Iranian EFL learners, it was revealed that comprehension of grammatical collocations is more difficult than lexical collocations for learners. There was also a significant difference between the performances of the learners on two kinds of grammatical collocations. In grammatical collocations, preposition + noun combinations were easier for learners than noun + preposition combinations. They think this may be due to the more arbitrary nature of grammatical collocations. On the other hand, their study revealed that in comparison to grammatical collocations, lexical collocations cause less difficulty for learners. They argue that one

reason for this finding can be that the words in lexical collocations are more predictable contextually in comparison to structural types in grammatical collocations. Their study also showed that among lexical collocations, noun + verb collocations are the easiest and noun + noun collocations are the most difficult.

From another point of view, considering the nature of collocations, it seems that comprehension is often unproblematic for learners and that learners' problem in learning collocations is related to their production (Nesselhauf, 2003; Ying, 2009).

2.5. Transfer from mother tongue and insufficient exposure as the most common sources of difficulty

As Ellis (2009) states when collocations are alike in different languages and they match each other, transfer would be positive and it results in satisfactory production. On the other hand, negative transfer occurs when there is no corresponding pattern between L1 and L2. Many researchers (Chan & Liou, 2005; Huang, 2001; Jing, 2008; Jukneviciene, 2008; Salimi, Tavakoli & Ketabi, 2010; Moehkardi, 2002; Nagano & Kitao, 2008; Zinkgraf, 2008) believe that transfer from mother tongue is the most common source of difficulty in using collocations by learners.

Jing (2008) also investigated collocational errors in Chinese EFL learners' writing and the origin of these errors, that is, L1 transfer. Her study differs from previously mentioned studies in that she analyzed L1 transfer in learners' collocational errors and classified their reasons as follow:

1) **Assumed Synonymy**: Although English is a language which is rich in synonyms, there are no two words that have exactly the same meaning. Jing (2008) believes synonyms differ from each other in different ways such as their collocational meaning. For example, rancid only collocates with bacon and butter, while addled with eggs and brains.

2) **De-lexicalized Verbs**: These are verbs such as make, take, do, get, etc., which are difficult to master by learners because their meaning can be determined by their following words. For example, the word make collocates with many words such as visit, decision, suggestion, etc. In these collocations, for example make a decision, the de-lexicalized verb (make) has conventional usage, which is not changeable randomly. We cannot say for example, get a decision. When learners are not aware of such conventional restrictions, they may produce wrong collocations.

3) **Redundancy**: Overlap of word meanings can be referred to as redundancy errors. For example, he works a job there. (He works/has a job there).

Jing's study also showed that Chinese EFL learners' composition is mainly characterized by semantic transfer, that is, learners use semantic equivalence between L1 and L2 words. Shokuhi and Mirsalari (2010) also support the negative transfer of L1 to L2 and posit that this generates wrong collocations. However, they state that transfer may also be positive and may help learners to find the correct combinations.

Salimi, Tavakoli and Ketabi (2010) give three reasons for problems in the production of collocations. They also believe L1 influence causes many problems in L2 collocation production. The interesting point is that it appears learners transfer L1 collocations to L2 semantically. Second, problems in the production of L2 collocations may originate from intralingual factors. These factors include the frequency of collocations and the type of collocations so that free collocations are easiest to learn while restricted collocations cause greater difficulty for learners. The third case of problems is related to learners' proficiency level.

Huang (2001) reports that learners' L1 has a crucial role in their production of collocations. He states that learners assume there is one-to-one correspondence between the L1 and L2. When the target collocations match L1 collocations, positive transfer appears and when there is no corresponding pattern in L2, negative transfer occurs. For removing negative transfer from L1, he believes while teaching collocations, teachers should compare and contrast similar collocations in L1 and L2. He also suggests that teachers present a variety of examples.

Insufficient exposure is another common source of difficulty in the production of EFL learners' collocations. There are many studies that confirm this finding. (Jing, 2008; Shokuhi & Mirsalari, 2010; Shin, 2007). Indeed, Jing (2008) confirms that increasing language input will have a positive effect on learners' collocational knowledge. She acknowledges that "nobody would deny the importance of output,

but the main thrust of language teaching should be to create opportunities for students to have access to more language material" (p. 60). She believes if students had no collocation input, they would use incorrect collocations because they would not know the correct collocations in the target language. Shokuhi and Mirsalari (2010) argue that unlike native speakers, most of the time, EFL learners focus on individual words and usually disregard what individual words co-occur with. They believe native speakers' treatment of collocations is completely formulaic pairings. On the other hand, EFL learners learn collocations as individual words. Therefore, it is obvious that native speakers apply top-down strategies while EFL learners use bottom up strategies. As Shokuhi and Mirsalari (2010) contend, "native speakers proceed from whole to parts and non-native speakers precede from parts to whole" (pp. 12-13).

2.6. Some possible solutions

For teaching collocations effectively both intralingual and interlingual approaches should be used so that with an intralingual approach, teachers can emphasize different words that collocate with a lexical item to make learners aware of differences. In interlingual approach, collocations produced by native-speakers can be used to attract learners' attention to correct usage of collocations. It is also recommended that teachers instruct metaphorical meanings, cultural data, and the historical origins related to collocations. Furthermore, dictionaries can improve learners' collocational competence by highlighting the differences between collocations that seem to be similar structurally, showing various environments related to a particular collocation, and providing different examples of a particular item that may collocate with different words. (Huang, 2001).

Moehkardi (2002) states that teachers know how to teach grammatical collocations such as phrasal verbs or prepositional phrases as lexical units, but they are not aware of the importance of teaching lexical collocations as units. He also stresses that while students use dictionary to look up new words, they should learn to look at words that co-occur with the word in question. He also adds students should experience them both receptively and productively.

Many teachers and researchers believe that learning collocations will be more effective if they are taught explicitly. (Bitchener et. al., 2005; Chan & Liou, 2005; Carten, 2007; Ganji, 2012; Jing, 2008; Nesselhauf, 2003). Nesselhauf (2003) holds that making learners aware of the importance of collocations is a necessary fact; it is one of the most important tasks of the teacher which facilitates the learners' production of collocations. Pishghadam et. al., (2011) investigated the effects of two kinds of form and meaning – focused tasks on collocational development of Iranian intermediate EFL learners. Participants were 65 female students from different high schools in Mashhad, Iran. Nelson English Language Test and another teacher–made collocation test were administered and learners were divided into three groups which received different instructions. In From–Focused Instruction (FFI) group, the teacher activated students' background knowledge by asking questions about the text and showing related pictures. Students did not use dictionary for unknown words, but the teacher provided the necessary meaning of words. After reading, the teacher addressed any comments or questions of the students. Then students received a form–focused task, dictogloss. In this task, the teacher read a short text twice for students at normal speed. Students took notes and then they were divided into groups of three and reconstructed the text as closely as possible to the original one. Finally, they compared different versions that they had reconstructed.

In the Meaning – Focused Instruction (MFI) group, the teacher activated learners' background knowledge. Students read a text paragraph by paragraph and reported the main idea of each paragraph. The teacher answered all questions related to the meaning of words. After reading the text, they received communicative discussion task based on the text topics. In the control group, students read the text; the teacher provided new words and paraphrase of the text for learners. Learners were expected to summarize, to paraphrase the text and to answer the related questions. The treatment period lasted 13 sessions. In the last session, all three groups received a teacher–made collocation test as a post-test. To assess learners' achievement in collocations, three One – Way ANOVAs were used. The results showed that learners in the FFI group significantly outperformed the MFI and the control group. The MFI group and the control group had the same performance on their collocation achievement test.

Balci and Cakir (2012) worked on two primary groups. Participants were 59, 7th grade students in Turkey. A proficiency test was given before the study. Then participants were randomly assigned to one control group and one experimental group. Twelve reading passages were presented to students in 24 hours during a six–week period. The experimental group received new vocabulary in each passage through collocations. The teacher wrote the unknown words at the center of the board in a circle and frequent collocations around that word. First, students read the passage and then the teacher presented new words with their multiple collocations. Then, five comprehension questions about the passage were asked. At the end of each week, after reading two passages, students took a test including gap – filling exercises. The control group received the same passages and the same procedures. The only difference was that the teacher presented new vocabulary in classical techniques such as definitions, synonyms, antonyms and mother tongue translation. At the end, the same proficiency test including twenty questions was given to both groups. Results showed that in the first five tests, there was no significant difference between test performances of the two groups. But in the last test, the experimental group significantly performed better than the control group.

Ganji (2012) examined the effects of lexical collocation instruction, subject matter knowledge, and cultural schema on the reading comprehension of Iranian EFL learners. For this study, 38 English translation students at Chabahar Maritime University were chosen. Participants were freshmen and sophomore. The study lasted three consecutive weeks. In the first week, students received no instruction before the test, but they read a text that was culturally familiar to them. In the second week, students were taught difficult lexical collocations of the passage that they were going to read. The students made sentences using new lexical collocations with their peers. At the end of the session, they received a reading test in which the taught collocations were used. Third week, a passage with the same topic as the reading test was given to the participants. Students read the text in class and asked questions related to the text from the teacher. Then they answered the 10 multiple – choice questions of the reading text. Results showed there were significant differences between students' performance in the first and the third weeks. Thus, it seemed that activating the subject matter knowledge of students was very useful for them. The study revealed that both teaching lexical collocations and subject matter knowledge had positive effect on students' reading ability and there were no significant differences between their effectiveness. Moreover, there were no significant differences between freshmen and sophomores.

2.7. Feedback

Feedback can be considered as one of the main issues in foreign and second language teaching and learning that influences learners' progress in language learning and many teachers as well as researchers are interested in (Bitchener, 2008; Erdogan, 2005; Ellis, Sheen, Murakami, & Takashima, 2008; Ellis, 2009; Hendrickson, 1978; Truscott & Hsu, 2008; Truscott, 2001).

In a study conducted by Ferris (1997), the effect of teacher feedback was investigated on students' writing. Comments were used as feedback, and it was revealed that although the effectiveness of comments depended on their type, generally they all had positive effect on students' subsequent writing. Similarly, Bitchener (2008) investigated the effect of written corrective feedback on English article system and found that it increases learners' accuracy significantly. Of course, giving feedback is not without controversy (Truscott & Hsu, 2008; Rouhi & Samiei, 2010; Semke, 1984).

2.7.1. Different types of feedback

2.7.1.1. Direct feedback

"Direct feedback entails supplying learners with the correct target form" (Ellis et. al., 2008, p. 365). In response to the question that which type of feedback is effective, Hendrickson (1978) states that ineffectiveness of direct method has been proven. Ferris and Robert (2001) believe direct corrective feedback is better than indirect corrective feedback in the case of low proficiency students.

2.7.1.2. Indirect feedback

In indirect feedback, the teacher shows that there is an error but does not correct it. In this type of feedback, teacher can underline the errors or place a cross in the margin by the line in which error has occurred; this is used when the teacher decides not to show the exact place of an error. (Bitchener, 2008; Ellis, 2009; Ferris & Robberts, 2001; Robb, Ross & Shortreed, 1986). Ellis claims that when the exact location of error is not indicated to the learners, they will engage in deeper processing and this mode of indirect feedback is more effective than when the teacher shows the exact location of error.

Results of a study conducted by Lalande (1982) indicated that on the ground of problem-solving and guided learning, students preferred indirect feedback to direct feedback and giving indirect feedback was more effective than direct feedback in correcting their errrors. In other studies by Ferris and Helt (2000) and Maleki and Eslami (2013), usefulness of indirect feedback was revealed.

2.7.1.3. Peer feedback

Anderson and Berger (1975) regard peer tutoring as one in which "one child teaches another of similar age" (p. 3). In addition, Noonan and Duncan (2005) define peer feedback as "a strategy involving students' decisions about others' work that would typically occur when students work together on collaborative projects or learning activities" (p. 2). As Ferris (1997) notes, unlike studies that investigate teacher feedback on students' draft, the number of studies that examine the effect of peer feedback on student revision is growing.

Studies show that students usually have consensus on the effectiveness of peer feedback. Rollinson (2005) claims that students are not sure about the benefit of peer feedback because they may think that not everybody is allowed to judge on their work. They may also think that their classmates have almost the same knowledge as theirs. On the other hand, results of a study by White (2009) show that students have positive views toward peer feedback.

Like other kinds of feedback, peer feedback has some advantages and some disadvantages. A study by Anderson and Berger (1975) showed peer tutoring improved children's language. He believes using students as tutors for their peers makes the tutors aware of their inadequate knowledge. However, it increases their self-confidence. As his study revealed, the benefits of this method for tutees were that they received instruction that was individualized. They enjoyed learning in a relaxed atmosphere and had immediate contact with the tutor. Peer tutoring also developed the relationship among children with different cultural backgrounds.

In another study, Rollinson (2005) considered the advantages and disadvantages of using peer feedback in ESL writing classes. He avows that peer feedback makes students critical readers of their peers and their own writing. When writers receive immediate feedback from their peer readers, they can understand whether their writings are comprehensible or not, and as a result, they can continue their writing in line with the demands of their readers. Peer feedback can provide socio-cognitive interactions in contrast to teacher feedback that is mostly one-way interaction, and students may only revise their text without necessarily understanding the teacher's comments.

Although many teachers know how to implement peer feedback, some factors should be considered carefully. Rollinson (2005) agrees peer feedback activity will be beneficial when the class is correctly set-up and trained. He also believes it is a rewarding option for teachers who look for a complementary activity for their feedback to their students' writing. In another study, Steendam, Rijluarsdam, Sercu and Bergh (2010) found that without instruction, peer revisers tend to focus on their peer writers' text on surface level rather than paying attention to structure and content of the text. Thus, they believe for the peer feedback to be effective in instruction, revision is necessary.

Semke (1984) investigated the effects of different types of correction on the free writing of 141 German students for 10 weeks. Group 1 only received comments, Group 2 received only corrections, Group 3 received corrections with comments and Group 4 students corrected their mistakes themselves. The results showed that correction does not improve German students' writing skills; nor does it increase their language competence. The result of this study supports semke's theory that giving comment is more effective than correction. He believes that in this way, teachers can make students sure of the fact that they can communicate and others can understand their message. In this way, teachers can motivate

students. Results also revealed that using both communication and correction do not differ significantly in contrast to correction alone. They change neither students' attitude nor their achievement. Student correction was found to be the least effective type of correction in German students' free writing.

Bitchener et. al., (2005) investigated the effect of three different types of corrective feedback on linguistic errors. The participants were 53 upper-intermediate migrant learners from different countries that had recently started a post-intermediate ESOL programme in New Zealand. They were divided into three groups based on whether they wanted to study in a full-time post-intermediate class for 20 hours per week, a part-time post intermediate class for 10 hours per week, or a part-time post-intermediate class for 4 hours per week. Group one received direct written corrective feedback and student-teacher conference after writing. Group two received only direct corrective feedback. Group three received no corrective feedback. Three linguistic errors (prepositions, the past simple tense, and the definite article) had been chosen by the researcher to be targeted in the research. They were chosen because the highest frequency errors in students' first writing task were related to these three linguistic forms. Each participant completed four writing tasks, each consisting of 250 words. The study lasted for 12 weeks. Writing tasks were at weeks 2, 4, 8 and 12. For each writing task, students were given 45 minutes and achievement-based criteria were used to assess their writings. Results showed preposition accuracy performance did not change according to the type of feedback provided but for the past simple tense and the definite article, when explicit written feedback together with individual conference feedback were used, the average accuracy performance varied significantly. It showed that combined feedback had more positive effect on the improvement of the more rule-governed features (the past simple tense and the definite article) than the less rule-governed feature (prepositions). Results also revealed that time did not have any significant effect on the three types of feedback. The overall accuracy of students differed significantly during the four writing occasions and it was not consistent.

3. Method

3.1. Participants

The initial participants of the present study were 90 pre-intermediate level students from two language institutes in Abhar and Hidaj, Iran. They were high school students and university students with different majors. All of the participants had been studying English in institutes for some years. To homogenize students, a KET (Key English Test) was given to participants. As a result, 12 students with very high and low proficiency level were eliminated from the study. Participants were both male and female, aging from 16-30. The number of male and female students was not equal.

3.2. Materials and Instruments

For the purpose of treatment and data collection, the following materials and instruments were used.

3.2.1. KET TEST

In order to homogenize participants and to consider their proficiency level, the vocabulary subtest of standard language proficiency test was used. Therefore, the vocabulary subtest of the Key English Test (KET) was given to all 90 participants in order to homogenize them. The test contained 20 items in multiple-choice format.

3.2.2. A teacher-made pre-test

A teacher-made pre-test was used to see whether or not the students had any prior knowledge of the 150 target lexical collocations selected for treatment. It was in fill-in-the blanks format. The results showed that none of the chosen collocations was familiar to students.

3.2.3. A handout of sentences including lexical collocations

Ten handouts were given to each student during ten treatment sessions; each handout included 15 English sentences (one collocation in each sentence). The Persian equivalents of lexical collocations were

provided in parentheses. Students were expected to write the English equivalents of those Persian lexical collocations. Sentences and lexical collocations were chosen from different sources including dictionaries, previous studies, etc.

3.2.4. Post-test

After receiving different types of feedback, a post-test was used in order to test learners' production of lexical collocations. It was constructed by the researcher and included 30 fill-in-the-blank items which were randomly selected from among the 150 target lexical collocations.

3.3. Procedures

90 pre-intermediate level EFL learners from two language institutes in Abhar and Hidaj, Iran, constituted the initial participants of this study. They were males and females. Some of them were high school students who had been studying English in institutes and some were university students who were studying English in the institutes and had different majors at universities. In order to have participants of approximately equal level of English language proficiency, a KET (Key English Test) was administered. 12 participants were excluded from this study based on the results of the test. Then, in order to make sure that students did not know the selected collocations beforehand and to choose target collocations (unfamiliar collocations for teaching during treatment sessions), the researcher administered a pre-test including all intended target collocations. Based on the result, students knew none of the selected collocations.

Then, 78 selected participants were randomly assigned into three experimental groups. During each treatment session, students received a handout including 15 English sentences. Intended collocations were missed in English sentences and their Persian equivalents were put in parentheses. Each session, students were asked to fill in the blanks with the correct collocations within twenty minutes. Then, they submitted their papers to the teacher. After checking papers, the teacher underlined collocational errors and gave them back to the students to find and write the correct lexical collocations. It is worth noting that in order to find the correct collocations, after underlining errors by teacher, students in all groups were allowed to use dictionary. Students in all groups received the same instruction but one of the different types of direct, indirect, or peer feedback. Each group received different types of feedback as below

Group A received Direct or Explicit feedback. The teacher underlined the lexical collocational errors and gave the papers back to the students and wrote the correct form of all collocations on the board for students. In group B indirect feedback was provided to the students on their lexical collocational errors. The teacher gave students' papers back to them after underlining their lexical collocational errors and asked them to correct their errors at home. In order to make sure that students would write and study collocations at home, the teacher announced that completing these papers has some points for their final exam. Next session, the teacher wrote correct form of collocations on board if they still existed.

In group C, the teacher gave papers back to students to find and write the correct lexical collocations, after underlining lexical collocational errors. Students were divided into small groups of three and peers helped each other to find the correct collocations within 30-40 minutes. Then the teacher went over each group and if students had not found the correct lexical collocations yet, the teacher provided the correct forms for them.

4. Results

This study sought to investigate whether there were any significant differences among the effects of feedback types on EFL learners' production of lexical collocations. To this end, a One-Way ANOVA was used to analyze the data. The mean, standard deviation, etc. of the learners' scores on the lexical collocations production test were computed before running the One-Way ANOVA. Table 4.1 contains the descriptive statistics.

Table 4.1 The descriptive statistics for the ANOVA on collocation production

	N	Mean	Std. Deviation	95% Confidence Interval for Mean	
				Lower Bound	Upper Bound
Direct	26	17.42	6.86	14.65	20.19
Indirect	25	24.92	6.21	22.35	27.48
Peer	27	23.77	7.36	20.86	26.69
Total	78	22.02	7.52	20.32	23.72

It can be seen from Table 4.1 that the group that received the indirect feedback has the highest mean ($\bar{x}$=24.92), followed closely by the group that received the peer feedback ($\bar{x}$=23.77). The group receiving direct feedback has the lowest mean ($\bar{x}$=17.42), which is considerably lower than the others. However, these results do not prove that the differences among direct, indirect, and peer feedback groups are significant. A One-Way ANOVA procedure was used in order to see whether the differences among the groups are statistically significant. Table 4.2 presents the results of the ANOVA procedure.

Table 4.2 The results of the ANOVA on learners' collocation production

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	843.09	2	421.54	8.99	.000
Within Groups	3514.85	75	46.86		
Total	4357.94	77			η^2 = .19

Based on the results presented in Table 4.2, we can declare that there are significant differences among the collocation production of the three groups. At the same time, the index of the strength of association indicates that 19% of the total variance in the dependent variable (production of collocation) is accounted for by the independent variable; namely, feedback types. This means that the remaining 81% of the variance is left unaccounted for. A post-hoc Scheffe test was run to locate the differences between the means. The results are shown in Table 4.3.

Table 4.3   Multi-comparison table of collocation production

(I) group	(J) group	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Direct	indirect	-7.49*	1.91	.001	-12.28	-2.70
	peer	-6.35*	1.88	.005	-11.05	-1.65
Indirect	Peer	1.14	1.90	.835	-3.60	5.88

The mean difference is significant at the 0.05 level

It can be seen from Table 4.3 that there is significant difference between the effects of direct and indirect feedback on learners' production of lexical collocations. The performance of the indirect group was better than that of the direct group. Therefore, it can be concluded that indirect feedback is more effective than direct feedback on learners' production of lexical collocations.

Furthermore, the difference between the direct feedback and the peer feedback groups was also significant. This means that the peer feedback group performed better than the direct group on the production test of lexical collocations. This means that direct feedback is not an effective factor on learners' production of lexical collocations.

Based on the statistics in Table 4.3, it is clear that there is a difference between the effects of indirect and peer feedback on learners' production of lexical collocations, but the difference is not statistically significant. Results also showed that these two groups performed almost the same on the production test. The graphical representation of the participants' performance on the production test of lexical collocations is given below in Graph 4.1.

Graph 4.1 Learners' production of lexical collocations
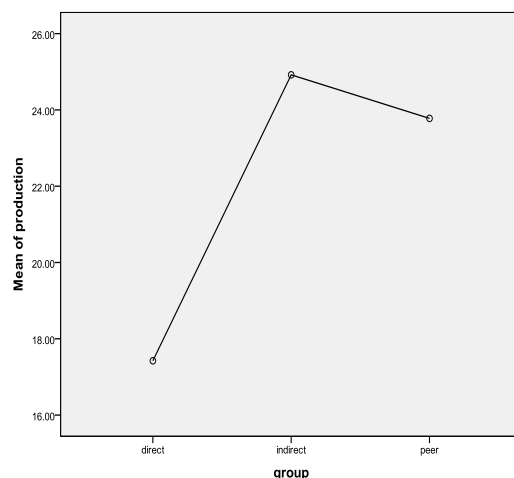
4.1. Discussion

The present study attempted to investigate the differences among the effects of feedback types; direct, indirect, and peer, on Iranian EFL learners' production of lexical collocations. Based on the results of the present study, it was revealed that there were differences in learners' production of lexical collocations depending on the type of feedback they received. The results of One-Way ANOVA procedure showed that the group which received indirect feedback had the best production of lexical collocations, followed closely by the group which received peer feedback. The findings of the study revealed that although the difference between the performance of the indirect and the peer feedback groups was not significant, the indirect group performed better than the peer feedback group in production of lexical collocations. The lowest performance was related to the group which received direct feedback which was noticeably lower than that of the other two groups.

Some of the findings of present study are in line with those of the previous studies (Moehkardi, 2002; Nesselhauf, 2003; Pishghadam et. al., 2011; Shokuhi & Mirsalari, 2010; Ying, 2009) in that they, like this study, emphasized on improving learners' knowledge of collocations for communicating fluently and easily. But the main difference of the present study with the above mentioned studies is in that they put emphasis on improving learners' knowledge of collocations using various methods other than using feedback. For instance, in the study conducted by pishghadam et. al., (2011), form-focused and meaning-focused instructions were utilized to improve learners' collocational knowledge.

Another main difference of the present study with other studies is using different types of feedback to improve learners' lexical collocation knowledge. Unlike the study which was conducted by Frantzen (1995) and revealed that there is no significant difference between different types of feedback, findings of the present study showed that there are significant differences among different types of feedback. It should be mentioned that unlike Frantzen's study that was on writing, the present study was on lexical collocations, and this may be the reason for these different results. In Frantzen 's study, participants were Spanish, but in the present study, participants were Iranian, hence learners' different cultural background can be another possible reason.

Unlike present study, a study by Hyland (2003) showed that indirect corrective feedback led misinterpretation and misunderstanding of students. However, it is worth noting that in the present study indirect feedback did not cause these problems maybe because learners knew what they were expected to write (collocations). Furthermore, the Persian equivalents of what students had to write were provided for them in parentheses.

Unlike Hyland's (2003) findings, one of the findings of the present study is that learners performed better when they received indirect feedback. One reason for this finding can be due to the educational system of our country. In Iran educational system, indirect feedback is not very common and students often receive direct feedback from their teacher. Indirect feedback may encourage students to search new materials and words from different sources such as internet and different books and engage them more in the process of learning.

In another study, the effect of visually enhanced input on learners' acquisition of collocations was investigated by Fahim and Vaezi (2011). A difference of Fahim and Vaezi's study with the present study is in that they used classical techniques such as synonyms, antonyms, definitions, and mother tongue translation to teach new vocabulary. Their study is similar to the present study in that it focused only on lexical collocations and not grammatical. Unlike the present study in which the participants were adults and the teacher told them what collocations meant in the first session of the treatment, Balci and Cakir (2012) taught collocations to young students but they did not refer to the word collocation in their study.

Another result of the present study is that learners in peer feedback group performed better than their counterparts who were in direct feedback group. Results also showed that learners in peer feedback group did not perform as well as the learners in indirect group, but the difference between the two groups was not significant. It should be mentioned that like indirect feedback, giving peer feedback is not very common in our educational system and it is something new. This may account for the improvement in the peer feedback group in the present study.

In line with the present study, Noonan and Duncan (2005) collected data from high school teachers in order to see whether they use peer-assessment in classroom as assessment strategy. Those who reported they did not use, announced that high school students are not able to assess their peers' works. The finding of the study was in accordance with the present study in that such as Noonan and Duncan's study, participants of the present study who received peer feedback were high-school students, but the main difference is that in the present study students were not assessed by their peers, but they were helped to find and write the correct lexical collocations by their peers. This may be another reason why the learners achieved good results in peer feedback group.

In their study, Nagano and Kitao (2008) came to the conclusion that even in advanced level, learners' collocational knowledge did not improve. They concluded that may be because they did not receive negative feedback on their collocational errors. Comparing with the present study, we can declare that giving different types of feedback either positive or negative can be effective on improving learners' collocational knowledge.

The present study revealed that giving direct feedback did not improve learners' collocational knowledge. This finding is in contrast with Bitchener's (2008) finding, which showed that students who received direct feedback performed better than the control group. One possible reason for such a difference may be due to the fact that in the present study, there were two other types of feedback (indirect and peer) that direct feedback was compared with , and results revealed that direct feedback was less effective comparing with them. But in Bitchener's study direct feedback was not compared with any other types of feedback. Students in the direct feedback group were just compared with a control group.

Compared with most of the above mentioned studies which were conducted in ESL context, the present study was carried out in an EFL setting and perhaps this is what makes this study different from other studies. Considering the above mentioned conflicting areas, further research is needed.

5. Conclusion

This research aimed to investigate the effects of feedback types on Iranian EFL learners' production of lexical collocations. Based on the obtained results, it can be concluded that the difference among the effects of different types of feedback on lexical collocation learning of Iranian EFL learners is significant. The results revealed that students in indirect feedback group outperformed the other groups, and students in peer feedback group outperformed direct group. However, the difference between the performance of indirect and peer feedback group was not significant. Students in direct feedback group had the lowest performance. By taking the results of post-test into consideration on the effectiveness of giving different types of feedback in teaching different skills, it is suggested that traditional methods of teaching collocations be replaced with new methods of teaching which contain different types of feedback.

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Language as a Social Phenomenon Relying on Bakhtin's Dialogism

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Abstract

The most important changes in thinking during the 20th century, at least in social sciences and humanities, originate from what is called "Linguistic Turn". Most early literary critics have known language as a passive tool for communicating the information. As the Saussure's views were emerged, preliminaries of such viewpoint appeared indicating that language is a sign on whose contracts a group of people has reached agreement and hence learning language was meant learning and sharing these language rules. But in Bakhtin's point of view, language is basically a social phenomenon and exactly it is this common dimension and language communication that was considered the basis of "Dialogism". Bakhtin believed that language, as a social phenomenon, should be the subject of studying the new science of language; a science which he calls "trans linguistics". In the light of this approach, the most important attribute of speech is its dialogical logic and feature, as such Bakhtin states: "Human turns into existence only via dialogue".

This viewpoint specifically engaged the reader and audience in criticizing and reviewing the texts. Since in any speech act, as soon as language is used, it goes out of author's control and is possessed by the public and becomes qualified for out-of-text-framework meanings and implications. This tendency tries to have a discourse attitude towards the literature; an attitude which knows the meaning fully dependent on the context, since meanings, in fact, are received like a fluid not within the lining. As a result, Bakhtin pays more attention to how to convey the meaning in discourse rather than what the meaning is and emphasizes that there is no single meaning in text, but it carries potential meanings some of which are prioritized over the others (temporarily) due to various reasons such as social and cultural factors. Therefore, literary work has no single and definite meaning, and even it is possible that literary work says something of which the creator is unaware. Anyhow, while defending the openness and instability of texts, Bakhtin has seeking the usefulness of language developments. The present study tries to investigate the Bakhtin's "dialogism" and examine the effectiveness of this approach on the new literary criticism. Meanwhile, he investigates how much receiving the text is variable upon the social and historical contexts and how much the reader is able to reproduce such texts. This goal is realized through examining the Bakhtin's opinions on "polyphony" in the novel.

Keywords: Bakhtin, dialogism, trans-linguistics, polyphony, novel

1-   Introduction

The outstanding character of human life is basically its dialogical aspect. In this point of view, language is given a wide meaning which not only includes the words by which we speak but also consists of other ways of expression by which we are identified and given meaning; those ways which are created only through having conversation with others. From this perspective, we learn the language through communicating with others and not vice versa. Human mind evolution cannot be monophonic from this viewpoint, but it is definitely "polyphonic". Importance and role of polyphony in language and literary studies and criticism is so high that it cannot be ignored easily. We always comprehend and receive the meanings within the dialogue. Therefore, role of others continues indefinitely in conceptualization and ignoring the trans-linguistics aspects leads to lack of understanding in speech.

Bakhtin knows speech as a trans-linguistics issue, since rather than a fixed point, speech is the intersection of several meanings. It should also be noted that the main characteristic of each utterance is its connection to background and value systems and each speech is basically formed around a value system. Bakhtin research on the text polyphony indicates the ways for exploration of discourse

performance within the text which goes beyond the interpretations of language grammar and assumed that language plays a fundamental role in forming the identities and social relations.

2- From Relativism to Dialogical Principle

In the last decade of 19th century and the first decade of 20th century, Russia experienced surprisingly a big jump at least in the areas of literature, language and culture. Great characters, determining currents and numerous rings were formed during this period of time. Schools such as formalism and rings such as Moscow linguistics ring followed by Prague's and Bakhtin's ring are samples from among them.

Before Bakhtin, 20th century common linguistics had been formed basically based on two ideas derived from Saussure. The first idea was that language should not be investigated in view of changes over the time, but it should be viewed from a more stable perspective. In other words, Saussure believed that language is a phenomenon which should be studied in terms of "concurrency" not "at a time" followed by studying the language abstract system (langue) and not language application samples (parole). In Saussure tradition, each sign has a special position and its meaning is constant.

Moreover, it is impossible to explain language evolution and development, if it is viewed as a holistic, integrated and self-sufficient entity. This is what makes it as an autonomous, ignoring its cultural and social structure. Therefore, when we see languages as rather closed worlds, we will be entangled in the debate about how to evaluate them creating an endless discussion that does not lead to any result and this is of course far away from reality. So there is a need to look for language as an organic entity.

The poststructuralist critics of structuralism introduce the concept of the "speaking subject" or the "subject in process". Instead of viewing language as an impersonal system, they regard it as always articulated with other systems and especially with subjective processes. This conception of "language in use" is summed up in the term "discourse" (Selden, 2005: 146). Discourse is defined by the context of occurrence of certain utterance thus, a discourse of the religion , the discourse of advertising (Mills,1997: 9).

Therefore in post-structuralism, sings have always relative and temporary status and their meanings change continuously in connection to other signs, and in contrast to Saussure and other structuralism linguistics before him, Bakhtin who was paying more attention to the language system, imported the speech into the area of linguistic review. The utterance is constantly (and to some extent unconsciously) producing a plenitude of meaning which stem from social interaction (dialogue). Monologue is, in fact, a forcible imposition on language and hence a distortion of it. It was Mikhail Bakhtin who developed the implication of this dynamic view of language for literary texts (Selden, 2005: 40).

Through discussing the dialogical logic, he stood against the formalists and structuralists. Bakhtin's theories were first presented in 1929 with the book "Problems of Dostoevsky's Poetics". Almost all scholars agree that polyphony and dialogical logic were discussed by Bakhtin as the pattern for analysis of literary texts. He believes that: "verbal art can and must overcome the divorce between an abstract "formal" approach and an equally abstract "ideological" approach. Form and content in discourse are one, once we understand that verbal discourse is a social phenomenon – social throughout its entire range and in each and every of its factors, form the sound image to the furthest reaches of abstract meaning"(Bakhtin,1981: 269).

In the book "Bakhtin's Dialogical Logic", Todorov points out that:

Linguistic matter constitutes only a part of the utterance, there exists another part that is nonverbal, which corresponds to the context of the enunciation. The existence of such a context has not been unknown before Bakhtin, but it had always been looked upon as external to the utterance, whereas Bakhtin asserts it is an integral part of it (Todorov,1984:41).The difference between the utterance and the proposition (or the sentence) - a unite of language – consists in that the first is necessarily produced in a particular context that is always social whereas the second does not need a context. The utterance is not the business of the speaker alone but the result of his or her interaction with a listener, whose reactions he or she integrates in advance (Ibid: 43).

Language and human are closely related to each other. Human has no meaning, but in contrast to the other; i.e. he becomes existent within the social context, since if there is not the "other", neither am "I". As

a result, language and social issue are intertwined in such a way that separating them from each other leads to definite death of both. When we consider a role for it separated from its connection role, we have, in fact, taken a big step for killing it. Reviewing the language outside its social context is the autopsy of a dead body. Therefore, human sciences subject should be human himself before and more than anything else and the ability to speak is one of the most obvious characteristics of human. Hence, Bakhtin emphasized the differentiation between human sciences and natural sciences and he knew the "talking" entity as the main topic of human sciences.

From Bakhtin point of view, language has basically a dialogical quality. No speech is uttered by us lacking the others' speech within. Therefore, our speech is always full of others' voices. A dialogue flows within each speech. Therefore, anything which is said comes out of its speaker's possession and redefines itself continuously thorough an endless trade-off. On the other hand, Bakhtin emphasizes that no speech is born automatically, but that is a response to the previous speeches and a reaction to its own context and status. From this perspective, there is no intact subject with an end point for which a duty is assigned forever. Until the human exists, such dialogues are in progress and meanings are reconstructed ceaselessly.

To explain how a particular langue is constituted, how it changes, and how it is acquired recourse may be necessary to facts of a quite different kind – ones of parole(Holdcroft, 1991: 164). In fact, speech lives while uttering and the human himself is a creature which finds his identity by speech. In contrast to the structuralists, Bakhtin believes that language is not a means that only recites the predetermined facts, but it is a social phenomenon born after uttering.

Nowadays, polyphony has enhanced through a new understanding over the language. What we give a meaning or implication today is determined through social status. This is the unlimited sign of post-structuralism which keeps the possible spaces open and hence Bakhtin considered the status as the fundamental and necessary element of speech and he knows the context as an element which plays an essential role in the speech semantics. Since he believes that any speech is uttered in a special situation and any speech seems to be meaningful within the social status in which the speech has occurred. Dialogue and verbal communication are not out of situation and comprehendible context. In other words, through discussing the meta-text connection, Bakhtin caused the text to release from the closed meaning. He argues that the reason for not determining the meaning is due to multiple factors involving in text production so that the text is out of author's monopoly.

3-   Polyphony and Novel

This Narration or representation is a multiplicity of processes revolving around a way of looking at ourselves ,others and about the way in which we   present ourselves and present others or presenting them or using them as conceived by the culture of acting. The means of narrative and representation are multiple, but the most prominent and dangerous is the writing about "other".

That new narrative technique gives a new space in which people's way of life is revealed as this method takes the form of narrative plot. Without that narrations or experiments, then, reality is only dull and shapeless. On the other hand, an individual does not find his identity if he cannot form within what he/she tells. This seems to be true at the level of the individual, it also appears true in a larger sense, at the level of groups and nations. This is manifested by the need, of individuals and groups, to produce narratives giving them dimensions and areas expressing the core of human experience.

Bakhtin sought to reveal the way in which the history of the novel constituted different forms of the chronotopee. Inspired by Einstein s theory of relativity, Bakhtin defines the chronotope as the "intrinsic connectedness of temporal and spatial relationships in literature(Lechte, 2001: 11). In Bakhtin's point of view, the West literature experiences deep transformations in the late 19th century from which "novel" has been reflected more. While examining the novel, especially the works by Dostoyevsky, Bakhtin found out the importance of polyphony.

Polyphony discussions originate from the literary studies and it is nearly 80 years since using this expression by Bakhtin. Polyphony entre a novel stage by Bakhtin and his ideas and becomes a long and rich beginning in the area of criticism in art and various principles of human sciences. This current has become one of the most important and most widely criticism trends, especially since the middle of 20th century up to now.

Special conditions of dialogical logic make us to speak of the polyphony. Polyphony has existed before Bakhtin, especially in music; so that it is considered a type of music in which several voices attend a music implementation concurrently, but this Russian philosopher and critic while borrowing this term, offered a new definition for it which led to appearance of an extensive current in various areas during the 20th century. Polyphony studies were not limited to the literature; it came out of its origin and welcomed by other principles of art, philosophy, social sciences and cultural studies.

Although dialogism and polyphony are used to refer to concepts which were taken as the main characteristic of Dostoyevsky's novels while reviewing his works compared to the Tolstoy works. But later, Bakhtin stated that polyphony and dialogical potential are basically the main properties of literary genre of novel which has made it a meta-type. And hence, polyphony in literature is beyond the polyphony in language, since it is not repeated as much as the language, but it mostly relies on the plurality of awareness and worldview.

This polyphony which is most similar to poly-ideology comes with polyphony in novel more than any other genre. Bakhtin's infatuation to novel genre not only over the other types of verbal system but also the other types of art genre caused him to use this theory in various arts. It is in novel genre that different worldviews are able to be mentioned. In such area, voices are all dominant, needless of domination one over the other. Bakhtin differentiate the novel from other literary genres and calls it a democratic genre, because within the novel area, all sounds and tunes are merged to provide the space for posing the plural and even heterogeneous discourses. The sounds, in turn, each one reflects the worldview of various social classes.

Novel is a tolerant form and receives the external forms and sounds in such a way that it becomes a meta-type. Novel by itself speaks about the uncertainty. That's why the study by Bakhtin about novel was extended to the other areas of human sciences and he presented a re-reading of texts. It is obvious that in a text like novel, the author does not say the last word; but through the sounds heard within the novel, it can create a space in which continuous meanings are created constantly.

In fact, a novel through leaving the reader free to conceptualize and judge about the characters and accidents, makes the sounds come out and an endless dialogue is formed without suppressing one by

another. It is in such situation that the monophony and monopoly can be destroyed and make the margins to come to center.

To merely note that a text is multivocal is not so interesting in itself, rather the aim of the strategy is to use the multivocality to generate new question to pose to the text: what characterises the different voice of the text? When does each voice speak? What meaning do the different voices contribute to producing? (Jorgensen and Phillips,2002: 151). So Bakhtin notes in his book "Problems of Dostoevsky's Poetics":

The very orientation of the narrative – and this is equally true of narration by the author ,by a narrator ,or by one of the characters – must necessarily be quite different than in novels of the monologic type. The position from which story is told , a portrayal built , or information provided must be oriented in a new way to this new world- a world of autonomous subject ,not object(Bakhtin, 1999: 7).

In fact, what attracted the Bakhtin's attention in Dostoyevsky novels was the polyphony of his novels. Bakhtin believed that Dostoyevsky was the author of thresholds. This issue reveals the concept of '"border" in the Bakhtin's thought. Border of the most important functional status is dialogue and it is only thorough the border that concepts are exchanged and create the meaning. Bakhtin believes that importance of each speech lies in this fact that we are basically at the threshold and as soon as we exit the border (i.e. dialogue), we get void, boring and soulless and move towards the degeneration and demise. Therefore, any speech is involved in borders and any border is connected to multiplicity.

Where Bakhtin analyzes that polyphony novels have been dominated with agonist and antagonist, demising the monopoly in modern works is promising. Then, from among the issues that can be taken into account in polyphony novels is that agonists of polyphony stories lose their main functions. Other agonist characters are not those who seem to be eternal and mythical through keeping the distance away from their audience and manifested as the sacred object.

This attitude has led to a huge transformation in value system, since it doubted implicitly their originality and transcendence. Consequently, novels lost gradually religious values and now they are not considered an unattainable thing which is the product of unique genius of author, but they are accepted by people so that they come in dialogue in a democratic way. This is a big step for taking the art out of the powerful class domination and its endless supervision. In fact, it is due to this mass nature that novel takes inevitably the clear political strains.

It is important to remind that for multiplicity of people or novel characters is not important for Bakhtin, since such multiplicity can occur based on the convergence, but what is important for him is the diversity and even differentiation and contrast in a space where any sound can speak independent of the other.

Polyphony novel rejects the life within pre-known frameworks with constant borders and admires living on the borderlines and constant effectiveness of both of them. Novel generality tends to this received framework that identities deal more with paths than the roots and they are mostly on the borders than inside the territories. But such multiplicity of sounds does not lead to the characters, but the reader dialogue with text is one of the most important issues taken as considered dialogism, since it is the text reading that can wake up the various homogenous and heterogeneous sounds. Text always contains sounds unlimitedly. Readings make the latent sounds of text alive so that nature of polyphony would be dependent of intellectual, cultural and social structures.

Generally speaking, we notice that the new narrative technique takes us far away from our own individuality to come back with a spirit of revision and reconstruction for exploring and exclude the dualism. As Bakhtin claims the novel is a cultural diversity of languages, sometimes for languages and individual voices, a diversity of literary systems. He also observes that it is possible for the novel, which is built on dialogical system, to neutralize the role of the author leaving a complete freedom for other voices and patterns to give their ideologies.

This new trend come to take the form of an open and equivalent kind of dialogue between different groups without any exceptions for each of them. The addressed dialogue is the main reason of emerging the hybrid identity. In this way, the philosophy of cultural equality, cultural relativism and group rights have transformed to a new general narrative philosophy which in turns affects the everyday life. This means the cultural diversity becomes, in itself, a way of life and thinking. So narration and representation

is a fertile ground upon which this trend is grown up and flourished. That is why narration is the best domain of that intellectual trend.

4-   Reader and Making Meaning

Within the same domain "Gerald Prince" raised a significant question in the study novels. He asked, why do we study a novel according its narrator, novelist, character etc., but we do not ask ourselves about the cultural and social diversity of the person who reads that discourse? In this respect also, Wolfgang Iser calls for studying the influence of that discourse upon the reader himself rather than other factors. So he argues that the duty of the critic is to shad light upon the ways in which the discourse or the text can have an effect on the reader. Jacques Derrida, on the other hand, argues that there is a meaning focused on the " a high self" of the author, yet for the same purpose it is possible to focus on " other self" which is the reader.

If we look for the literary work, we can see that it does not represent topics, but it indicates beyond it a complete world, through choosing special norms, qualified systems or certain point of view. So any text is seen as a huge storage of those norms turning to imaginative world. Hans-Georg Gadamer also adds that any attempt from the reader to understand the text is based on the different questions selected from the reader's culture. In his Reception theory Hans Robert Jauss used the term "horizon of expectation" to group different cultural norms, claims, and scales by which the reader can understand the text and then he pays his judgments on a literary work in a certain age.

This horizon of expectations can be formed by certain principles such as traditions, customs and the definition of the art (as an aesthetics), or it is a Prevailing moral codes. So this horizon of different point of views tells us the theory which focused on the reader though it has no one beginning or even dominant logical philosophy. As a result all the above mentioned writer they have different thoughts, yet they do agree on one basic point in the text, which is the impossibility to look or interpret of literary work away from the reader, and asking what is the aim of the text to have an influence upon and why.

Associating the reader is important due to the fact that its first consequence is negative multiplicity and negation of monosemy power. From Bakhtin's point of view, several sounds are heard at a time while dialoguing with each other. But it does not end to this and polyphony can be examined in three levels. One level is the intra-textual level including those sounds present at text and the other is inter-textual level which establishes communication with other texts in dialogue. The last one is the meta-textual level in which the dialogue affects the readers and releases a huge potential of sounds and concepts multiplicity. In fact, Bakhtin passes the author's intention through dialogical logic, then the reader's reception and pays attention to the novel creation occurred here.

Bakhtin rejects what he sees as the structuralist tendency to analyse texts as though they were completely self-contained units whose meaning could be established independently of context. Rather any attempt to understand parole must take into account the circumstances, assumptions and the time of the enunciation of the utterance. In effect Bakhtin urges that account must be taken of the contingency of language (Lechte, 2001: 11).

The main contribution of Bakhtin's theory is to reject the traditional way of explaining or even look for literature. The special focus then is paid for the "principles of literary criticism" and "practical criticism" in order to analyze the process of reading, i.e. study literature with paying much attention for the emotive function of it, which uses to evoke the author and the reader's emotions or to create a personal and objective view about the world. Furthermore, the term "reading" has become one of the prominent and well-known term in the cultural studies and one of the 20th -century important critical trend.

From this perspective, reader does not read the common concept of word, but creates. From Bakhtin's point of view, it is admirable that it has the capacity of uttering the sounds. It should not be monosemy and allows the multiplicity. Such writing expect the most from the audience and it can be said that it has been given values, since through making meaning opens the spaces it come in dialogue and requests the ways of making meaning from the audience while makes him to assess the words. It is from this perspective that criticism can be equivalent to the creation.

It is important to remind that here those readings are not discussed that criticize the text concepts. Even those criticisms are not posed which extract the latent and pre-determined themes of work like an ore. But actually we are speaking about those criticisms which create new concepts. Similarly, elements of one work are only excuses for making the meaning.

From this perspective, novels are not necessarily mere imitations, and even are not dependent on the realities, but they are themselves new horizons for creating the new realities. This approach tries to excellence the reader as an author and moves towards the point where even the idea of necessity of "semantic center" is rejected. Hence, limiting the writings within the author's intention is void and ridiculous.

The important point to which we should pay attention is that the reception that a reader has is not fully personal, but it is created through affecting the codes accessible for the audience. In fact, these are the cultural codes which provide a framework for making the meanings. In this sense, concepts have not been specified and determined and nor loosely left, but messages are related to the system of implications before dealing with an objective and real thing.

In this approach, Bakhtin reminds us that in connection to language, we do not face a material device, but we connect to a live, dynamic network and a layer including various variables and they update themselves ceaselessly. It is likely to say that the most important result of this approach supervising the independent and expressive sounds is decentralization; the issue that makes to release the choked sounds. Importance of such issue reveals when affairs like class, gender, race, power and etc. enter the language area automatically and show the close relation between language and society.

Polyphony is a phenomenon which has a close relationship with other concepts. In his studies, Bakhtin lists a set of critical system from which polyphony is originated. In fact, it is not possible to recognize the polyphony without recognizing the concepts.

What is important is then, this cultural relativity has been paved the way for relative ideas of dealing with different cultures. This means that it is impossible to evaluate a culture or create a universal picture, rather what only give is a relative picture of that culture, according to the criteria of that culture in itself (not by the standards of other cultures).

This kind of critical awareness contributed in opening a diversity of critical discourses in different areas making it a double or multi-discourse. It exercises reading, analysis and criticism on two or more levels together and at the same time it criticizes the critical discourse which exists as an institution and as privileges, and bursts into other horizons.

5- Conclusion

Mikhail Bakhtin's influence and participation in literary theory can be seen in creating a unique culture at the level of the language focusing on the dialogism. The language in this sense, as Bakhtin claims, is an incomplete and partial project, and it is a continually growing process. Thematically and technically, then, the novel is based on this spirit of the age, rejecting the monotheistic authority. Therefore, the new narrative technique creates a hostile and different text to the cultural of despotism that orders unity and rejecting the multitudes, by creating a new culture of knowing ourselves by knowing others. In this way we will succeed in creating our new identities throughout differences rather than similarities.

Thus, we may find variety of characters in the novel, patterns that may vary to the extent of contradiction but that differences provide opportunities and possibilities of a rich cultural diversity. These possibilities have noticed well by Bakhtin arguing that language should be studied and analyzed as a cultural production i.e. a cultural work in light of the novel. Moreover, the move away from unity to the new novels resulted in showing self-sufficiency and the emergence of identities, whether it is seen away from race, sex or the generation or the institutional and geopolitical location. What is new in this trend is the need to think beyond the traditional narration of original and primal objects and to focus on those processes produced by the disclosure of cultural and all these liminal spaces.

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A comparative criticism of Feminism in Virginia Woolf's "The Lady in the Looking-Glass: A Reflection" and Moniroo Ravanipoor's "The Gray Friday"

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Abstract
Feministic ideas root in the western modernism, after industrial revolution and two great wars. The evolutions were reflected in the literary works in the end of ninth century and twenty century. Feminism in the western world established to change and improve the women's conditions. Feminists try to trace their feministic worldview through literary works like short story, romans, and different types of art. "The Lady in the Looking-Glass: A Reflection" is a short story by the great feminist, Virginia Woolf, in which her feministic ideas have reflected. In Iran, Moniroo Ravanipoor affected by Woolf's wrote "The Gray Friday", a short story about her feministic perspective to challenge her local women's conditions. This study try to compare these short stories, "The Lady in the Looking-Glass: A Reflection" and "The Gray Friday", to debate the different perspectives of feminism such as liberal feminism, radical feminism and existentialist feminism.Woolf's feministic idea is more existentialistic than liberal or radical in this story. RavaniPoor narrates the story in which can find existentialist footsteps more than radical's.

Keywords: feminism; Virginia Woolf, Moniroo Ravanipoor, The Gray Friday, The Lady in the Looking-Glass: A Reflection, Existentialist feminism

1. Introduction

Comparative literature is a branch of literary criticism which discusses the various nation relationships all together and reflections of their literature in each other (Farshidvard, 1373: 808). Abdolhossein Zarrinkoob in literary criticism believes that "comparative literature does not emphasis only on comparison and equilibration, but it tries to present which literary work is created by affection and influence of another one and measures the amount of these on literary figures of various nation(1386, p:126). Primarily, Feminism is a basic idea in the women literary writings, which can propose in study of two different literary works. Virginia Woolf was the famous English feminist novelist who challenged women's contributions in her stories. "The Lady in the Looking-Glass: a Reflection" is a short story by Woolf, in which she reflects many feministic ideas. In this short story, she expose woman with herself and her past experiences. Woolf's feministic thoughts in modern era effected on the literary writings greatly. Consequence of the event, modernism in Iran was influenced by western feminism and Iranian women writers reflected the ideas in their works. Moniroo Ravanipoor, Southern Iranian writer, in a collection titled Kanizoo remarks her own specific feminism in the forms of short stories, which one of them is "The Gray Friday". Ravanipoor inspired by feministic school, imaged loneliness of a lady who involves with her feministic issues both internally and externally.

   This study attempts to apply the comparative criticism on "The lady in the Looking-Glass: a Reflection" and "The Gray Friday", in which can explore the differences and similarities of them and find the influences. Correspondingly, this study discusses the questions concerned with liberal, radical, and existentialist feminism in two short stories by Woolf and Ravanipoor.

2. Feminism

The roots of feminism can be attributed to developments such as the Renaissance and the post-Enlightenment and then French and Industrial Revolutions, which have questioned the relationship between men and women in some or all aspects (Sajadi, 1384). In the twentieth century, women's struggles arose in any systematic way. In History of Literary Criticism and Theory, Habib categorizes feminism to three types: first, modern French feminism was drawn from the revolutionary atmosphere of May 1968 which saw massive unrest on the part of students and workers; it discusses biological contributes. The second is American model that received a major stimulus from the civil rights movement

of the 1960s; therefore, it tied Marxism to feminism. The last one is English, which is initiated with Virginia Woolf and her 'political orientations' and ' rewriting of history by women'. (Habib, P: 669-671) Since the early twentieth century feminist criticism has grown to encompass a vast series of concerns: a rewriting of literary history so as to include the contributions of women; the tracing of a female literary tradition; theories of sexuality and sexual difference, drawing on psychoanalysis, Marxist, and social science; the representation of women in male literature (Habib, P: 667). By considering the most literary works are product of thinking dominant patriarchy in the society, literary criticism examines the women's role and the level of activism and action of them in literature. With changing the world of text, behind of the text changes, so the visible world can be changed by reader's attitude. Consequence of that is leading the action to eliminate the distinction between women and men (Gholamhossienzade, 1392).

There are many various tendencies related to feminism, liberal, radical, and existentialist feminism, which have particular characteristics and specific result.   Liberal feminism is the most widely known form of feminist thought and it is often seen as synonymous with feminism perse—that is, responses to the question ' what is feminism?' or 'are you a feminist?' commonly draw upon liberal versions of feminist thought. It is certainly the 'moderate' or 'mainstream' face of feminism. Not surprisingly, liberal feminism involves an emphasis upon reform of society, rather than revolutionary change (Beasley, P: 51).

Radical feminism, unlike liberal and Marxist/socialist feminism, is not drawn directly from previous bodies of 'malestream' thought. It offers a real challenge to and rejection of the liberal orientation towards the public world of men. Indeed it gives a positive value to womanhood rather than supporting a notion of assimilating women into arenas of activity associated with men. Radical feminism pays attention to women's oppression as women in a social order dominated by men. According to this approach, the distinguishing character of women's oppression is their oppression as women, not as members of other groups such as their social class (Beasley. P: 53).

Existentialist feminism, first described by Simone de Beauvoir (1949/1989), suggests that women's "otherness" and the social construction of gender rest on society's interpretation of biological differences. Existentialists see "women's and men's lives as concretely situated" and emphasize concepts like "freedom, interpersonal relations, and experience of lived body" (Hesse-Bter, P: 272).

Feminism rapidly found its way in both eastern and western literary works, which changed the women's condition in family and society. Basically, the movement does not belong to Iran but in modern era could creep in Iranian literature. Iranian writers, inspired by western feminism, created literary works to represent their different feministic ideas and interpretations. Iranian feminists have not followed a particular way and critical approaches which distinct them from wester feminism (Zibaiinezhad, 1388).

3. Virginia Woolf in "The Lady in the Looking-Glass: A Reflection"

Virginia Woolf was born in London in 1982 as the daughter of a philosopher and scholar. Her world was from the beginning the cultured world of the middle-class and upper-middle class London intelligentsia. Woolf was increasingly concerned with the position of women, especially professional women, and the constrictions they suffered under (Abrams, 1986, p: 2330). Though her views have been criticized by some feminists, Virginia Woolf was in many ways a pioneer of feminist literary criticism, raising issues_ such as the social and economic context of women's writing, the gendered nature of language, the need to go back through literary history and stablish a female literary tradition, and the societal construction of gender-that remain of central importance of feminist studies. Woolf's literary criticism is closely tied to the modernist nature of her fiction, and expresses the broad philosophical and feminist dispositions underlying her novels. Her work is modernist in its complexity of characterization, its use of multiple and shifting narrative perspectives, its manipulation of time, its intricate conception of experience, its accumulation of esoteric symbolism, its treatment of connections between human identity and its surroundings, and, above all, in its implicit acknowledgement that language does not intrinsically refer to some "external" reality, but itself shapes the realities that we experience. Indeed, the "reality" explored in Woolf's novels is largely that of the "internal" psychology of given characters as this interacts with the "external" world (the distinction between "internal" and "external" is being blurred (Habib, p: 671- 673).

Parvin Tajbakhsh and Simin Farzad compare feministic perspective of Woolf, De Beauvoir, and Daneshvar and claim that "in Woolf's writings, we do not face with a sense of emptiness and betraying of spouses. The anguish of women in her works originates from a sense of repetitious life in the upper class world". Finally, they conclude that "the mental disturbance of Woolf, De Beauvoir, and Daneshvar is ignorance of woman's identity and her existence in the society, which is imaged in the form of womanhood through all complicated layers of their works (2014).

As an omniscient point of view, the narrator of "the Lady in the Looking-Glass: A Reflection" analyzes an alone woman who is from upper class. At the beginning, the narrator tries to explore "like one of those naturalists who, covered with grass and leaves" (Woolf, 2015). Internally, Woolf in the story traces a world of two dimensions and digs unconsciousness of her character. The world sometime is as a beautiful garden and sometime is a sea with "cuttlefish". Yet, the story is unknown of gender difference, it is impartially plotted a "drawing-room" as the character's mind. Biologically, she discusses as a naturalist about a woman to hand her mind, concerns, wishes and experiences. Woolf tries to present a woman just as an existence, not a woman or man. "looking-glass" is like a wall to divide two different world of the protagonist. In a glance on the descriptions, we predict a change in everything.
"Nothing stayed the same for two second together."(Woolf, 2015)
For Woolf, internal world is dynamic and external world is static, which are reflected by "looking-glass". She drowns her protagonist in an unchangeable nature which leads her to anxiety.
"Outside, the looking-glass reflected the hall table, the sun-flowers, and the garden path so accurately and so fixedly that they seemed held there in their reality unescapably. It was a strange contrast—all changing here, all stillness there."(Woolf, 2015)
    Feministic debates start from the appearance of a lady named "Isabella Tyson", who "had gone down the grass path in her thin summer dress" (Woolf, 2015). Woolf introduces an affluent and unmarried lady who is unknown and hard known. She represents the woman so complicated that it is easy to describe a "convolvulus and traveler's joy" but a woman like Isabella not. Complex levels of her mind are simulated to "little drawers" to reach ambiguity and mysterious of her life. These drawers filled by her experiences with many people and her friends in the past. It means that she has had a lot of relationships and intimacies. The woman Woolf introduces, dose not marry but "if one had the audacity to open a drawer and read her letters, one would find the traces of many agitations, of appointments to meet, of braidings for not having met…"(Woolf, 2015). Womanhood experiences and intimacy in her life don't bring her to happiness. Dreadful temper of the story infuses the feeling of intricacy and puzzlement about woman. Continuingly, the various point of views move from the "drawing room" to the "garden" to inspire instability and ambiguity of her personality. Entrance of letter carrier and shadowy existence promise a new event in which the reader anticipates finding about the character. The more we see that the narrator applies every instrument to recognize the lady, in the process, she professes that "one must put oneself in her shoes." And she follows "Isabella" in the garden step by step in order to depict her in a real existence. Apparently, she is a wealthy and famous lady who is pruning out the weeds of her own mind to bosom freedom. Daily womanhood amuse her to look at herself, therefore an attempt needed to release her true existence. In the end, we see that the spread light highlight the character's personality which reflected in the "looking-glass". Decrypting of the mysteries of "Isabella" is as elegant as the reader transshapes with it. Cruelly, the "looking-glass" shows her naked body to bare the true nature of woman in loneliness, "here was the hard wall beneath."(Woolf, 2015) When "Isabella" separates from anxieties, finds herself in emptiness and misery. The last line of the story, Woolf writes "people should not leave looking-glass hanging in their rooms" in which indirectly, she denotes that in face with a pure nature of womanly existence, it is better to deceive herself.

4. Moniroo Ravanipoor in "The Gray Friday"
Moniroo Ravanipoor is a Sothern Iranian contemporary novelist and translator whose "Jome Khakestary" (original title) belongs to her Kanizu collection. Moniro is a writer, who tries to prove an issue which all people believe but deny (Gorgi, Derogarian, 1391). In this story, she discusses an educated, divorced, and lonely woman, who defines her womanhood day with "the pendulum motion was uniform and regular,

like yesterday, like the past days."(Ravanipoor, 1988) At the beginning, the storyteller attempts to inspire a sense of daily and monotony in order to form an uncolored feministic debate. "Foggy weather made everywhere gray." (Ravanipoor, 1988, P: 133) Foziyeh Darvishzade in "An analysis of Kanizu collection" states that 'in the short stories of Kanizu collection, there are many women who are not good or bad. She does not challenge all types of women such as housewife or homeless, but the characters are gray and plotted by their specific conditions (Darvishzade, 2016). In Moniro's stories, narrator initiates as omniscient, so the reader follows it with an internal trust. The story always depends on a character that is predominant on the plot (Darvishzadeh, 2016).

The story consists of two dimensions of feminism. Firstly, the character faces herself in her room" in front of mirror and touched wrinkled skin around her eyes: Ha! You come slowly, increasingly come, three ones on the forehead, two ones on the corner; ohh…another one is here… "(Ravanipoor, 1988, p: 135). In the room as a symbol of her mind, she reviews the past memorabilia of her marital experiences, "she prepared breakfast table in order to he could wake up restfully, as his snorting filled the room" (Ravanipoor, 1988, P: 134). In this part of story, Moniroo criticizes the male-controlled perspective, which is prevalent in feministic discussions. "…, woman must be as a woman…" (Ravanipoor, 1088, P: 134). Inside the room, she challenges with herself with a rough tone and tries to judge her own behavior. "She screamed: it is injustice, you did not want to be my partner, I did so…..ha ha ha, because I laugh at you, I torture more than you…ha ha I preferred death…you wanted life…(Ravanipoor, 1988, P: 135). In following of the story, we see that the protagonist attempts to blame herself and her cry is due to pain and internal chaos. In the past, she wished and scrambled to get freedom, to change her condition but she is alone now. "She could not think, the visions are repeating as she did not tolerate them, there was no any proportion within them. "Work, work for that she leaved her womanhood life, and now, it suppresses on her life as a leaden sinker" (Ravanipoor, 1988, p: 133). The second aspect begins after the woman leaves the room and goes out. "I must go out, certainly I must go out". The character follows the plot out of the room and in front of society, in which she meets men after disappointing of her visionary husband. There are many men to whom she has protested. In this portion of story, the narrator reflects her anxieties caused by inequity of men's and women's right in the external world. To get rid of her distasteful thoughts, the divorced woman insists to make new relationship with another people. Moniroo exposes her character with various kinds of men and then refuses all of them to represents her displeasure of masculine society. On her journey, wandering protagonist is gone to her friend's home named "Soraiya", who "was not in favorite of any art, she was completely homespun" (Ravanipoor, 1988.P:143). We see that the path of feministic discussion streams in back action. It means the artist character unconsciously comes back to her womanly through "Soraiya". Then, she does not know "Soraiya" at a real sense. "Really who was Soraya?" That is not an obvious wall between reality and unreality, thought and truth complicates the character "like a spider is spinning the web dynastically", and leads her to decay in all aspects of the plot. Her coming back to the "room" indicates her misery to improve her condition as a woman divorced from a man. She is not happy at all. At the entrance of the room, she encounters with a "pigeon" is dying, but it makes her glad as she dresses her "orang garment". It sets on her hand to come back to her womanly life. She seizes at the mirror. There was not wrinkle skin and it seemed she became as a young lady. In the end, with the death of the "pigeon", the woman is with a deep disillusion sense, though she is a real existence with free choice. Yet she is alone and there is no change in her life. Everything around her is getting darker and darker, but "the window was open, she took the dead pigeon and then lied down on the bed and covered herself by a blanket and bosomed the bird." (Ravanipoor, 1988, P: 145).

5. Conclusions

By applying a comparative criticism on these feministic short stories, "the Lady in the Looking- glass: A Reflection" by Virginia Woolf, and "the Gray Friday" by Moniroo Ravanipoor, we can claim that both authors discuss women's position and their anxieties in a particular scope. The fragmental and unbalanced beliefs and thoughts in both works tell us the disorder condition of women who are challenging feminism even in their own loneliness. We can see Woolf's footstep in pigeon's death,

depression and emptiness in "the Gray Friday". Woolf and Moniroo, both center an alone woman as the main existence with many disgust contributes try to show that women cannot reach her right by one dimensional perspective. In Ravanipoor's the character is disillusionment of marital relationship and in Woolf's, it is the disillusionment of mal intimacy with men. It means that their women are interact with their past, which control them to follow life. Despite finding no men in their lives, we see a pessimistic ending for both protagonists.

What distinguishes these two works is the reviewing of feministic notions on women's conditions. Ravanipoor in "the Gray Friday" uses reporting style to reflect her own local culture related to women. Influenced by Woolf's feminism in this story, she discusses only woman, but with two dimensions. Protagonist's internal world is the "room" and her external world is out of the "room" and where she faces with society and men. Basically, Ravanipoor's story and Woolf's work are different in notion of feministic idea, in which Ravanipoor challenges woman divided in two world, but Woolf in this story varies woman through herself without society. Existence of woman as an independent creature is emphasized in Woolf's, which is unregarded in Moniroo's. Woolf uncovers her character in front of the "mirror" to debate philosophically. Neutered essence of Woolf's feminism in this story is questioned by an unhappy ending. Ravanipoor's plot contrasts woman and men to escape from Woolf's neuterality. Woolf in this story shows that women are unknown and blurred in their various layers of life.

  In the feministic study of "the Lady in the Looking-Glass" and "the Gray Friday", it is hard to categorize these works to liberal feminism or radical feminism. In Woolf's there are no sign of gender separation and also no revolutionary stimulation. In the end of "the Lady in the Looking-Glass" the character reaches to emptiness. In spite of the fact that in Moniroo's her character exposes with men, she plots many free choices to select her path. Ambiguous complication of liberalism and radicalism in Moniroo's leads the character to exact place where her journey begins with a sense of loneliness and silence.

  Contradiction in division of liberal or radical feminism leads these two feministic literary works to existentialist feminism. Woman's existence as the main contributor of the actions in these works shows existentialism. We can see the free choice for their characters in their journeys. In both, the heroines more pay attention to relationship with another people and they are also challenging with their memories, wishes, and experiences with "men" in the past. Vacuity of woman's existence in one dimentional perspective is regarded by both feministic writers, Woolf and Ravanipoor.

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The impact of raising awareness of textual patterns on Iranian EFL learners reading comprehension.

Laaya Jafari

Abstract
Any written text, just as spoken language, bears an interactive nature; the reader interprets it,' the meaning being a matter of negotiation between the reader and writer ;(couther, 2000.9). one of the most significant purposes to read English texts is to become able to understand writers message and to communicate one's own ideas or opinion. An aim of our experiments was to consider how text patterns (problem –solution, general –specific, claim –counterclaim, question –answer) guide learners to develop logical thought in order to acquire better reading skill. Forty EFL advanced learners participated in this study. The design of the study was semi-experimental consisting of pet-test, pre-test, post-test and control group. The study utilized Levene's test to ascertain the homogeneity of the learners and paired sample T-test to examine the effect of instruction of the researcher on reading comprehension of experimental group. Results indicated that there was a significant difference between the performances of the experimental and control groups. This study demonstrates that teaching textual patterns of texts can lead to positive effects in EFL learners' reading comprehension

Keywords: raising awareness, textual patterns, Iranian EFL learners, reading comprehension

1.Introduction

1.1 Background
  Reading is a multivariate skill involving a combination and integration of variety of cognitive ,
 linguistic and nonlinguistic skills ranging from the very basic low-level Processing ability in decoding print and encoding visual configuration to the high-level Skill of syntax, semantics, and discourse, and to a still higher-order knowledge of text Presentation and integration of ideas with the reader's global knowledge. Presentation and integration of ideas with the reader's global knowledge. According to Grabe and Stoller (2006:25), ''the most fundamental higher –level comprehension process is the coordination of ideas from a text that represent the main points and supporting ideas to form a meaning representation of the text' 'which they termed as "a text model of reading comprehension", and which claims that L2 readers parse text into smaller units such as words, phrases, and clauses, based on lexical and syntactic information available, and then incrementally integrate them into a larger discourse context (Freck-Mestre&Pynte, 1997; Hoover&Dwivedi, 1998;1998; Juffs&Harrington, 1995). Any written text creates and generates a relationship between the writer and reader and the meaning of the text is conveyed through this interaction: not only the writer writes, but the reader also takes of written text. The reader is to interpret the relationships between textual segments and to
question the text as it unfolds. According to Mc McCarthy (1991), reading has a positive and active role for the receiver (p.169) McCarthy states that good readers are always attending to segmentation of the discourse and predicting not only content, but also questions that the author is likely to answer to further unfold the writers message. As Mc McCarthy (2001,76) states, inability to understand discourse-organizing words or misinterpretation of them could cause the problem, if they are seen as a signal of author's intent. an active part in this seen as a signal of author's intent. an active part in this interaction, Hoey (1986). This creates what is called the interactive nature interaction, Hoey (1986). This creates what is called the interactive nature of written text.The reader is to interpret the relationships between textual segments and to question the text as it unfolds.
Nunan also (1999:274) favours promoting awareness of the differences between the models of
spoken and written language, in agreement with Tomlinson (1998:89) who advocates the use
of materials that involve the learners in meaningful encounters, allowing for subsequent
analysis by the learners to involve them in language awareness, a point for which
Nunan (1999:290) warns:

'…getting the students to turn a set of […] simple sentences into coherent discourse is […] relatively straightforward, [but] the processes the writer must go through are extremely complex. […] they are required to use cohesion appropriately.'
According to Grabs interactive model of reading (1988), in reading a text both bottom –up (lower –level) and top-down (higher –level) reading strategies should be included. when reading and writing not only vocabulary and grammar but also text structure, systems networks and patterns, are important tools to process a text. The aim of this paper is to consider how effective the knowledge of textual patterns is concerning L2 reading ability.

2.Litrature review

2.1 Discourse analysis
It would be possible to use the working definition of discourse analysis found in the works of cook (1989),Mc Cathy (1991) and fairclough (2008) in that case Discourse analysis would bedefined as the relationship between language and Its intertextual, social and intercultural contexts
in which it is used, but to Achieve the purpose of the degree project it is better to adopt ostman and Virtanens (1995, p.244) view on discourse analysis and define it as "an umbrella Term for all issues that have been dealt with in the linguistic study of text and Discourse.
Nunan fairclough (1992:28), giving his impression on discourse /suggested that 'it is more than just language use. It is language use, whether speech or writing seen as type of social practice".
 In fact, any kind of language activity which takes into account the social aspect of communication relates to society and the Culture it belongs to. Halliday (2001.187) distinguishes between spoken and Written discourse describing spoken as 'language in flux': language realized as movement and continues flow 'yet written discourse as 'the language of the School 'and language 'infix' by which "writers construe 'or rather re-construe Experience. All have been speakers and listeners first, so that the written world Is their secondary socialization.
Discourse analysis can be divided into two types: microanalysis and macro analysis.
Fairclough (1992) states that the former is to explain "precisely how participants produce and interpret texts on the basis of their members resources "and the latter is "to know the nature of the members resource that is being drawn upon in order to produce and interpret texts .
(Fairclough 1992:85). Micro-analysis focuses on vocabulary and grammar including cohesive relations and grammatical regularities. For instance, Halliday and Hasan (1976) develop lexical collocation at the textual level Macro –analysis investigate the organization of texts such as patterns and types. In this strategy, the delicate relationship between language forms and particular contexts and it users is discussed Mc-Cathy 1991).
Micro analysis seems to have a longer tradition rather than the macro analysis (Brown and Yule 1983) and the teaching of grammar and vocabulary seems to be more focused on at school, it is necessary to consider the knowledge of text organization to be very effective for L2 learners' in improving their English ability This is because a number of different texts show that "there is a distinct preference for certain ways of organizing and presenting information, and that some rhetorical or discourse patterns tend to recur with a regularity which cannot be coincidental"(Holland and Johnson 2000:14) Hence, learning text patterns can be expected to enable L2 learners to decode the spoken /written text at the level of macro structure. This, however, does not mean that one of them will be more effective than the other in teaching English to L2 learners. Mc Carty indicates,
The main point is that macro –patterns themselves don't seem to be lacking once reasonable general competence has been achieved, and that where the macro-patterns are absent, there seem to be basic clause-and sentence level problems that demand higher priority in teaching
 (McCarthy1991:166).
For the purpose of interpreting texts, the knowledge of macro analysis, as well as that of grammatical aspect and the aspect of the textual patterns are significant to teach English to L2

learners. As Fairclough claims, it should be recognized that"micro_and macro analysis are […] mutual requisites"(Fairclough 1998:86)

2.2 Textual patterns
There are three major common text patterns such as the 'problem –Solution', the General-Specific' and Claim-Counterclaim (or Hypothetical –Real) patterns, which another commonly developed pattern is that of 'Question –Answer '(Hoey ,1994, Coulthard,1994, McCarthy,2001). Here each pattern of text organization shall be discussed.

2.2.1 Problem –solution pattern
This pattern has been commonly identified as important during among the several linguistic scholars although they didn't clearly lable it (Hoey .1994).
This pattern is comprised of Situation (where did the event occur?), Problem (what requires attention in the situation?), Response (how did the characters / author respond to the event?), Evaluation /Result (How successful was this response?) and Solution (How was the problem addressed?). The 'Problem-Solution' pattern is a typical pattern of discourse and is frequently found in advertising texts which aim to convince consumers to solve their problems through the purchasing of the said products (McCarthy,2001).

2.2.2 General- specific pattern
The basic structure of this pattern is that text includes "an initial general statement, followed by a serious of (progressively) more specific statements, culminating in a further generalization'' (Holland and Johnson 2000.21). In a typical case, a passage including a general statement is followed by another passage, which expands the generalization, such as exemplifying, Explaining, and /or justifying. McCarthy offers diagrammatic representations:

General statement   General statement

Specific [ ] ment 1   Specific statem[ ]

Specific [ ] ment 2   even more spe[ ]

Specific [ ] ment 3   even more spe[ ]

e[ ]   etc [ ]

General s[ ] ent   General state[ ]
                                                        (Mc Carthy 1991:158)
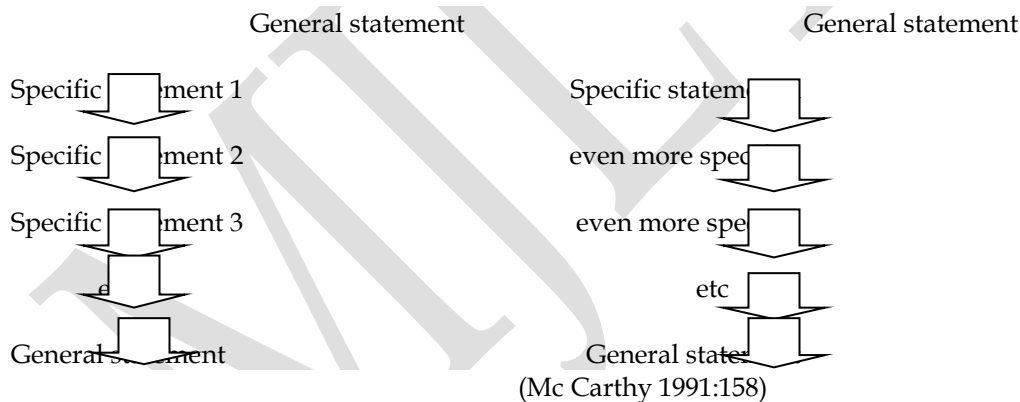
2.2.3 'Claim-Counterclaim'
This pattern is one where a series of claims and contrasting counterclaims is presented in relation to a given issue (Holland and Lewis 1997:23).
 This pattern contains at least three elements claim /counter claim and common ground which reveal similarity or what is in common between two opposing assertions.
Each element makes use of special lexical items to signal its message:
Claim: argue, assertive, state, view, etc
Counter-claim: contest, reject, etc
Common ground: accept, admit, agree similarity, etc.

2.4 signaling of textual patterns

2.4.1 vocabulary as a signal of textual patterns
L2 learners can reach text organization through an understanding of how vocabulary functions. It is, however, necessary to understand that identifying textual patterns should be influenced by the vocabulary size of each L2 learners to recognize that a certain word can be a signal to a textual property, moreover not only learning the meaning of each word, but also learning the cohesive relations of words are Important in raising learner's consciousness to identify textual patterns. It is this cohesive relationship between 'crisis' and 'problem' which makes it possible to recognize that a sentence, containing the word 'crisis' should suggest a problem. As a result lexical knowledge can be considered to be an essential element in identifying textual patterns.

3. Methodology
The present study aimed to investigate the treatment given by the researcher to Iranian advanced English learners in order to see the impact of raising awareness of textual patterns on the reading comprehension of the learners. This research question was formulated: Does raising awareness of textual patterns (problem-solution, claim-counter claim, general –specific, question –answer) influence the reading comprehension ability of Iranian EFL learners

3.1 Participants
The original sample of the study composed of forty Iranian students, making up 2 advanced EFL classes in Arvand institute, participated in this study. They were selected by proficiency test. All participants were female. In terms of age variation, the participant's age ranged between 14 and 33, and were generally motivated to learn English.

3.2 Instrumentation
In this study, two instruments were employed. First the PET language proficiency test was used to make sure that the two groups are homogenous. This test included two reading passages. Then the test booklet of the study was used which included six passages. These passages cited from various authentic texts and were taken from Insight into PET in order to determine participants reading skill.

3.3 Procedure
The first session, The PET Language proficiency test was administered to make sure that two groups are homogenous. The second session, the participants were given a pre – test Each test was a test of reading which lasted 15 minutes. The test booklet of the study contained six texts. These texts were taking from insights into PET Oxford university press after the pre –test, the experimental group was chosen randomly. The participants of Experimental and control group participated in four sessions of targeted instruction separately. Which conducted by researcher over one week.
The participants of control group participated in four sessions of targeted instruction the researcher in this group thought the reading skill and worked with various sample reading in each session. The control group exposed to instruction through implicit consciousness – raising activities. The participants of Experimental group participated in four sessions of targeted instruction too.
In order to make learners familiar with textual patterns (problem –solution, claim-counterclaim, general specific, question –answer) every session after teaching passage, a text which had at least one of the patterns was instructed and signaling vocabularies of each pattern were introduced and practiced.
In each session after teaching determined pattern, the researcher provided sample reading and worked with learners' text chart which represents the text pattern was created. the blank text chart was drawn on paper and students were asked to complete the text chart on the basis of text. After these procedures two groups of learners were administered a posttest in order to see

whether the given treatment was effective or not.

٤. Result.
. Levene test for the Homogeneity of Learners.

	Levene Statistic	df1	df2	Sig.
pettest1	.217	1	38	.644
pettest2	.000	1	38	1.000

In the table 'Test of Homogeneity of Variances' you find the result of Levene's test for Equality of Variances. It tests the condition that the variances of both samples are equal, indicated by the levene's Statistic. In this statistic, a high value results normally in a significant difference, in this example that is Sig. = .644

An independent t-test was run to compare the reading skill of control and Experimental group on the pre-test.

Table 4.1: Independent t- test of the pretest

I

	group	N	Mean	Std. Deviation	t	df	Sig.
Reading skill	control	20	6.10	2.125	.313	38	.756
	training	20	5.90	1.917			

As it is evident from the Table 4.1, According to the information of the table 4.1 p=0.756>0.05 there is not any significant difference between the reading skill of Control and Experimental group on the pre-test.

4.2 The impact of training textual patterns to control group for 8 hours.
Table:4.2
Descriptive Statistics of Pre-test and Post-test Scores of Control Group

	training Group	Mean	N	Std. Deviation	t	df	Sig. (2-tailed)
Pair 1	Pretest reading	6.15	20	٢،١٢٥	4.372	19	0.001
	Posttest reading	9.68	20	1.886			

According to the information of table 4.2. and result of paired sample test p=0.001<0.05 eight hours training has positive effect in reading comprehension of EFL learners. And the mean score has increased from 6.15 to 9.68 (table. 4.2.).

4.3The impact of training textual patterns to Experimental group for 8 hours.

Table:4.3
Descriptive Statistics of Pre-test and Post-test Scores of Experimental group.

training Group		Mean	N	Std. Deviation	t	df	Sig. (2-tailed)
Pair	Pretest reading	6.10	20	2.10	-8.825	19	0.001

| 1 | Posttest reading | 14.93 | 20 | 2.18 | | | |

According to the information of table and result of paired sample test p=0.001<0.05, it can be conclude that eight hours training was effective in reading comprehension of EFL learners. And the mean score has increased from 6.10 to 14.93 (table 4.6).
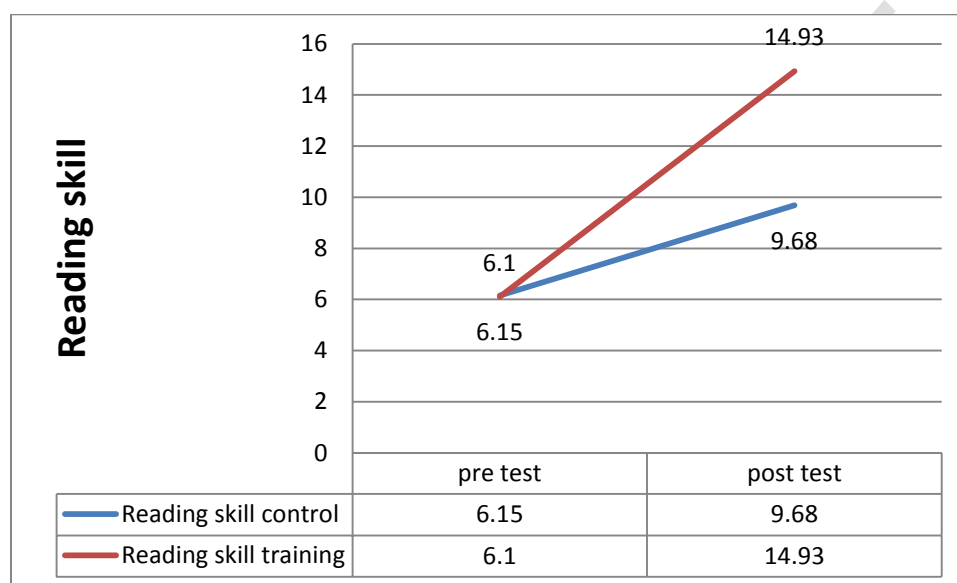
Fig 1. Paired sample t-test for investigating the performance of two groups on posttest.
Fig 1. shows a figure consisting of two different types of lines.
According to the information of above graph it could be claimed that there was a significant difference in the performance of the experimental group on the posttest. The experimental groups mean score shows significant improvement on the posttest and the mean score has increased from6.1 to 14.93.
Based on these results, it can be concluded that the experimental group performed better on the posttest due to the teaching of English textual patterns (problem –solution, general –specific, claim –counter claim, question – answer); therefore, the hypothesis of the study was accepted.
"Teaching English textual patterns have positive effect on Iranian EFL learners reading ability".

5.Disscussion
Result revealed that there was a significant difference in Post test scores of the learners' in control group-and experimental group. This research clearly demonstrates that knowledge of textual patterns (Discourse organization of different texts) do affect reading comprehension of EFL learners. For, participants of experimental group were more involved by the text and familiarized with different types of text patterns they were able to identify the discourse patterns, they could predict what fallows and how the text will develop.
To justify the result of this study we can refer to McCarthy's contention indicates that finding patterns in texts is a ''matter of interpretation by the reader, making use of clues and signals provided by the author" (McCarthy 1991:161). Good readers are consequently attending to the segments of discourse that determine textual patterns.

6.Conclusion

The results of this study suggest that experimental group readers are capable of using their knowledge of textual patterns in reading more strategically. It can be concluded that if teachers make the students aware of different authentic texts and their textual patterns structure the reading comprehension of L2 learners in Iran will be improved.

6.1 Implications

The result of this study may be of benefit for reading classes, it might be beneficial for the learners since it makes them familiar with different authentic text types with their features. They will be aware of the relationship of every sentence to sentences through signaling vocabularies. The results of the present study can help language teachers with greater insight into the nature of different authentic text types and the roles of textual patterns in learner's comprehension. Thus help instructors take the useful strategies and information into account.
 In addition to 'text structural knowledge' and 'lexical knowledge', L2 Learners should, therefore be encouraged to gain a cultural knowledge of their target language and in doing so make it a useful strategy in improving their reading Skills as whole.
The results may also be beneficial for material designers in devising appropriate materials to improve EFL learners reading comprehension.

6.2 Suggestions for further research

Making learners aware of the textual patterns in various authentic texts is a tremendous step in improving the overall comprehension of the texts. Comparison among different language groups and possible effects of different rhetorical organization offers considerable possibilities for further research as well.
Another application of textual patterns may be in the eara of listening studies. listening comprehension is a more complex activity coordinating sounds, vocabulary, grammatical structures and background knowledge involves a great deal of mental process on the part of the listener. (Vandergrift 1999). listener must at least process the ability to recognize and master major patterns, as well as to activate all the schemata to make sense of the incoming information.
The rhetorical structure of different texts in Persian and English can be compared and analyzed in order to find the similarities and differences between them. comparisons among different language groups and the possible effects of how differing rhetorical organization relate to the students' mother tongue offer considerable scope for further research.
Another study can use by providing authentic texts as an activity in a class in order to persuade learners to analyze different texts and focus on signaling vocabulary as a tool for recognizing textual patterns in various text.

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Folktale discourse as an object lingvo-cognitive research

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Abstract
The article represents linvocognitive analysis of a folktale discourse. The author reviews the basic approaches to discourse and states that folktale discourse has strong connections with educational discourse and reveals the most important ethno-cultural characteristics.
These characteristics are represented in the form of concepts. The key-concepts of the folktale discourse revealed in P. Kennedy's collection **"Legendary Fictions of the Irish Celts"** and A. Afanasjev's collection **"Popular Russian Folktales"** are the concepts WONDER/MIRACLE (CHUDO/DIVO).
The definitional analysis shows the difference between these two lexemes: wonder is any extraordinary event, whereas miracle is a divine event. The Russian word DIVO used to be etymologically connected with the lexeme GOD, but nowadays this connection seems to be lost.
Having analyzed the material of the research the author comes to the conclusion that the concept WONDER/MIRACLE in the folktale discourse reflects the form of mythological consciousness constituting both esthetic and moral categories (BEAUTY, GOOD, WISDOM), which are usually ambivalent.
The author comes to the conclusion that the most important peculiar characteristic of the Irish folktale discourse is the struggle of Christian and pagan forces, whereas the most important peculiar characteristic of the Russian folktale discourse is its strong connection with the naïve or mythological world image.

Keywords: cognitive linguistics; folktale discourse; concept WONDER; definitional analysis; lingvocognitive and ethno-cultural characteristics.

I.   Introduction

Discourse is considered to be a significant object of linguistic research in the framework of approaches worked out by sociolinguistics, pragmalinguistics, linguistics of speech and cognitive linguistics. Nevertheless existing interpretations of discourse are numerous and heterogeneous. Being oral or written, various in length and treated "in textual or sociocultural and social-interactional terms", it is referred to "an elusive area and constantly emerging and emergent interface between language and culture" [Sherzer 2008: 22].

Socio-cognitive approach to discourse originates from Teun A. van Dijk's ideas and defines discourse as a general idea of the text, a concept of text. In this meaning discourse can be compared to a prototype, a cognitive structure, similar to mental structures representing objects and events [Dijk 2011: 380]. In this case, discourse assumes material form in infinitely many texts, united by the thematic unity, common structural and stylistic features, thus becoming an existential discourse.

Folktale discourse is an integral part of existential discourse. Its transformation from situational-role to personal-oriented existential type of discourse was due to the transition from oral communication into written. This shift or transmission resulted in the loss of its participants' role-relations (those of a storyteller and a listener) and in digressions from a traditional formulaic style.

All diversity of folktale definitions can be reduced to the following two definitions as the most congruent ones:

-          any belief or story passed on traditionally, especially one considered to be **false or based**

on superstition [URL: http://thesaurus.com]

- a tale or legend originating among a people and typically **becoming part of an oral tradition** [Collins English Dictionary 2012].

Both definitions emphasize the resulting aspect of a folktale. It's considered to be false because folktale is a desacralized myth [Propp 1986]. Nevertheless, it becomes part of an oral tradition, because in educational discourse, for example, folktales act as effective means of socialization of children and organization of educational process [NCLRC 2014]. Moreover, some linguists insist that "the very idea of cross-cultural communication is impossible if the participants do not know each other's folktales" [Clerc 2010 URL: http://trema. revues.org/126].

II.　　Material and Methods

Any lingvo-cognitive analysis of a folktale discourse implies revealing the characteristics which serve to describe ethnic culture and national character. As Miftah remarks, "if we speak about folktales texts, we should remember that local lore and culture are probably their most important components" [Miftah 2013: 131].

These components are usually represented in discourse in the form of concepts. In this article, I'll mean by concept **a general unit of cognitive linguistics, the semantic formation of the lingua cultural features reflecting ethno cultural characters**.

Let's compare these ethno-cultural features revealed in the Patrick Kennedy's collection of 48 folktales "Legendary Fiction of the Irish Celts" (1866) and Alexander Afanasjev's collection of 50 folktales "Popular Russian Folktales" (1861). So, both of these collections appeared at the second half of the nineteenth century, and they can surely be used for scientific purposes, because they are not addressed directly to children, they haven't been adapted.

Though Irish folktales are in English, they reflect Irish national characteristics, because Patrick Kennedy wrote them in Wexford in the middle of the XIX century, when the Irish language was just entering the life of the population. The folklorist preserved Irish dialectisms (razhurs (razors), pytatees (potatoes), thankee (thank you), yez (you), dhrownded (drowned), bekase (because), sofia (sofa), cum (came), dhrive (drive), ingradients (ingredients), afeard (afraid), obleeged (obliged), wud (would), dhrinking (drinking), curtchies (courtesies), ould basthard (old bastard), ruffin (ruffian)) and Irish sentence structure. For example, in Irish English, such they use such forms as "**do be + Ving**", "**does be Ving**". And here are some examples from the Irish folktales: I think very few old people that **do be thinking** at all of the other world, ever wish to live their lives over again ("The Goban Saor"), But if I took them guineas, and crowns, and jewels home, no one would ever call on me again to help his wife, and I'd **be sittin'** wud me hands acrass and doin' nothin' but dhrinkin' tay and makin' curtchies, an' I'd be dead before a year 'ud be gone by ("The Fairy Cure"). Irish people usually avoid using Past Perfect, and here is one more example: "I am under enchantment" instead of "I **had been enchanted**" ("The Brown Bear of Norway").

The collector of the Russian folktales Alexander Afanasjev wrote the folktales in Voronezh Region (center of the European part of Russia), where he was born. He didn't make any changes. That's why the folktales contain the characteristics of oral unofficial style.

2.1.　　Definitional Analysis

The key-concept of a folktale discourse is WONDER/MIRACLE. It is necessary to start with the dictionary definitions of these lexemes in English and Russian, and then pass over to their cognitive realizations in the texts.

The following table depicts the results of definitional analysis.

Table 1. Definitional analysis of the key-lexemes:

Word	Definition	Etimology	Date of entrance

miracle	1. divine event (intervention) (**Britannica Deluxe Edition**) 2. an unusual and mysterious event that is thought to have been caused by a god because it does not follow the usual laws of nature (**Cambridge Advanced Learners' Dictionary**)	ME, from OF, from Late Latin miraculum, from mirari, Indo-European Root – *smei	14th century
wonder	1. a cause of astonishment or admiration (**Britannica Deluxe Edition**) 2. a feeling of great surprise and admiration caused by seeing or experiencing something that is strange and new (**Cambridge Advanced Learners' Dictionary**)	OE, from Old High German *wundor	12th century
Чудо	Всякое явление, которое мы не умеем объяснить по известным нам законам природы (Any extraordinary event which cannot be explained by natural laws)	*(s)ceud (Indo-European)	
Диво	Нечто, вызывающее изумление (Something causing astonishment)	*Dievas – Бог (God – Latin), dia – Бог (Ancient Indian) [Fasmer2009: 514]	

The table gives us the clear idea that unlike the Russian word **ЧУДО/CHUDO** denoting any extraordinary event, the English language has two words: **miracle** for divine events, and **wonder** for any other mysterious events. The Russian word **ДИВО/DIVO** is etymologically connected with the lexeme GOD, but nowadays this connection seems to be lost.

2.2. Conceptual Analysis

To get the full idea of the concept under investigation (MIRACLE or WONDER), the following parameters should be taken into account:

1. Time and place of the action;
2. Doer of the action;
3. Manner of the action;
4. Result of the action.

By action I'll mean wonder, or miracle, of course.

2.2.1. Time and place of the action

Time and place of action are considered to form an integral unity, which M. Bakhtin called the chronotope [Bakhtin 2000:9]. The chronotope plays an important role in the folktale discourse and reveals its stylistic features. For example, each of us remembers special beginnings of folktales like: Once upon a time … or Жили-были … .

The peculiar characteristics of the chronotope in the Irish folktales are as follows:

1) concrete indications of time: at dinner, next morning (**Adventures of Gilla na Chreck an Gour**), 11 o'clock at night (**The apparition in Old Ross**), year 1809 (**The Tobinstown Sheeodge**);
2) vague indications of time: one day (**The Three Crowns**); long ago (**Adventures of Gilla na Chreck an Gour**), in a good time (**The Three Crowns**), at times (**The Recovered Bride**), from time to time (**The Three Advices Which the King With the Red Soles Gave to His Son**), once (**Jack and his comrades**), there was once (**The Corpse Watchers**);

3) vagueness of the period of action: for a long time **(The Fairy Nurse)**, she walked and he walked…**(The Corpse Watchers)**, he travelled and travelled (**Adventures of Gilla na Chreck an Gour**);

4) real Irish toponyms: Enniscorthy, Dublin, Townland (a small geographic division used in Ireland), Leinster, Bunclody, Bantry, Wexford, Kildare, Connemara, Murroe;

5) real objects denoting space: crossroads, pools, poles, rocks, mountains, hedges, gardens, castles, fields, hills, lawns, lakes, ground.

The peculiar characteristics of the chronotope in the Russian folktales are as follows:

1) magic numbers: three years, three sons (**The Flying Ship, Maria Morevna, The Wonderful Pipe**);

2) vague indications of time – one day …, as the years passed …, a long time ago …, some time later …;

3) vague indications of space – closer than you might think …

The analysis shows that both Irish and Russian folktales vaguely express the time of the action: the semantic category of the vagueness of time is represented by verb-repetition, usage of the indefinite pronoun one and adverbs of indefinite time.

Unlike Russian folktales, the category of the place of the action in Irish folktale is presented mostly truly: real geographical names and objects denoting space are used.

Russian folktales activate magic numbers. The number which is used most often in Russian folktales is three. This is the symbol of a person, which consists of body, spirit and soul.

2.2.2. Doer of the action

The wonders are performed by the heroes of the folktales. They can be either ordinary people (Tom, Jack, poor widow, …) or extraordinary creatures (giants, hags, evil spirits, light bodies, apparitions, fairies, unseen visitors, distance fugitives, mermaids, devil, ghosts, silkies, witches, fetches, villain, imps, sorcerers and other magicians).

It is possible to reveal the following extraordinary creatures in Irish folktales:

1) joiant – When he had it gathered and tied, what should come up but a big joiant … ("Adventures of Gilla na Chreck an Gour");

2) hags – Open it flew, and in rushed frightful old hags, wicked, shameless young ones ("Black Stairs on Fire");

3) evil spirit – A townland north of Mount Leinster is infested by the above-named evil spirit ("Droochan's Ghost");

4) apparition – They were going up a steep hill, with a stiff breeze at their backs, and as they advanced they saw on the top of the ascent a headless man ("The Apparition in Old Ross");

5) fairy man – Fairy-doctors, male and female, tried their herbs and charms on him in vain ("The Changeling and his Bagpipes");

6) ghost – Her mind was wandering to her late loved mistress, when she was startled by a sensation in her instep ("The Ghost in Graigue");

7) devil – The devil and the hearth-money collector for Bantry set out one summer morning … ("The Long Spoon");

8) mermaids – Moruadh, or Moruach, is the name given to the mermaids that haunt the shallow waters near our coasts ("The Sea Fairies");

9) witches – Stealing to the door, he saw half-a-dozen old women, sitting round the fire, jesting, and laughing ("The Witches Excursion");

10) sorceress – A sorceress, that had a beautiful daughter, wished me for her son-in-law ("The Brown Bear of Norway").

Most of these creatures have a malicious character and act as opponents to the main heroes' happiness. Evil forces are opposed to symbols of Christianity, such as God, Christmas, baptism, church, priest, holy water, sacrament.

In Russian folktales the miracles are performed by:

1) sorcerers: Думал, думал и решил ехать к <u>колдуну</u> Асону, который один на все царство сны судит – «Dreams»;
2) evils (evil spirits): Вот и пошли; сделали шагов с двадцать – попадается им навстречу <u>нечистый дух</u> в человеческом образе… – «The Truth and the Lie»;
3) Baba Yaga: …я у ней три дня пастухом был, ни одной кобылицы не упустил, и за то <u>баба-яга</u> дала мне одного жеребеночка – «Maria Morevna»;
4) helping animals: Солнышко уже на закате, прилетела <u>заморская птица</u> и будит его: «Вставай, Иван-царевич! Кобылицы теперь дома» – «Maria Morevna».

Both in Irish and Russian folktales miracles are performed by ordinary and extraordinary creatures who help or oppose to the main hero. But Irish folktales have an elaborated system of extraordinary creatures which can be presented in the following groups:
1) natural spirits – fairies, mermaids, silkies, evil spirits, devil, villain, imps;
2) home spirits – hags, witches;
3) elusory creatures – light bodies, apparitions, unseen visitors, distance fugitives, fetches;
4) people with magic abilities or extreme physical strength – giants, sorcerers, magicians.

2.2.3. Manner of the action

A miracle has an unconscious nature, at least for the people who just witness or experience it. Most scientists agree that miracle stops being a miracle when the audience understands its nature.

As far as the doer of the miracle is concerned, most often he (she) can explain the nature of the wonderful act. But in some cases heroes work miracles by intuition, or they somehow get the magic knowledge.

A wonder or miracle is performed in Irish folktales with the help of **magic helpers or gifts**:
- … and so he gave Tom <u>a bottle of green ointment</u>, that wouldn't let you be burned, nor scalded, nor wounded ("Adventures of Gilla na Chreck an Gour");
- So because you let my brother be buried, <u>I came to help you</u> ("Jack the Master and Jack the Servant");
- … and rubbed them with <u>an ointment</u> that took all the soreness out of their bones, and made them as fresh as a daisy ("The Brown Bear of Norway").

In some folktales **rituals and entreaties** are used to achieve the desirable result:
- O, Gilla na Chreck an Gour, <u>take away that terrible wolf</u> and you must have all my daughter ("Adventures of Gilla na Chreck an Gour");
- <u>Come</u> at our call, O Sighe mother Come <u>and remove your offspring</u> ("The Tobinstown Sheeoge");
- If you have courage to <u>pull me off the horse</u>, <u>and draw me into the ring</u>, all they can do will be useless. You must <u>have some food for me</u> every night <u>on the dresser</u> ("The Recovered Bride").

In Russian folktales the hero is able to achieve his (her) goals only using the **magic helpers**:
- Только прилетает к нему ангел божий … и принес ему <u>дудочку</u> («The Paradise Pipe»);
- Старик дал ему <u>дудочку</u> и говорит …(«The Wonderful Pipe»);
- <u>Стрелок</u> схватил свое ружье, выстрелил в мельницу и тем выстрелом разбудил скорохода; <u>скороход</u> побежал и в одну минуту принес воду («The Flying Ship»).

Rituals, entreaties and pleas are also present in Russian folktales:
- - Ясни, ясни на небе звёзды
  Мёрзни, мёрзни волчий хвост («The Wolf's Tail»);
- - По щучьему велению, по Божьему благословению, пусть царевна плод понесёт и родит сына («The Old Man in Heaven»);
- - Не руби меня, мужичок,
  Всё, что тебе надо, всё сделаю («The Greedy Old Woman»);
- - Отпусти меня, добрый человек, на волю; я тебя счастливым сделаю: чего душа твоя пожелает, все у тебя будет! Только скажи: по щучьему веленью, по божьему

благословенью явись то-то и то-то — сейчас явится! («Emelya and the Pike»);

- - Три раза по росе покататься – рука вырастет

   Кто пожалеет барина – вылечит дочку («The Truth and the Lie»);

- - Ступай в лес, подойди к первому дереву, перекрестись три раза и ударь в дерево топором, а сам упади и наземь ничком и жди, пока тебя не разбудят («The Flying Ship»);

- - Доехал до той реки, махнул три раза платком в правую сторону – и вдруг, откуда ни взялся, повис через реку высокий, славный мост («Maria Morevna»).

Magic knowledge is of great importance in Russian folktales:

- «Нет, земляк, коли все будешь завтраками потчевать, так с тебя никогда не получишь. Я шутить-то не люблю, живо с тобой разделаюсь!» Как хватит ее топором — так щепки и посыпались во все стороны. В той березе было дупло, а в том дупле разбойники спрятали полный котел золота. Распалось дерево надвое, и увидал дурак чистое золото; нагреб целую полу и потащил домой … («The Fool and the Birch Tree»).

Both in Irish and Russian folktales the miracles are performed with the help of magic heroes or assistants. But in Russian folktales more often than in Irish folktales the heroes act just using their intuition. The fool can't explain, for example, why he started fighting with the birch tree, but it worked!

2.2.4. Result of the action

In Irish folktales, miracle (or wonder) is represented in the following forms:

1. **Transportation**

- It went off through the wood, groaning and cracking, till it came to the widow's door ("Adventures of Gilla na Chreck an Gour");

- Well, one laughed, and another laughed, and they joked on the princess all the rest of the evening. But that very night she woke up out of her sleep in a great hail that was lighted up with a thousand lamps; the richest carpets were on the floor, and the walls were covered with cloth of gold and silver, and the place was full of grand company, and the very beautiful prince she saw in her dreams was there…(The Brown Bear of Norway).

2. **Healing and resurrection** - The spirit of my mother watched over me; my hands were restored; my father's wound was healed ("The Bad Stepmother");

- his eye fell on the man next him, and he was an old neighbour that was dead twenty years (Jemmy Doyle in the Fairy Palace);

- All at once the dead man got up in his shroud, and stood before her … ("The Corpse Watchers");

- She soon received health and strength … ("The Fairy Cure");

- He felt as if he had wings; and one time when his back touched the roof, he found a sudden delightful change in himself ("The Palace in the Rath");

- The next day when she came in, in the evening, she found him quite clean and fresh-looking, and his hair nicely combed ("The Fairy Child").

3. **Transformation**

- Being safe from the eyes of the household, she muttered some words, and drawing a druidic wand from under her mantle, she struck her with it, and changed her into the most beautiful wolf-hound that eyes ever beheld ("Illan Eachtach and the Lianan");

- … their apparition changed into a poor ass ("The Apparition in Old Ross");

- I had nothing better than a beggar's cloak on me, I got nothing for my suit but the porringer that you see dangling by the poor remains of my mare ("The Three Advices which the King with the Red Soles Gave to his Son").

4. **Speaking animals**

- … what should he see but a neighbour's <u>cat galloping</u> along the side of the road, and <u>crying out</u> every moment ("The Cat of the Carman's Stage");
- … what should he see but a big grey ass, sure enough, sitting on his currabingo, and yawning before the fire ("The Kildare Pooka").

5. **Disappearance**

- The outraged animal turned round to the other two, who were grazing at some distance, and lowed to them in a sorrowful tone, and immediately the three <u>moved rapidly off to the sea</u> ("The Black Cattle of Durzy Island");

- He went in all haste, found the spade and shovel, the heap of clay, and the pit, but <u>no sign of the crock</u> or its cover ("The Crock Found in the Rath");

- … and when her eyes fell where he was a moment before, there was <u>no more sign of him</u> than if everything that passed was a dream ("The Kildare Lurikeen").

6. **Illnesses, caused by enchantment**

- So when she went to feed him she got such a fright, for his poor <u>face was like an old man's</u>, and his body, and legs, and arms, all <u>thin and hairy</u>. But still he resembled the child she left in the morning, and <u>"mammy, mammy," was never out of his mouth</u>. She heard of people being <u>fairy-struck</u>, so she supposed it was that that happened to him (The Fairy Child).

7. **Sudden or mysterious death**

- Ellen, dear, I am suffocating; send for Dr. C-- She sprang up, huddled on some clothes, and, without waiting for the slow movements of the servant, she ran to his house. He came with all speed, but <u>his efforts</u> for his friend <u>were useless</u>. He had burst a large blood-vessel in the lungs, and was soon <u>beyond human aid</u> (The Doctor's Fetch).

8. **People allotted with magic abilities for a short period**

- But to her great terror, when she looked down and round the hearth, she could see no living thing. "Who's that?" she cried out, with the teeth chattering in her head. "It is I," was the answer, and the <u>dead lady became visible to her</u>. "Oh, mistress darling!" said she, "What is disturbing you, and can I do anything for you?".

In Russian folktales miracles are observed in the following forms:

1) **Fraud, deception:**

- не ворохнется, лежит себе <u>как мертвая</u>; А лисичка улучила время и <u>стала выбрасывать полегоньку из воза все по рыбке</u> да по рыбке («The Wolf's Tail»);

- … <u>обманула</u> лисица волка и долизала уж весь медок («The Wolf and the Honey»);

- Тем временем Ванька сел на телегу и уехал по-добру, по-здорову, <u>и лошадь украл, и свинью увез</u> («Bishop reprimands»);

- Микулка еще спозаранок <u>забрался к нему под кровать</u>, выждал, когда все уснули, да и <u>напакостил</u> промеж барина с барыней («The Thief»).

2) **Disclosure, nuisance:**

- Как смел ты <u>уворовать</u> шапку у своего духовного отца? («The Greedy Priest»);

- Тут поп с батраком слезли с печи и <u>ну их валять со всего маху</u>: <u>важно отдули</u> («Nikola Duplyansky»);

- … сидела ты с любовником и говорила, что мой у тебя только зад,- ну, я <u>свою часть и снарядил</u> («The Wife of the General and the Merchant's Son»).

3) Transformation:

- Тут начал поп развязывать кулек, смотрит, а там <u>березовое полено</u> («The Confessor»);

- Оказывается <u>мамка – мужчина</u> («Dreams»);

- … открыл он короб-как выскочил оттуда весь причт церковный да во всю прыть бежать – <u>настоящие черти</u>, измазанные да черные («The Cunning Woman»);

- Во фляжке наместо воды очутилась горелка («The Flying Ship»);

- … ударился сокол о́б пол, сделался добрым молодцем и говорит («Maria Morevna»);

- В ту ж минуту старик обратился медведем, а старуха медведицей, и побежали в лес («The Greedy Old Woman»).

4) Healing:

- На тот грех и <u>открыл господь слепому барину глаза</u> («The Wife of the Blind»);

- … <u>покойник из могилы вылез</u>, зубами щелкает («The Wife of Himka»);

- Она вышла опять на зорю, поплевала глазок, приставила его — и <u>стала видеть обоими глазами</u> («The Wife of Merchant and the Maid»).

5) Speaking Animals:

- … конь взмолился человечьим гласом («The Living Water»);

- Слез с жеребенка, хочет перо поднять; говорит ему жеребенок («The Adopted Child»);

- Говорит ему щука человечьим голосом … («Emelya and the Pike»).

Both in Irish and Russian folktales miracles are represented in the form of healing, transformation, speaking animals.

The peculiar characteristic of Irish folktales is the abundance of creatures allotted with magic abilities, which can work miracles by means of enchantment.

In Russian folktales miracle is sometimes just the form of a fraud or deception. Sometimes it can serve as a kind of revenge to somebody who has done harm to the hero.

III.   Conclusion

The research proves the significance of folktale discourse in its indissoluble connection with educational discourse revealing the most important ethno-cultural characteristics.

Both Patrick Kennedy's and Alexander Afanasjev's collections of folktales show that these characteristics are most fully represented in the concept WONDER or MIRACLE.

The lexeme WONDER entered the language in the 12th century to denote any extraordinary event. This definition coincides with the definition of the Russian lexeme CHUDO.

The lexeme MIRACLE entered the language in the 14th century with the meaning divine event. Russian lexeme DIVO use to have the same meaning.

The conceptual analysis carried out in this article reveals some common and peculiar features of the Irish and Russian folktale discourse. The typical features which characterize both Irish and Russian folktale discourse, are as follows:

- the time of action is rarely indicated;
- magic helpers or gifts are used to perform wonders;
- entreaties, rituals and pleas are used to achieve the goal;
- miracles can be understood as transformation, healing or disappearance of the hero.

The peculiar characteristics of Irish folktale discourse are the following:

- wonders are most often performed by extraordinary creatures. Irish folktales have an elaborated system of extraordinary creatures. This can be explained by the fact that the traces of Celtic mythology are most fully represented in the Irish folklore.
- Irish folktales most often represent the struggle of Christian and pagan forces. So in some cases we really observe **miracles**, not wonders. The abundance of the Christianity attributes in the Irish folktales can be explained by the early Christianization of Ireland (V century).

The peculiar characteristics of Russian folktale discourse are as follows:

- miracles sometimes occur as the result of magic knowledge: heroes who do miracles can't explain how they happen;
- miracles can be just a form of a fraud or a revenge;
- binary oppositions (such as GOOD/EVIL, BEAUTY/UGLINESS, FOOLISHNESS/WISDOM) are represented the most clearly.

All these characteristics can be explained by the naïve or mythological world image prevailed in Russia at that time.

IV.   Discussion

Wonders we come across in the Irish folktales are both positive (resurrections and healings) and negative (sudden deaths and illnesses caused by enchantment). This ambivalence characterizes all the spheres of the category of wonder. If we look deep into its essence we'll see that wonder is the realization of wisdom, good and beauty. But wisdom is impossible without foolishness, good is impossible without evil like beauty is impossible without ugliness.

So wonder is the form of mythological consciousness constituting both esthetic and moral categories. As these categories are characterized by ambivalence (ambivalent esteem), the category of wonder can be described and understood only by means of the above mentioned binary oppositions.

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Attitude toward usefulness of mathematics of Costa Rican high school students

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Abstract

This paper presents the results of a study of the attitude toward usefulness of mathematics demonstrated by the students of Costa Rican high schools enrolled in day schools. The attitude toward the usefulness of mathematics, according to Pérez-Tyteca (2012), connects to how helpful people believe that mathematics is for their personal life and their work and professional development.

The attitude toward the usefulness of mathematics of Costa Rican high school students was measured using the scale of Fennema-Sherman, which is widely used in educational research. The existence of differences in this variable by gender, by education level and by location of the school (urban or rural) were analyzed.

The research was based on a sample of 3703 students for the year 2016. The results show that approximately 65% of students have high or very high attitude toward usefulness of mathematics. Also, the results reveal significant statistical differences in the level of this variable based upon gender, showing that male students have the higher levels, and there is no statistical difference based on location of the school.

The findings also suggest that the lower levels of attitude are shown by the tenth graders and eleventh graders, which is worrisome because those students will soon face the choice of a university career, and the mathematical component is important for technology and science careers.

This study is another effort of the Mathematics Department of the Technological Institute of Costa Rica to advance studies on the so-called "emotional responses", given the growing recognition that these responses play an essential role in the process of teaching and learning mathematics.

Keywords: mathematics; attitude; secondary education.

1. Introduction

In this article we report the results of an investigation about the attitude toward the usefulness of the mathematics of the students of Costa Rican secondary education, which is an advance in the studies on the so-called affective responses, given the growing recognition that these responses play an essential role in the process of teaching and learning mathematics.

The attitude toward the utility of mathematics refers to how useful people believe in mathematics for their personal life and for their professional development (Pérez-Tyteca, 2012). The importance of studying this construct is that "the usefulness that a student gives to mathematics is fundamental to determine his interest, motivation and persistence in the subject" (Pérez-Tyteca, 2012, p.59). Students have to constantly deal with the pressure exerted on their academic achievement in mathematics, so it is important to identify those aspects that have both positive and negative influence on mathematics.

According to Gómez-Chacón (2000, p.24),"attitudes toward mathematics refer to the appreciation of this discipline and interest in this subject and its learning, and emphasize more the affective component than cognitive; it manifests itself in terms of interest, satisfaction, curiosity, valuation, etc".

The affective dimension in the learning of mathematics reveals that affective questions play an essential role in the teaching-learning process of mathematics, and that some of them appear strongly rooted in people and are not easily displaced by the process of teaching (Gil, Blanco, and Guerrero, 2006).

The study of these variables in secondary education is especially important because, according to Aschcraft (2005, cited by Primi, Busdragui, Tomasetto, Morsanyi, and Chiesi, 2014, p.51), "interest and motivation decline as the student is growing, and mathematical anxiety is thought to develop in secondary education, coinciding with the growing difficulty of the mathematics curriculum". The importance of attitudes toward mathematics in the teaching-learning process and on the academic

performance of the students is recognized (Miñano and Castejón, 2011, Miranda, 2012, and Sakiz, Pape, and Hoy, 2012, cited by Palacios, Arias, and Arias, 2014).

According to the results obtained by Mato, Espiñeira and Chao (2014), the attitude towards the usefulness of mathematics decreases as the students progress in their courses. These authors propose that such behavior can be explained by "how maths are presented, in many cases, away from real life, decontextualized so that students do not perceive what is the relationship of content given in school and mathematics of everyday life" (p. 70). Attitudes towards mathematics arise from very early ages, and although they tend to be favorable at first, they decline as students advance (Aliaga and Pecho, 2000, cited by Mato, Espiñeira and Chao, 2014) and a significant decrease occurs in opinions of its usefulness for the future (Watt, 2000, and Broc-Cavero, 2006, cited by Mato, Espiñeira and Chao, 2014).

The research community is aware of the influence of affective factors in the learning of mathematics, and for this reason, in the last years, the number of studies that have deepened in it has increased (Gómez-Chacón, 2010).

2. Method

The research is quantitative and descriptive.

2.1. Participants

The participants in the study were 3703 students from seventh to eleventh year of official public day schools of the Ministry of Public Education of Costa Rica, as shown in tables 1 and 2.

Table 1. Distribution by gender.

Gender	Frequency	Percent
Male	1729	46.7
Female	1974	53.3

Table 2. Distribution by education level.

Level	Frequency	Percent
7	767	20.7
8	782	21.1
9	726	19.6
10	759	20.5
11	669	18.1

The participating schools were selected by random simple stratified sampling according to the location area (table 3), and by population by province. The students selected for the study in each sampled school were those belonging to the second section of each level.

Table 3. Distribution by location of the school.

Location of the school	Frequency	Percent
Urban	2670	72.1
Rural	1033	27.9

2.2. Instrument

Attitude toward mathematics was measured using the Fennema-Sherman (1976) Attitude-to-Mathematics Scale test which contains 12 Likert-like items with five options from "totally agree" to "strongly disagree", which has been validated for more than 30 years in various investigations (Nortes and Nortes, 2014; Berenguel, Gil, Montoro, and Moreno, 2015). This test is self-administered and each student responds anonymously and confidentially in accordance with his beliefs about himself in attitude toward the usefulness of mathematics, as stated in each item.

2.3. Procedure

The test described above was given to a group of each level in each selected school, with a previous introduction followed by the corresponding instructions. In each group, responses were collected in a pencil and paper format in approximately 15 minutes.

2.4. Statiscal analysis

With regard to the instrument of measurement, a study of its psychometric characteristics was carried out: index of discrimination, reliability and unidimensionality; in addition, the scores of the self-report of attitude toward the usefulness of mathematics were classified into five categories: very low, low, moderate, high and very high.

To prove the validity of the instrument, a study of the discrimination index of each item of the scale was carried out, calculating the correlation between the score contributed by the item and that obtained by the sum of the other eleven items (Lozano and De La Fuente, 2009). The interpretation of the value of discrimination rates was made based on the recommendations of Lozano and De La Fuente (2009).

We also studied the unidimensionality of the scale, that is, we showed that it essentially measures a single construct (attitude towards the usefulness of mathematics in this case), using factor analysis as the most used technique for these effects (Jiménez and Montero, 2013), after calculating the Kaiser-Meyer and Olkin (KMO) and Bartlett sphericity adequacy index. As a decision criterion, Carmines and Zeller (1979, cited in Burga, 2006), were used, which requires that the first factor explain at least 40% of the variance.

The reliability was studied based on the technique called Cronbach's Alpha, following Cea's (1999) approach that the minimum acceptable value is 0.80.

As part of the descriptive statistical analysis of the data, a scaling of the scores is performed following the interpretation proposed by Pérez-Tyteca (2012): to identify values close to 1 with a very low level of attitude toward the usefulness of mathematics, values around 2 with a low level, values around 3 as an average level, the next to 4 with a high level, and values around 5 with a very high level of attitude toward the usefulness of mathematics.

Subsequently, the following three hypotheses were contrasted:
• Hypothesis 1: There are no differences in the attitude toward usefulness of mathematics by gender.
• Hypothesis 2: There are no differences in the attitude toward usefulness of mathematics by education level.
• Hypothesis 3: There are no differences in the attitude toward usefulness of mathematics by location of the school.

For the case of the hypotheses related to the differences of means involving two categories (gender and location of the school) we used the Student t parametric test, assuming the normal distribution of the data based on the central limit theorem. For the hypothesis related to the educational level the Welch test is used, complemented by the posteriori test of Dunnett.

Finally, the size of the effect is calculated for the cases in which the existence of statistically significant differences was detected using Cohen's d (Ripoll, 2011), which represents the number of typical deviations that separate two groups. The interpretation of the magnitude of the effect sizes measured by Cohen's d is based on the references given by Cohen (Morales, 2008 and Ripoll, 2011): around 0.20 there is a small difference, around 0.50 a moderate difference and 0.80 or more a large difference.

3. Results

3.1. Instrument

For the study of the psychometric characteristics of the instrument used in this study, it was determined that the discrimination index obtained for each item is adequate; but to ensure unidimensionality, item 11 was eliminated and, therefore, subsequent analyzes are carried out based on 11 items.

Then, the value obtained from the statistic called Cronbach's Alpha was $\alpha = 0.846$ which indicates that the instrument is highly reliable.

Subsequently, it was determined that the instrument is unidimensional according to the KMO index whose value was 0.904 with a p value <0.05, and a first factor that represents 40.65% of the total variance explained.

3.2. Classification of the attitude level toward the usefulness of mathematics

The mean attitude level toward the usefulness of mathematics (M = 41.23, SD = 7.25) was significantly higher than the average of the scale ($t(3702) = 69.038$, $p < 0.05$), indicating that globally students of the sample present a level of attitude toward the usefulness of mathematics above average, that is, they manifest in general levels of attitude toward the usefulness of mathematics favorable.

With respect to the scores obtained for the attitude toward the usefulness of mathematics, table 4 shows the percentages by category.

Table 4. Categories of attitude toward the usefulness of mathematics.

Categories	Frequency	Percent
Very low	12	0.3
Low	129	3.5
Moderate	1124	30.4
High	1970	53.2
Very high	468	12.6

These results indicate that approximately 83.6% of the students show an attitude toward the usefulness of mathematics between high and moderate.

3.3. Contrast of hypothesis 1

For the contrast of the first hypothesis, the mean of males (M = 41.62, SD = 7.26) was compared with the mean of females (M = 40.88, SD = 7.23), and a statistically significant difference was found with a small effect (t(3701) = 3.064, p<0.05, d = 0.10). That is, the null hypothesis is rejected and it is accepted that there are differences in the level of attitude toward the usefulness of mathematics between men and women, showing men a better level of attitude toward the usefulness of mathematics.

3.4. Contrast of hypothesis 2

For contrast of the second hypothesis, we compared the mean of the five educational levels using the Welch test, because the Levene test (p<0.05) indicates that there is no homogeneity of variances. It was determined that there are statistically significant differences between at least one pair of means of the five levels (F(1828.37) = 13.784, p<0.05). To detect at which levels these differences occur, Dunnett's post-hoc test was used, which indicates that the mean attitude toward the usefulness of mathematics is significantly higher at the seventh level (M=42.34, SD=6.42) than at the ninth (M=41.20, SD=7.21, p<0.05), tenth (M=40.22, SD=7.49, p<0.05) and eleventh (M=40.23, SD=8.22), p<0.05), also the mean attitude toward the usefulness of mathematics is significantly higher at the eighth level (M = 41.98, SD = 6.69, p<0.05) than at the tenth and eleventh levels. That is, the null hypothesis is rejected and it is accepted that there are statistically significant differences in the level of attitude toward the usefulness of mathematics between the seventh level compared to the ninth, tenth and eleventh levels and eighth compared to the tenth and eleventh levels, evidencing in this way lower levels of attitude towards the usefulness of mathematics in the levels of Diversified Education.

3.5. Contrast of hypothesis 3

For the contrast of the third hypothesis, the mean of the urban area (M = 41.24, SD = 7.37) was compared with the rural area mean (M = 41.20, SD = 6.93), and no statistically significant difference was found between them (t(3701) = 0.155, p>0.05). That is, the null hypothesis is accepted that there are no differences in the level of attitude towards the usefulness of mathematics according to the location of the school.

4. Discussion

The research focused on the attitude toward the usefulness of mathematics of Costa Rican high school students enrolled in day schools, with the general aim of measuring the level of attitude toward the usefulness of mathematics and to establish if there are differences in this variable by gender, by educational level or by location of the school.

The results suggest that, together, 83.6% of the students show levels of attitude toward the usefulness of mathematics between high and moderate.

The research also reveals that women have lower levels of attitude toward usefulness of mathematics than men, a result that coincides with those obtained in other studies (Pérez-Tyteca, 2012), although as this author warns, not all studies coincide in these results and often show inconsistencies.

Although no causal relationships have been established to explain these differences, Fennema (1996, cited by Pérez-Tyteca, 2012), argues that discrepancies are due to factors such as economic status, ethnicity, school or teacher, i.e., such differences between men and women in the level of attitude toward the usefulness of mathematics could be explained by the socio-cultural and economic context in which they develop, opening an interesting research agenda in Costa Rica where no explanatory studies have been carried out for the differences found.

The research also showed differences in the level of attitude toward the usefulness of mathematics between the seventh level compared to the ninth, tenth and eleventh levels, and between the eighth level compared to the tenth and eleventh levels, evidencing lower levels of attitude toward the usefulness of mathematics in tenth and eleventh, which coincides with the results of other researches that have shown that adolescents tend to show decreasing levels in socio-economic variables related to mathematics (Pérez-Tyteca, 2012).

This finding, which is consistent with those found in Agüero, Meza, Suárez, and Schmidt (2017) that show that the last levels of secondary education show higher levels of mathematical anxiety, is worrisome from the perspective of career choice. The fact that the students show decreasing levels in their attitude toward the usefulness of mathematics as they advance in their passage through secondary education could affect the choice of university career.

Finally, the research found no difference in the level of attitude toward the usefulness of mathematics according to the area of the school's location. The finding is interesting because differences were expected against students in rural schools, as it is known that these institutions face unfavorable conditions for the teaching of mathematics compared to those in urban areas (Meza, Agüero, and Calderón, 2013).

The results suggest, at least, the following lines of research: to deepen the causality of the differences detected in the level of attitude toward the usefulness of mathematics by gender and those that can explain why the level of attitude toward the usefulness of mathematics decreases in the students of the Diversified Education, incorporating explicitly, as Gómez-Chacón (2000) has suggested, the study of the social reality that produces these reactions and the sociocultural context of the students.

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Representation of female central character in the Novel "El Aswad Yalikou Biki (Black Suits You so Well)", by Ahlam Mosteghanemi, the Algerian Writer .

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Abstract

Novel "El Aswad Yalikou Biki (Black Suits You so Well)", by Ahlam Mosteghanemi, published in Beirut 2012, has the theme of love and Algeria historical background. This background has a strong presence in the memory of the female character and a great impact on her life events, so she has the opportunity to introduce herself. Besides the female protagonist, there is a male central character that has a significant share in the representation and introduction of female central character. In this study, we attempt to better understand female central character; because she has been able to play a dynamic role and to achieve new understanding of life or self-awareness after spending some challenging events.

Key Words: Arabic novel; the female character; Characterization; Self-awareness.

introduction

This paper examines the main female character in the novel, Haleh, and this is possible by examining the central male character, Talal. First, we offer a summary of the novel and then take a brief look into the character and characterization. In the following checked female character interact with man because in fact the events and the plot are created by the relationship between male and female characters. We tried to check characters by using psychological theories, especially theories of Carl Gustav Jung.

1.1. Summary of the story

The story begins when finished. Events occurred and the scene is now empty. But to recall past memories in the memory of the male character (Talal) shows that the past is still present. The Sentences at the beginning of the novel clearly show a love theme. A failed love affair that reached its peak in the past and now only has left a painful sensation in the psychological character. "Talal as eye-catching piano that is closed in on her song, has crept into his own cocoon. He never, even in his presence, admits that he has lost Haleh, will claim that she has lost him. And he asked for both of them strict separation that is sharp as a sword impact. Because he prefers the Long-term absence to her temporary presence, and great suffering to small pleasures, and separation at once to constantly switching back". (Ahlam Mosteghanemi, 2012, p 11)The story begins with a flashback to the past and the narration slowly finds its way. Talal, fifty-year-old man of Lebanese origin, and has lived in Brazil for about a quarter century, could have a huge commercial empire by coffee trade. Seeing a television interview with Haleh, Algerian singer living in Syria, opens unexpected new path in his life. Haleh, twenty-seven-year-old girl who was at first a simple teacher, But with the loss of his father and brother at the hands of terrorists, not only her location is changed but her path of life. Singing to her is a weapon that is formed of Music and words. The color of her dress on stage is always black, because she believes that the black is her man in life without a man. Talal seeing Haleh feels that passion for life entered his soul that was tired and depressed. In concerts and television programs, pursues her with purple tulips and believes that black is her graceful color. The followings and tulips provide a way to meet, and she who loves love experience, gladly accompanies him on the journey of love. She goes looking for love to Vienna and Paris, and contrary to the principles and beliefs that throughout her life she lived with them, she sleeps in the arms of Talal one night. Talal share is only hot kisses on the lips of Haleh; Because of her tribesmen are always in memory and protect her self – esteem even in the freest in the world. Talal, who is married and is committed to maintaining the family, he wants to revive the passion in his own life by her, and Innocent child inside her looks for living in support of a man. The contacts and separations of this relationship and its ups and downs subside when Talal suspects Haleh, because he finds her greeting with two Algerian men in the hotel in Paris, and when he offers her a sum of money to get gifts for her family and she does not accept, suddenly the mask of

Gentleman falls from his face and screams over her that she is insulting him by insulting his money. The relationship takes gap, the gap is so great that there is not any hope to fill it. After this separation Talal wealth is doubled to the extent that he becomes the owner of the private airline, and Haleh after a relatively long period of mourning returns to the scene. This time, however, she is a woman who seeks love with a new attitude, this time for her love is self-love and love of life. She takes off the black and puts on the Persian blue, and sings in a concert in Munich, the large number of Iraqi refugees live in it, the poem that describes the death of a brave warrior man.

1.2. The character and characterization

Greek character is a stamp derived from Greek from kharassein,(to sharpen, notch, carve or cut) (Isaac E. Mozeson, 1995)

As we know the story is made up of elements, all linked together and each plays a role in the story. But most theorists consider two elements of character and act, above all, accordingly Edwin Muir in "The Structure Of The Novel" has divided the novel into two kinds of action novels and character novels. (Edwin Muir, 1994, p 57) The story owes the characters and the relationships between them its life. So that long after reading a novel the central characters remain in the reader's mind. Le Père Goriot by Honoré de Balzac, Madame Bovary by Gustave Flaubert, Natasha by Leo (n) Nikolayevich Tolstoy and Alexis Zorba by Nikos Kazantzakis are characters have recorded in the reader's memory forever. In the definition of the character: "Character is the set of instincts and desires and traits and habits, the collection of material and moral qualities, that is the result of common practice between the fundamental nature and inherited characteristics and acquired nature, and effects in deeds, words and thoughts and behavior of the individual and distinguishes him from other people". (Ibrahim Younesi, 2009, p 289) The source of the human personality is known for three things: heredity, education and environment. Human character is not at full maturity and growth continues throughout life.

Flaubert believed that a novelist might not need to have a story to tell; just to display the human psyche as much as possible by non-educational purposes without any intervention. Henry James as Flaubert insists that novelist must offer the reader the psychological traits of characters with a way of showing, does not advocate a certain philosophy of art, and storytelling avoid judging of the characters and events. (David Lodge, Ian Watt, David Dychz, 2015, pp 69 & 72) Virginia Woolf said: "I believe all novels .. deals with characters; and just to design and draw characters that have created stories and nurtured them- and not to make it to propagate their teachings and ideas of others or sing of praise Empire, Great Britain in it or to celebrate the glory of the empire - and what better form of stories for the character design and drawing, a format that is both clumsy and verbose and non-presentational, and rich and flexible and alive and vibrant". (Miriam Allott,2014,p 503) Martin Trnl, English critic, sees the character as a verbal construction that there is no entity for it outside the book and believes that the fictional character is a vehicle which novelist's moods and emotions are manifested in it and gets its reputation from relationships that are established with other verbal construction of author. (the same: p 456) The character in the story is the person that their mental and moral qualities exist in practice, and what they say and do and characterization is creating such characters that seem for the reader in the realm of fiction almost like real people. (Jamal Mirsadeghi, 2009, p 84) About characterization methods is mentioned that characters either explained their actions and thoughts directly or by representation method that the character introduced into the reader through action and speech. In the third method, the mental struggles and emotions and inner thoughts of the characters are shown; this way is obvious in the novels "stream of consciousness". (The same: pp 87-92) There are different types of characters, static character from the beginning to the end of the story provides consistent quality but dynamic character influenced by the events of the story, experiences some changes in some aspects of personality or their worldview ideas. Simple character and complex character are other types of characters. Hero and anti-hero characters and typical and comprehensive character are other types. (The same: pp 93 – 114) The characters exhibit themselves through their words and dialogues, actions and reactions, their thoughts and feelings. Even the character's name could be a sign of psychology and mentality of character.

Fictional characters, such as individuals in the real world, as opposed to each other can reveal hidden truths of their existence; so that if events would not occur and characters in the scene did not meet each other, however, many aspects of existence remain hidden forever even from their own perspectives. Factors have often more important role in the development of a character; for example, memory, and in another sense one's own past, environment, employment and other factors that can overtake each other in building the character construction.

1.3. Female central character in the novel "El Aswad Yalikou Biki"

According to what was mentioned the novel "El Aswad Yalikou Biki" is placed in character novel. Because it is a novel that has been able to portray two central characters very artistic and detailed; Haleh Alvafy, 27-year-old singer, of Algerian origin, who lives in Syria and Talal Hashim, 50-year-old businessman, a Lebanese native who has lived in Brazil for over a quarter century, and is in the course of the trip among countries such as France, Lebanon and Austria for his business works. Haleh is the central character in this novel, was born in a small village called Marouane in Algeria where has spent her childhood. She has been used to climb the mountain Oras, located in her birth place, in childhood with her grandfather and listen to the voice of the flute that her grandfather played. Haleh's father plays the lute and his brother is a medical student, both are killed by terrorists in terrorist acts. She after being fired from teaching job turns the singing. First sings a song in the anniversary of the assassination of her father and then pursues singing professionally. To overcome the anxiety of singing on stage usually, before performance, presents a short speech, the content is often counter-terrorism, and believes that singing is her weapon to fight terrorists. The dress that wears on stage is always black because she believes that it supports her instead of the men has lost them in her life. The environment in which is grown is a mixture of generosity and beauty of the mountains and the art of playing the lute and flute. The two instruments are in harmony with her spirit more than other instruments, because they are full of mystery while simple. There are some beautiful and meaningful sentences about the mountain in the novel: "Over the years, went to the mountain so much with her grandfather that was used to see the world as a carpet beneath her feet. It was not a transcendent view of the world, but while stood on the highest natural scene learnt not to accept to look no one at her from above. In this way, mountain Oras took the possession of her fate". (Ahlam Mosteghanemi, 2012, p 66) The tenacity and impermeability are from the distinctive features of Haleh and she has inherited these features from the mountain in her birth place; the author even in the name of the character has taken into consideration the semiotic perspective, as says:"So her name is Haleh Alvafy. He Muttered the name to be familiar with its song, so left his eyes to reflect on it .. Moreover, he loved the impermeable walls of the letters of her name" (Ahlam Mosteghanemi, 2012, page 19). During her relationship with Talal this feature is still preserved. "This rogue filly, so much so that tether your generosity to put around her neck, is a victory in itself .. Wherever his arms crossed, her femininity flowers, but does not let him to pick flowers. What is comfortable, easily lost". (The same: page 219) And in close physical contact that occurs in going to bed, Talal has not been allowed picking flowers. At this moment, the Haleh is not the only decision-maker, Haleh clan men are on her mind and protect her. "Now the body of Haleh suddenly calls Talal tribal memory, while the tribesmen of Haleh turn guard, and Talal had thought they have gone". (The same: page 278) Amidst these words can be found traces of the theory of Carl Gustav Jung. Jung has achieved the similarity in the comparison between the dreams and imaginations of his patients with myths and oral literature of primary family, and put it on his important theory which has been called "the theory of archetypes". He has knows the collective unconscious as the origin of dreams and images painted on them. Collective unconscious is a term refers to structures of the unconscious mind which are shared among beings of the same species. According to Jung, the human collective unconscious is populated by instincts and by archetypes: universal symbols such as the Great Mother, the Wise Old Man, the Shadow, the Tower, Water, the Tree of Life, and many more. (Carl Gustav Jung, 2008, pp 69-79) Haleh, a woman grown in Algerian culture, very small hometown environment has not allowed open communication with the opposite sex. Relationships between men and women were very limited and defined, this limitation is engraved in the Haleh's psyche

and although she is in an age that reached a kind of maturity and tries to break her limitations and experience open relationship with the male, but her memory still accompanies her in taking her decisions. What personal memory and collective memory, both lead the relationship in a way that is not damaging to the identity formed in Haleh. she insists the experience of love; since her childhood does not gift to her the modern love. "Who was someone understood in adulthood she has never had a doll and her childhood stolen from her. Each time she was given a bouquet of flowers, felt she takes revenge the time her femininity was suppressed at it". (Ahlam Mosteghanemi, 2012, P 21) She is one of those women that love in their life is prior to sex, and the second only accepted in the long-term committed relationship such as marriage, as some words of Talal make her to think that he wants to marry her. But Talal, who is married and has two daughters, in a night of partying after drinking and getting drunk and delirious admits that this is not going to marry. If we want to consider a name for the Talal's personality psychologically, according to his performance in life, his personality is Don Juan; Don Juanism or Don Juan syndrome is a non-clinical term for the desire, in a man, to have sex with many different female partners. The name derives from the Don Juan of opera and fiction. Psychiatrist Carl Jung believed that Don Juanism was an unconscious desire of a man to seek his mother in every woman he encountered. However, he didn't see the trait as entirely negative; Jung felt that positive aspects of Don Juanism included heroism, perseverance and strength of will. Otto Fenichel saw Don Juanism as linked to the quest for narcissistic supply, and for proof of achievement (as seen in the number of conquests). He also described what he called the 'Don Juans of Achievement' – people compelled to flee from one achievement to another in an unconscious but never ending quest to overcome an unconscious sense of guilt. (Wikipedia) Don Juan men do not trust any woman. They do not have the ability to love and be loved not believe, a state of paranoia to be loved messages from their romantic partner. Such men often have narcissistic personality disorder are not looking for a relationship. In fact, they are looking for to get, make theirs and then by dropping satisfy their anger and desire for revenge that originated from their frustrating mother. Women attract such men have stunning degree like Wealth, fame and position. Talal in this story because of his wealth, and failings receives from mother and his first mistress is pessimistic and abuser about the woman. "He was a pacifism dolphin among the money whales. He keeps malice and hurt for woman that is important to him. So that insists to make her his own, pours her blood once, and leaves her while the blood is still coming from her because of the punishment of his absence, among the devastating waves of life. He does not know why do these calamities to the woman loved, or thought he loved her. He suffered from emotional disability that did not allow him to offer his heart really to a woman". (Ahlam Mosteghanemi, 2012, p 145) And continues: "all of his life, will doubt the honesty of women, fearing that he leaved, he will leave them". (The same: p 145) Even after separation from Haleh more his thought is about that he wish she would come back one more time "to get the honor of leaving her as soon as possible". (the same: p 307) Haleh has been in a relationship with a man who is not only pessimistic to her honesty and love but their worlds are different. He sincerely tries to be close Talal, because in his arms seeks the protection and to be her father and tries in her world, without men, holds a man. Perhaps she, like many women has the schema of being rejected and left alone. Her attempt fails because their world is very different together; Haleh has fighting spirit because of her past and fights with terrorists by the weapon of singing but Talal years has reached the political maturity and withdrawn ideal thoughts that had them in youth and his presence in Beirut during the Civil War, Since he arrived in Brazil, carnival and masquerade African land, his patriotism is lost, the sense that is very bright and vibrant in her, and incidentally this vitality and passion fascinates Talal when he first saw her in a television interview. Talal achieved great wealth in life but happiness is lost and his soul suffers from some form of depression that does not even have the ability to be happy. "Whenever he thinks happiness is reached, hears the sound of the steps of that melancholic and would refer him to the place where he was". (the same: p 268) Haleh seeks the support and love in this man and what Talal in Haleh looks for is passion for his artificial and cold life. Haleh is looking for a long-term relationship and a sense of security and it is enough for Talal to heal his inner hurt child and make Haleh's body his own. What appears is that Haleh has understood the sadness in the life, as evidence of this is her insistence to wear a black

dress, but in fact she wants the life with all its fresh and intact joys and sorrows. Talal appeared to drink madly the life like wine, wealth on wealth, seducing women, happiness and social rebellion, but the fact is that his soul is unable to understand the intact life. He reached the absurdity, the surrounding objects are not pleasure because of having too much, unlike Haleh, who, along with Talal experiences a world that never had and becomes wondered by seeing them, and the surprise makes her stay alive. Talal even with a private plane is also concerned about the birds that hide in aircraft engines and cause the accident, while Haleh is experiencing most beautiful romantic feelings when she's dancing with Talal. The two have different views on life and their world and how they feel. What makes Haleh to insist to keep Talal just to ask the same sense of protection and security in the shelter of a man. This relationship is over and if we want to determine, according to Talal logic of numbers and figures, the winners and losers, of course, Haleh wins this story; she preserved the self-esteem and dignity that were the result of her cultural and environment, in addition, traveling with Talal gained romantic experiences and beautiful memories, but Talal after this relationship is still the same man was depressed trying to put together events in a manner that as if she has lost him. Talal was very great in the eyes of Haleh during their relationship, maybe even lost in the presence of this man, enjoyed the orders of Talal that had the sense of a girl under the protection of father. But the relationship that was over, found herself after months of suffering and trying to rebuild the spirit. She is not that coward Haleh was looking for a supporter. Haleh is a dynamic character who in the throes of storm events that has spent turned to Haleh that loves herself, she finds true love in love herself, she reaches a stage of self-awareness, the stage of recognition that achieves in the connection with another person despite all the mental suffering. She was looking for love in the presence of another person, but when she found herself perceived to love herself is the true love. In the last performance takes off the mourning clothes and puts on the Persian blue. The biggest lesson that Talal learnt her was being faithful to life. The story ends with this sentence:

"Dance as if no one sees

Sing as if no one hears

Love as if no one has injured you". (The same: p 331)

In this novel, the events that Haleh is going through make her find a new attitude to life. She fails in her struggle to get a man but what obtains much larger and much more expensive; herself and love herself.

1.4. Result

In the novel "El Aswad Yalikou Biki (Black Suits You so Well)" beside the secondary characters in the story, there are two central characters; Talal and Haleh. Each of them, in the two years together, is looking for something in the other person. When the relationship ends Talal is still the same arrogant rich man who is pessimistic to women. But Haleh is a woman with accumulated precious experience and love. She looks for love in another person and does not find and finally she reaches self-awareness and finds love in love herself. The Persian blue is the color of love herself, the color of change and renaissance in life, and the exclusion of black that Talal praised it in Haleh's body highly is a sign that the other person has lost his significance in her life. What matters is herself and her own life. The event of getting to know Talal has a deep reflection on her life to the extent that the life of Haleh can be divided into two stages: before getting to know Talal and then. Haleh, after this period has reached a mature personality.

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An analysis of Lak Students Language Transfer in Learning and Using Persian

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Abstract
This research analyzes language transfer of Lak students who are learning Persian at Primary and Junior Highschool in Koohdasht. Data have been collected from interviews and recording students' speech, and also from students' composition and written tasks. The analysis of the data has discovered the number and types of transfer that these students have committed. These transfer types include: transfer of orthography, phonology, and direct transfer of lexico-semantic elements, morpho-syntactic, conceptual, and cognitive transfer. Transfer can occur as a result of differences and simillarities between two languages. Persian and Laki languages have some differences in word order. From typological point of view, Laki has disjunctive compound structures. These differences have affected the performance of the Lak learners of Persian. In this research it has been demonstrated, that as the learners become more proficient in the target language, the number of transfer cases decreases.

Key Words: language mastery, overgeneralization, simplification, loan translation, crosslinguistic influence

Introduction
    1.1.   Statement of the problem
    The subject of this research is: "The Analysis of the Lak Students' Language transfer in Learning and Using Persian". This subject expresses the subjects under study, variables, description of the situation; that is the the descriptive analysis of the data. In this research the variables are: language transfer, Laki language as the first language (L1), Persian language as the second language (L2), learning and the use of Persian language. In the present study the researcher is looking for causes and types of language transfer from L1 into L2 and vice versa.The researcher has observed the use of Persian by educated and common Lak speakers in different situations, and has decided to investigate this subject.
    1.2. Research Questions
    1. What is the relationship between thought patterns and language transfer?
    2. Is language transfer more frequent in phonological and grammatical fields than social and pragmatic ones?
    3. Is language transfer of primary school students more than junior high school students?
    4. What is the relationship between language transfer and the development of language mastery?
    1.3. Hypotheses:
    1. One cause of language transfer is related to thought patterns and world views.
    2. Language transfer is more frequent in phonological and grammatical fields than social and pragmatic ones.
    3. Language transfer of primary school students is more than junior high school students.
    4. Language transfer decreases with the development of language mastery.
    1.4. Purpose
    The general purpose of the present study is to analyze interlanguage of Lak learners in acquiring and using Persion. The researcher intends to discover the elements that these learners transfer from their L1 into the L2 in the course of making their interlanguage. Interlanguage refers to the middle phases between L1 and L2. Learner language is oral or written language that is produced by leaners. The role of interlanguage is providing data to study L2 learning. The purpose of this research is to describe and

explain language learners' competence and development, and its growth over time. Competence can be analyzed only through a kind of performance.

2. Review of the Literature

Transfer is a term used in applied linguistcs to refer to a process in foreign language learning whereby learners carry over what they already know about their first language to their performance in their new language.

Odlin (1989: 27) characterizes transfer as follows:

"Transfer is the influence resulting from the similarities and differences between the target language and any other language that has been previously (and perhaps imperfectly) acquired."

Crosslinguistic influence (CLI) or - the influence of a person's knowledge of one language on that person's knowledge or use of another language-is a phenomenon that has been of interest to laypeople and scholars alike since antiquity and most likely ever since language evolved. Transfer phenomena often came to signify sloppiness, narrow-mindedness, and lack of mental clarity and sound thinking. (Jarvis and Pavlenko, 2008:1-2). These views were challenged in the 1940s and 1950s (Fries1940, Weinreich1953, Lado 1957). Discussions of language transfer moved to a scholarly footing, legitimizing it as an unavoidable feature of language learning and use and exploring it as a linguistic, psycholinguistic, and sociolinguistic phenomenon.

Since the 1950s, a number of additional books have dealt extensively with transfer, including, in chronological order, Vildomec (1963), Gass and Selinker (1983), Kellerman and Sharwood Smith (1986), Ringbom (1987), Dechert and Raupach (1989), Gass and Selinker (1992), Sjoholm (1995), Jarvis (1998), Hufeisen, and Jessner (2001, 2003), Alonso (2002), Cenoz, Hufeisen, and Jessner (2003), Cook (2003), Arabski (2006), and Ringbom (2007).

Language transfer affects all linguistic subsystems including pragmatics and rhetoric, semantics, syntax, morphology, phonology, phonetics, and orthography.

Research on transfer, has had a discovery nature, and researchers have tended to follow a concatenative approach. According to Jarvis and Pavlenko (2008:4-8), the new era of research characterizes four features about language transfer:

Phase 1: During this phase the phenomenon in question gains recognition as a possible explanation or independent variable for what is considered to be a more important thing to be explained, or dependent variable. The issues that were fundamental to researchers during the peak of Phase 1 were: (a) the identification of transfer, especially in relation to which learner errors are due to L1 influence; (b) defining the scope of transfer, especially in relation to the areas of language use which are affected by; and (c) the quantification of transfer effects, especially in relation to the proportion of errors it accounts for in comparison with other variables.

Phase 2: The phenomenon in question comes to be considered important enough to be investigated as an explanation in its own right, with its own set of empirical factors that affect its behavior. Important issues concerning this phase were: (a) verification of transfer effects (b) sources and causes of transfer (c) constraints on transfer (d) the selectivity of transfer at the level of individual learners, and (e) the directionality of transfer effects. All of these issues are still the focus of a great deal of attention.

Phase 3: The phenomenon attracts sufficient theoretical interest to give rise to sophisticated competing theoretical models and hypotheses concerning the social, situational, and mental constraints, constructs, and processes involved in the occurrence of the phenomenon; empirical research during this phase is thus highly theory-driven.

Phase 4: This phase is characterized by a complex understanding of the phenomenon in terms of the actual neurophysiological structures and processes through which it operates. The groundwork for Phase 4 can be seen in studies that probe into the neurophysiology of how languages are stored and how they operate in the brain, especially in relation to the brains of people who know and use more than one language.

At present, CLI research appears to be in a transition from Phase 2 to Phase 3, or from concerns about the measurement of transfer and the factors that interact with it to more full-fledged theoretical explanations of how CLI operates.

New trends in the study of learner language and the influence of mother tongue on it enjoy newer theoretical views. Most researchers believe that CLI is not unilateral and from L1 but it is also from L2 to L1. In the following subsections new theoretical views on transfer are presented.

 2.1. Types of transfer

Behaviorist psychology has shown that transfer affects learning. Transfer includes two types of learning, and causes prior learning to influence second learning. These effects are of two types: positive and negative.

2.1.1. Positive or Negative Transfer

Positive transfer occurs when first learning is similar to second learning. In this situation facilitation happens, meaning the learner will not experience any problem in learning the second language. What the learner has learned in first language situation has been transferred to second language learning situation.

Negative transfer is problematic and causes tinterference. This type of transfer occurs when first learning is different from second learning. Therfore to overcome interference we need much time and additional activities. In this type of transfer, learning in one situation interferes with learning in another later situation.

According to Hudson (2000: 169) earlier knowledge influences the acquisition of later knowledge. This influence can be good or bad, positive or negative. Positive transfer results when categories of second or foreign language are very similar to those of the first language. From his view point, categories of first and later learned language are usually different in one of the three ways:

a. Categories of first language may be absent in the second language. These won't present a problem for learning the second language.

b. Categories of first language may be new, being absent in the first language. These present a problem for learning, but not for transfer.

c. Categories of first language may be reinterpreted in the second, being similar in some ways but different in others.

2.1.2. Bidirectional Transfer

Jarvis and Pavlenko (2002) are among those who introduced bidirectional transfer.In the oral and written production of a user of L2, crosslinguistic influence can function in both directions simoltaniously, fromL1 to L2 and from L2 to L1. Bidirectionality refers to a two-way interaction between two linguistic systems of an L2 user. Bidirectional transfer enjoys a multicompetence framework that is a specific speaker-hearer with a unique linguistic system. Within this framework bidirectional crosslinguistic can be discussed and understood as a complex process which may affect not only additionally learned languages but also L1 competence.

2.1.3. Conceptual transfer

After introducing Interdependence Hypothesis, Jim Cummins (2005:5) claims that depending on the sociolinguistic situation, five types of transfer are possible:

- Transfer of conceptual elements
- Transfer of metacognitive and metalinguistic strategies
- Transfer of pragmatic aspects of language use
- Transfer of specific linguistic elements
- Transfer of phonological awareness — the knowledge that words are composed of distinct sounds.

According to Murphy (2002a: 481) concept is "a mental representation of a class of things that are recognized as being fundamentally the same or sufficiently similar as to be given the same label. Galotti (2004: 246) adds that a concept is "a mental representation of some object, event, or pattern that has stored in it much of the knowledge typically thought relevant to that object, event, or pattern".

Conceptual transfer can be characterized as the hypothesis that certain instances of crosslinguistic influence in a person's use of one language originate from the conceptual knowledge and patterns of thought that the person has acquired as a speaker of another language.

Jarvis (2007:52) refers to conceptual transfer related to a person's conceptual inventory as concept transfer, and refers to conceptual transfer stemming from a person's patterns of conceptualization as conceptualization transfer. He adds that concept transfer results from the nature of a person's stored conceptual inventory, whereas conceptualization transfer occurs during the processing of that knowledge. To illustrate the difference between these two types of transfer he campares kitchens in the United Statates and Finland. In his view, the difference in cooking in these two places is related to the inventory of ingredients. In the U.S. kitchen, you will find shortening, but in the Finnish kitchen, its counterpart will be baking margarine. In the U.S. kitchen, you will find liquid vanilla, and in the Finnish kitchen the counterpart will be vanilla sugar.

These observations apply similarly to conceptual transfer: Conceptual transfer can occur either because of differences in L2 users' conceptual inventories or because of differences in how they process their conceptual knowledge; it can also involve both of these at the same time.

2.2. Causes of Transfer

Different researchers consider different causes for language transfer. Researchers like Corder (1983) are trying to explain transfer on the basis of communication. From this view point, transfer is either a performative phenomenon or a product of it.

Ringbom (1992) also claimed that there is a relationship between transfer and learning. Transfer can occur as a result of differences and simillarities between two languages. Major and Kim(1996) showed that Korean English learners lerned /z/ sound better than the similar sound /ʤ/.Some others believe that transfer works along with other causes. Socialinguistic, markedness, prototypes, language distance, and factors of language development affect language transfer.

In their revised position on transfer, Gass and Selinker (1993) state that it is not incompatible to think of L2 acquisition as being affected by two interrelated processes: first, the learner's build-up of a body of knowledge in which he or she tests hypotheses formed on the basis of the available L2 data and second, the learner's utilization of the knowledge of L1 and other languages known to him or her (Johnson and Johnson, 1999: 355).

According to Johnson and Johnson (ibid), transferability occurrs at all phonological, morphological, syntactic and semantic levels;

1. Linguistic Criteria: An important influence on the transferability of a grammatical form (such as word order, relative-clause formation and negation) is related to the question of universality and typological characterization of the feature. The surface realization of a form is more likely to be transferred if it is marked, that is, more basic than an alternative one.

2. Psycholinguistic Criteria: In production, speakers are more likely to transfer elements of their L1 to L2 if they perceive L1 and L2 as sufficiently close, despite the actual genetic distance between the two languages.

3. Socio-Psychological Criteria: A complex web of social and psychological factors may be responsible for the occurrence of transfer. The processes of convergence and divergence described by accommodation theory, as well as the speaker's need for identity marking, may influence a speaker's recourse to L1 features in L2, or to their avoidance. Age, style of learning, proficiency in L2 and knowledge of other second languages can also play a role in the likelihood of the speaker's reliance on transfer.

There are different methods to measure crosslinguistic transfer: errors (negative transfer), facilitation (positive transfer), avoidance (underuse), and over use.

Some of the errors are the result of transfer not all. Facilitation occurs as a result of the similarities and differences between L1 and l2. Avoidance happens when language learners find some structures difficult because of the differences between L1 and L2. Oveuse has also been found in L2 learners' grammatical production which constitutes grammatical errors.

According to Janusz Arabski (2006:13-14) the intensity of language transfer depends on the following factors:

• The intensity and type of transfer depends on which L1 is in contact with which L2, and how distant genetically are L1 and L2. Language transfer appears with greater intensity when the two systems are genetically closer and thus when there are more points of reference for the transfer to occur.

• The age of learners is another factor determining transfer occurrence and frequency. Transfer occurs less frequently among children whose L1 system is not yet strong enough to influence the new L2 structures. Young learners, especially children before puberty, naturally acquire a second language without much influence from L1.

• It also depends on the stage of interlanguage development. In the case of Polish-English interlanguage, negative transfer does not occur at the very beginning of the English learning process, at the stage of imitation. It then becomes more and more frequent until at the advanced level it starts to decrease. It decreases when L2 structures are well established and have become resistant to L1 influence.

María Pilar Agustín Llach(2010: 1) who had studied lexical transfer, discusses some of the main variables that affect the process of cross-linguistic influence in lexis:(1) L2 proficiency (2) L1 background (3) gender (4) motivation, and (5) learning context.

In general terms, as learners' L2 proficiency increases the influence of the L1 decreases. Lexical transfer responds to a variety of reasons. Basically, transfer is an essential cognitive process of L2 learning. The L1 is the only linguistic information available for beginning learners and they use it to start acquiring the foreign language. Learners establish equivalence

relationships between L1 and target language(TL) words, and basing on these interlingual identifications they transfer lexical items they consider common to both languages. Lack of vocabulary in the L2, incomplete word knowledge, non-automatized and therefore not available lexical knowledge, or a cognitively too demanding communicative task are situations that make the learner replace L2 words for L1 ones.

2.3. Language transfer and typology

Do language learners enjoy from similarities between L1 and L2? Some researchers claim that learners with different mother tongues develop with different rates, and even follow different routes.

Learning, including language learning, is based on prior knowledge. TL knowledge largely depends on the stage of learning; it increases as learning progresses.

Ringbom (2007:1) says:

"If you learn a language closely related to your L1, prior knowledge will be consistently useful, but if the languages are very distant, not much prior knowledge is relevant. What matters to the language learner is language proximity, i.e. similarities, not its negative counterpart, language distance, i.e. differences. Presence or absence of cross-linguistic similarities accounts for the differences in effort and time existing between learning a language close to the L1 and learning a totally unrelated language".

Learners, consciously or not, do not look for differences; they look for similarities wherever they can find them. In their search for ways of facilitating their learning task they make use of intralingual similarities, which are perceived from what they have already learned of the TL.

He has shown that Swidish speakers learn many aspects of English vaster than those of Finish learners of English. He attributes these differences to the fact that Swidish and English are typologically closer. Speakers of Roman and Germanic languages have better understanding of English vocabulary than speakers of non-Indo_European languages.

Januz Arabeski (2006:12) after introducing transfer and its positive and negative types discusses three situatins in which different language systems are put into contact with each other:

(1) Foreign language learning

(2) Language contact

(3) Dialects in contact

In his view when two languages are closer genetically, more transfer occurs. There is more language transfer between Polish and Russian, both positive and negative, than between Polish and English in the

foreign language learning process. Poles learning Russian rely more on Polish to help them acquire Russian but they also make a lot of errors in structures which are different in Russian. The genetic proximity of Russian makes Poles transfer Polish endings and add them to Russian roots. The transfer of Polish morphological endings hardly ever happens in Polish-English contact; in Polish-English interlanguage.

3. Method

In this research cluster sampling has been used to gather data. A number of primary and junior high schools were chosen in Kouhdasht City, and data were collected from their students. In order to gather data, the researcher has done oral interviews with 100 Lak learners of Persian. These interviews have been done in the classroom. The interviewer has tried to make the situation natural. He has recorded students' voice on sound recorders. The tools the researcher used were tablet and cellphone. To prevent observer paradox, these tools were naturally put on a table. Most of the time the subjects didn't realize that their voices are recorded.To collect written data a number of composition topics were given to the subjects. After students wrote the copositions they were corrected. Then the types of errors were specified and classified.

4. Data Analysis

In this section the analysis of the gathered data is done. As was mentioned before the data of the present research are gathered from one hundred Lak primary and junior high school students' conversations and compositions in Persian. 62 students including 34 boys and 28 girls were interviewed. The length of each interview varied from 6 minutes to 1 hour. The content of the recorded matterials were transcribed on paper, meaning the oral language was changed into written language. To find out the sources of language transfer, the data should be described then analyzed. The description of the data includes comparison of students' utterances with their reconstructed forms. In this section of the research, utterances containing transfer elements have been extracted from the spoken and written corpora then classified.

Classification of data is linguistic-based. In this taxonomy four major categories of errors are introduced namely orthographic, phonological, lexico-semantic and morophological.

For the classification of language transfer types which are one of the sources of errors the above approach has been used. In other words, after gathering and coding of the data different types of transfer have been categorized according to language levels. After the descrition of data they should be interpreted and explained. In this section the researcher looks for the causes of transfer and why it occurs in the process of L2 learning.

Based on the data of the present research, different types of transfer have been described and explained as follows:

4.1. Orthographic Transfer

In the data gathered from subjects' writing tasks and compositions, many instances of transfer were related to orthographic system.

Based on the data orthographic errors can be attributed to the following factors:

Common spelling in the mother tongue: Trnsferred words are the ones that are pronounced in the students' L1. The process here is forward transfer or transfer from L1 to L2 (L1>L2). According to table (1) Lak learners of Persian have done a kind of de-Arabization which is a common process in Laki. In this language the pronounciation of Arabic words becomes Lakilized. For example, the word bol-ajab from Arabic has become [beladʒowi] after entering Laki. In table (1) there are some Lakilized Arabic words. In fact, simplification process has occurred and the learner has transferred linguic forms that are compatible with his L1 linguistic system.

Table 1.de-Arabization in Laki(pronounciation
of Arabic words becomes similar to Laki)

Laki	Arabic
/tæbiyæt/	/tæbi?æt/
/nemæt/	/ne?mæt/

/Gæt/   /Gæt?/
/rayæt/   /ra?yæt/

Cognitive factors: In the low levels of language learning, learners do not have enough orthographic knowledge of the language that they are learning. For example, the beginner Lak learner of Persian has heard the word centrifuge from the media and has used it in his writing task as [santifiudʒ].

Weakness of Persian writing system: Persian writing system is not capable of displaying all sounds of Persian.

Interlingual Transfer: Transfer from L2 into L1 or backward transfer is an important source of errors. For example Lack learner by appealing to hyprcorrection has produced tæriff (طعریف) by analogy with tæ?m(طعم).

4.2. Phonological Transfer

Phonological transfer and errors have different causes: (1) absence of special target language phonemes in the mother tongue (2) absence of special source language phonemes in the target language (3) difference in the syllable structures of the two languages, and (4) spelling of the words.

One of the obvious cases of transfer is L1 transfer in the area of pronunciation. Learners initially perceive L2 sounds in terms of the phonological system of the L1. At first learners have a very low competence in the target language; in rhythm, in stress and intonation, and in individual speech sounds. Language learners tend to transfer mother tongue pronunciation properties to the linguistic system of the target language. The main cause of this transfer is mother tongue. L2 learner may transfer phonemes from L1 into L2. This transfer is due to the difference between the two linguistic systems.

By comparing phonemes of Laki and Persian a part of language transfer can be discovered. When consonants of Laki and Persian are compared, we will understand that there are phonemes in Laki that have no counterpart in Persian and vice versa.

4.2.1. Different consonants in Laki and Persian

There are phonemes in Laki which do not exist in Persian. According to level two of Prator (1967)'s hierarchy of difficulty or underdifferentiation, an item exists in the native language but absent in the target language. Consonants /w/, /G/, / ŋ /, and /ɫ/ are present in Laki but absent in Persian. Thus Lak learners of Persian may transfer these phonemes in production. In Persian /l/ is alveolar and lateral, but in Laki it is either palatal as in [Lazem] (=necessary) or postalveolar as in [ɫüLæ](=pipe). Another different phoneme is the consonant /ɣ/. This phoneme does not exist in Laki, and Lak learner of Persian replaces it with its near phoneme /x/. In table (2), Lak learners of Persian have transferred /x/, /G/, and /ɫ/ into Persian.

Table 2. Transfer of phonological elements

Produced forms	Reconstructed forms	Gloss
[čerax]	[čeraɣ]	light
[Germeze]	[qermeze]	red
[væLa]	[væla]	Swear God
[qæza]	[ɣæza]	food

But it should be emphasized that intrelingual transfer is not the sole cause of crosslinguistic influence. Trnasfer may have intralingual causes. Lak learner of Persian may produce ræɣIb(competitor) and eraɣ(Iraq) by analogy with ɣærIb(=far). The word ræqIb (competitor), does not exist in Laki and the word eraq is pronounced [?erax]. In the words daG (=hot), soraG(=search) and Galiz(=strong), the learner has overgeneralized them to the aforementioned words, because these words are [dax], [surax], and [xeliz] in Laki.

4.2.2. Different vowels in Laki and Persian

There are phonemes /ü/, Ø/ and /ē /in Laki which do not exist in Persian. Thus Lak learners of Persian may transfer these phonemes to Persian in production. Laki and Persian vowels are compared in table (3).

Table 3.Laki and Persian vowels
Laki vowels   Persian vowels
/a/   /a/
/e/   /e/
/o/   /o/
/u/   /u/
/i/   /i/
ā//   ā//
/ Ø /   Ø
/ū̃/   Ø
/ ē/ Ø

4.3. Transfer of lexico-semantic elements

Based on the gathered data of the research, transfer of lexico-semantic elements in the speech and writing of the Lak learners of Persian are: (1) direct transfer of lexico-semantic elements (2) loan translation (3) loan blending (4) overgeneralization, and (5) transfer of cognitive concepts.

4.3.1. Direct transfer of lexico-semantic elements

Lexical transfer is the most common type of transfer. When an L2 learner doesn't know a concept in the target language, he may appeal to the mother tongue. In the present research, L2 learners have trnsferred words from their L1 into L2 to express their purposes. Examples (1) to (5) illustrate lexical transfer.

1.   [dæs dæm] (hand and mouth)
2.   [dar] (tree)
3.   [hen] (thing)
4.   [amuza](cousin)
5.   [bal](hand)

In example (4) transfer is due to semantic fields of kinship reationships which do not match in different languages. This mismatch creates problems for language learners when learning L2s. One type of this mismatch is crossassociation. This occurs when there are two words in target language, but there is one word for it in the mother tongue. As a result L2 learner may use these two words for two meanings. Table (4) shows this process in Laki and Persian mismatch.

Table 4. Transfer due to crossassociation
Laki Persian Gloss
[mimi]
    [æme]/[xale]   aunt
    amuza] [
    [pesær æmu]/[doxtær æmu]   cousin
    ]˚twe [[to][šoma]   you

In Laki mimi means aunt, but in Persian there are two terms to refer to it (æme/xale). Also in this language there is one word to refer to second person (twe), but in Persian there are two words (to, šoma). When Lak speakers use twe to address Persians and they get resented. In example (5) the situation is different. The word bal(hand) in Laki has two meanings: wing of a bird and human's hand. This is based on level one of Prator (1967)'s hierarchy of difficulty or coalescence. At this level, two categories in the native language are coalecenced in one category in the target language. Because of this fact Lak learner of Persain has produced the following erroneous utterance:

ægar bal(dæst) nædaštIm nemišod gæza boxorIm(If we didn't have hand, we couldn' eat food.)

4.3.2. Loan Translation

A special type of borrowing is described as loan-translation or calque (/kælk/). In this rocess, there is a direct translation of the elements of a word into the borrowing language. Primary material used to make this process is available in the native language, but combination pattern is gotten from another language.

The subjects in the present research have used loan-translation with a high frequency. Some examples are given in table (5).

Table 5. Trasfer due to loan translation

gloss	Produced form	Laki
If you drink tea, you become thin.	[ægær čay bexori xošk mišæi]	[ær čay bæri hweškæ movi]
A boy is saying the Call of Allah.	[pesæri dare æzan mide]	[kwere dere æzonæ me]
People drink tea in the morning	[mærdom sær sob čay mixorænd]	[mærdem sær so čayæ mæren]
She doesn't give birth to children.	[hei bače nemiyare]	[hær ayL nemare]
The third time he says…	[sære sevomin bar ke mIge]	[sær semen geL ke muše]
May be we pour tea on us.	[šayæd čay šod qæde pamoon]	[šayæd čay biyær Ge pamon]

It can be seen in the above examples that the learner has appealed to loan translation to convey his intenation. He has transferred mother tongue concepts to the target language and has produced incorrect structures. In fact, loan translation is a type of communication strategy that the learner uses to express his ideas.

4.3.3. Loan Blending

In loan blending, one part of the word or phrase is from a foreign language and the rest is from native language. For example, in Polish the word drewland is a combination of the Polish morpheme drew and the English morpheme land. In table (6), there are instances of loan blending that Lak learners of Persian have produced.

Table 6. transfer due to loan blending

Laki Noun + Persian clitic	Gloss
[Gowr] + [-æš]	His grave
[bal] + [-æm]	My hand
[kwer] + [-e]	His son
[sür]+[-eš]	His wedding

4.3.4. Overgeneralization

Overgeneralization is a common process in both first- and second-language learning, in which a learner extends the use of a grammatical rule of a linguistic item beyond its accepted uses, generally by making words or structures follow a more regular pattern. L2 learners may use overgeneralization and transfer to make inferences about target language system. They may use intralingual cues to overgeneralize some specific properties of target language based on their inefficient previous learning. Some of the communicative strategies like paraphrase and coinage that L2 learners use to convey their message in their developing interlanguage, suggest overgeneralization.

In the examples of table (7) the learner has overgeneralized the verbs ænjam dadæn(do), kešidæn(draw) and du:xtæn(sew) incorrectly.

Table .7. transfer due to overgeneralization

Gloss	Target Form	Produced Form
He draws.	[næqaši mikonæd]	[honær ænǰam midehæd]
He draws.	[næqaši mikonad]	[honær mikešæd]
He weaves carpet.	[færš mibafæd]	[færš miduzæd]

More examples of overgeneralization are presented in table (8). Here regressive transfer or transfer from L2 into L1 (L2>L1) has occurred.

Table 8. transfer due to overgeneralization

overgeneralization	Laki	In analogy with	Gloss
[sæbad]	[sawat]	[ab]	water
[yæGæčal]	[yæxčal]	[porteqal]	orange
[bærabærde]	[berawerdæ]	[ab]	water
[bernab]	[bernaw]	[ab/golab]	Water/ flower juice

4.3.5. Transfer of cognitive concepts

The most influence of L1 on L2 is not its external aspect, but it is related to cognitive processes like logical judgements, analysis and inference. Thought patterns in two language communities are different. In different language communities, people organize different concepts from experiencing the same phenomena. Crosslinguistic differences between languages predispose their speakers to conceptualize experience in different ways. Native speakers have learnt a conceptual linguistic system for their L1. It is natural to try to make use of these underlying organisational principles of language when learning other languages, especially at the early stages.

L2 learners have already learnt how their world and culture is reflected through language but they need new labels to relate the new language to prior knowledge. It is natural for learners to ascribe L1-based semantic properties and conceptual content to L2 words: they are reluctant to modify their conceptual L1- based system when learning another language. According to cognitive theory, transfer occurs when a speaker activates a procedure based on his L1 and as they lack information of this procedure in L2 they commit these errors.

What transfers are cultural elements, and linguistic structures are a part of it. The following examples indicate cultural transfer from Laki into Persian.

1. čai va non(=dinner, lunch, breakfast)

Concepts of dinner, lunch, breakfast did not exist in Laki, and these terms are borrowings from Persian. In Laki, the words čai(tea) and non(bread) are used to refer to meals.

2. nafe boruni: When a doughter was born, her naval was cut to be marked as a boy's fiancée.

3. Agar mohre qadet baše dige har če bexay behet midæn.(= If you have snake bead, you can get whatever you want).

In Laki culture for good luck different beads, especially blue, are tied to humans or things.

4. ægær doxtær aværdi yek sormawenek bezar(If you give birth to a girl, put a collyrium bag). Sormawenek means collyrium bag. When a mother gave birth to a girl, they made a collyrium bag for her.

5.By trolling (terroring) nuclear scientists , they want others not to have something called santifuge(centrifuge).

The source of this type of transfer and error seems to be the media. Under the influence of media, mental schemata are formed in the mind of the of L2 learners, and constructed their inadequate knowledge of the current issues.

6. šotor šekari æst(camel hunts).

One reason for transfer is student's insufficient knowledge of the world phenomena. A primary student who lives in the mountainous village thinks that a camel is a hunter like lion and lives in the jungle.

4.4. Transfer of Morphosyntactic Elements

In the gathered data of this research, a large number of morphosyntactic transfer was encountered which led to linguistic errors. Some of them are: (1) different word orders (2) incorrect use of proposition (3) omission of conjunctions (4) omission of object marker ra, and (5) addition of object marker ra.

4.4.1. Different word orders

Persian and Laki languages have some differences in word order. From typological point of view, Laki has disjunctive compound structures. In the examples of table (9), object has been inserted between the two parts of the compound word and has separated noun-part from the verb-part. These differences have affected the performance of the Lak learners of Persian, and led to language transfer.

Table 9. transfer due to different word orders

Gloss	Laki	Produced Form
I said hello to the teacher.	[selam mælemæm kerd]	[sælam be moælem kærdæm]
The boy didn't look at his mother.	[koræ ser dãy nækerde]	[pesær negah be madæreš nækærd]
Family has a great influence on our life.	[xonævadæ feræ tæsir ær zendægi imæ dere]	[xanævadæ besiyar tæsiræn bar zendægi ma darad]
We shouldn't betray anyone.	[xeyanæt ær kæs nækeim]	[xeyanæt be hič kas nækonim]

In the above examples, noun phrases and prepositional phrases have been inserted between the two parts of the verb. In fact, Lak learner of Persian has copied Laki word order in using Persian.

4.4.2. Incorrect use of prepositions

Table (10) gives some examples of incorrect use of prpositions both in speech and writing of Lak learners of Persian.

Table 10. transfer due to incorrect use of prepositions

Produced Form	Laki	Gloss
[?u: ra dær daxel næyaværd]	[ow-e nom nawerde]	…didn't let him in
[be kučektarhaye xod bexahæd bærayæš tozih dehæd]	[e gwejærterał wež bête æron tozi dete]	…want the youner to explain
[tir mirævæd - o bær yek dæræxt mixoræd]	[tir mačhu maŋheyær dar gerdue]	The bullet goes ahead and hit a tree.

The source of the above errors is the learner's inefficient knowledge of the target language. Mother tongue is also one cause. In the above examples the learner has appealed to loan translation. This shows that the communicative strategy of loan translation is of great importance in language learning. Although this strategy has led to some non-Persian forms, it has contributed to the learner's success in expressing his intentions.

4.4.3. Omission of Conjunctions

The following are examples which show omission of conjunctions in the production of Lak learners of Persian.

1. æz xane birun mirævæm Ø be moælem sælam mikonæm. (væ= and)
2. ?u bæraye Ø dændanhayæš salem bemanænd mesvak mizænæd(inke=so that)
3. mikešæd- o- mikešæd Ø ræghaye bædæne ?u pare mišævæd.(ta= so that)

In example (1), conjunction væ (and) has been omitted. In example (2), L2 learner has deleted the second part of the pupose conjunction baraye ?inke(so that). And in example (3 the pupose conjunction ta(so that) is lost. The reasons for these deletions is not related to L1 because, conjunctions with these meanings do exist in Laki. These underuses and avoidances are related to psychological factors and learners inadequate linguistic knowledge of the target language.

5.4.4. Omission of the object marker ra

In Laki language there is no object marker ra, as in Persian. Instead, it has æ as object marker. It seems that the cause of the following incorrect utterances is related to this syntactic difference.

1. In kara Ø xoda xeili dust daræd (God loves this types of jobs very much).
2. Bayæd in kara Ø ænǰam dæhim (We should do these jobs).
3. Væ goldanha Ø ab midæm (And I water the vases).

4.   Gorgi amæde bud kučulu Ø xorde bud (A wolf had eaten the small ones).

4.4.5. Addition of the object marker ra

It seems that the cause of this type of transfer is overgeneralization. Lak learner of Persian has previously learned that object marker in Persian is ra, and later has used it incorrectly. Here, regressive transfer or transfer from L2 to L1 (L2→L1 (has occurred.

1.   In do ta ra ba hæm ezdevaĵ konænd (These two should marry).

2.   Doa konæm dærsæm ra xub bešævæd (I should pray so that my studying gets better).

5. Discussion

Findings of the research are presented in the following tables and figures. Disscussion is done in relation to the hypotheses of the study.

5.1. Transfer of conitive and cultural concepts

According to hypothesis (1), one cause of language transfer is related to thought patterns and world views, and according to hypothesis (2) language transfer is more frequent in phonological and grammatical fields than social and pragmatic ones.

Some part of transfer source is related to thought patterns and world views. The number of this type of transfer is presented in table (11) and figure (1). Therefore the response to hypothesis (1) is positive, that is, one source of transfer is connected with the thought patterns and world views.

Table 11. Transfer of cognitive and cultural concepts

Transfer frequency	Level of learners
3	Level l
3	Level 2
3	Level 3
0	Level 4
0	Level 5
0	Level 6
2	Level 7
2	Level 8
13	Total

Figure 1. Transfer of cognitive and cultural concepts

Ordinate: Frequency of Transfer, Abscissa: Level of Learners

5.2. Transfer of orthographic and phonological elements

According to the gathered data, the number of transfer in phonological and grammatical transfer was 270, and transfer of cognitive and cultural concepts was 13. Hence, hypothesis (2) is approved. It means that in the present research the number of language transfer was more frequent in orthographic, phonological and grammatical fields than social and pragmatic ones. Table (12) and figure (2) which illustrate orthographic transfer, suggest that from grade (1) to grade (8) the number of this type of transfer has decreased. Also, the number of transfer was more with primary school students than that of junior highschool students.

Table12. Orthographic transfer

Transfer frequency	Level of learners
0	Level l
25	Level 2
24	Level 3
6	Level 4
5	Level 5

3   Level 6
12   Level 7
12   Level 8
87   Total

Figure .2. Orthographic transfer

Ordinate: Frequency of Transfer, Abscissa: Grade of Learners

Phonological transfer also proves that this process decreases with the development of language mastery. Table (13) and figure (3) prove this claim.

Table 13. Phonological transfer

Transfer

frequency   Level of learners

9   Level l
10   Level 2
12   Level 3
0   Level 4
0   Level 5
0   Level 6
2   Level 7
5   Level 8
38   Total

Figure 3. Phonological transfer

Ordinate: Frequency of Transfer, Abscissa: Level of Learners

6. Conclusion

Analysis of the data made it clear that language learners transfer orthographic, phonological, lexico-semantic, morpho-syntactic and cognitive concepts of L1 into L2. In this process students employ strategies of: loan translation, loan blending, false analogies, overgeneralization, and simplification. In this research, it was indicated that language transfer is dependant on many factors including cognitive issues, orthographic, phonological, semantic, and syntactic differences of two languages. Statistcs showed that language transfer of primary school students is more than junior high school students. In other words, language transfer especially negative transfer decreases with the development of second language mastery.

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Perception Peculiarities of Image Advertising Polycode Texts (Some Results of Experimental Research)

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Abstract
Today interest in advertising as a special communication means is due to its constant presence in all spheres of society. Modern world development leads to mass media integration into cultural environment making advertising an integral part of life and a certain cultural phenomenon. This issue is important because of insufficiency of issues related to the image advertising study, since analyzing verbal and non-verbal components of image advertising polycode text as well as their interaction specifics one can evaluate speech impact methods used in advertising. Looking at advertising text an individual does not perceive it literally, he/she considers only those concepts and knowledge that this text creates in the mind, because similarity between different objects is formed "for me" in the situation "here-and-now". The experiment based on the semantic differential has been conducted to verify the assumption that a person determines similarity, conformity or analogy subjectively in terms of his/her personal experience which is put through the prism of individual worldview on the basis of the cognitive mechanism of metaphorization. The obtained data have been processed, analyzed, and interpreted. It has been found that an individual perceives and evaluates image advertising depending on his/her age in reliance on verbal and non-verbal components of advertising polycode text. The results show that older age people give a more detailed description and characterization of image advertising.

Keywords: image advertising; polycode test; persuasion; metaphorization; experiment; age; semantic differential; semantic space

Introduction

Area of our scientific expertise is image advertising functioning as well as its language and features of speech influence on a person. The issues of advertising creation and distribution have been of interest for a long time (see (Bove & Arens, 1995), (Demedyuk, 2011), (Ivanova, 2006), (Imshenetskaya, 2005), (Kaftandzhiev, 1995), (Loktionova, 2013), (Sychev, 1990), et al.). Language and speech influence of advertising has also attracted attention of many researchers (see (Grishechko, 2008), (Demiankov, 1989), (Denisyuk, 2004), (Zavyalova, 2016), (Inozemtseva, 2009), (Issers, 2008), (Kincel, 2013), (Leontiev, 1972), (Leontiev, 1967), (Sedov, 2003), (Sternin, 2001), (Shelestyuk, 2009), (Shelestyuk, 2014), et al.). In spite of a great number of scientific works on advertising, there has not been created any unified theory without some contradictions which stimulates a constant interest in this phenomenon. Therefore issues related to language peculiarities and speech influence of image advertising remain undeveloped in the modern advertising theory as well as the question of image advertising which is considered as a special type of polycode text.

According to A.A. Leontiev (Leontiev, 2006) it is necessary to solve several problems while creating a competent advertising that meets purposes set by an addresser. They are to provide a channel for an advertising so that a link between the advertising text and its addressee arises, to organize psychological integration of the advertising into abovementioned channel, to construct the advertising text in such a way it will be accepted by an addressee, and reliance effect will arise towards the advertising source, to

create an image of the advertising source to ensure the abovementioned level of reliance.

An image advertising text can consist of verbal and non-verbal codes and be diverse in form of information display, i.e. depending on how words and images are used, advertising texts can be verbal, non-verbal or mixed types. In the context of special advertising communicative situation an advertising message addresser sets one single goal that is to change the way of thinking and behavior of an addressee who is a part of target audience. Information in an advertising presented in different options (verbal text, visual part, or graphic details) is perceived in different ways, so an image advertising text has semantic significance as it carries information that can be conveyed to an addressee at addresser's request. It is our believe that an image advertising is a polycode text and is a complex text formation consisting of natural language and other semiotic system elements. Verbal and non-verbal components of a polycode text form integrated visual, structural, semantic, and holistic space for the purpose of complex influence per a person who is an addressee of image advertising.

Sensorial basis of such advertising polycode text perception is based on a figurative component of an image advertising. O.S. Zubkova (Zubkova, 2011) stated that due to metaphorization a real object/subject exists not as actual, but as mental integrity, and forms simultaneous moving image in a world synthesizing person's mind. This image is the core of constructed meaning and is then surrounded by existing in individual cognitive space concepts and semantic units approaching to each other and interacting with each other.

As noted by A.A. Leontiev (Leontiev, 1999) the methods of speech influence on a addressee have a psycholinguistic basis in the situation "here-and-now" and are interpreted through 1) the mechanism of metaphorical transfer, 2) the mechanism of communicants' individual cognitive spaces interaction, and 3) an individual psychological factor, individual's own experience, personally identifiable language.

The linguistic method of speech influence is the cognitive process of metaphorization which is defined by O.S. Zubkova (Zubkova, 2011) as the dynamic constructive cognitive process that is a part of the person's language/speech mechanism and which activates already existing knowledge of the world to compare "completed" values while deciphering cultural code and associative representations caused by them as well as seemingly incompatible at first sight extralinguistic things which causes further formation of metaphor cognitive function. The process of metaphorization is a basis of image construction cognitive mechanism. Considering that an individual perceives situation objectively, similarity, conformity or analogy is determined not by language component of a text message, but by created images that are relevant "for me personally" in the situation "here-and-now". The realization of the cognitive process of metaphorization influences intentionally on recipient's consciousness with the aim to change existing stereotypes and impose a "special version" of surrounding reality.

Image advertising texts contain an emotional-value component which is a basis for interaction between semantic and conceptual fields of verbal and non-verbal complete elements of an advertising message. Cognition of the world around is based on a constant comparison with already known facts, and the idea of advertising text creating is determined through the language tools which are combination of text message space and compositional-conceptual organization.

According to A.A. Leontiev (Leontiev, 2003) the essence of knowledge about objects and events translation into verbal form is completed according to a certain algorithm: firstly, a fragment in event space is detached to which there is a separate point of view at the moment, then, this fragment is transferred to a set of verbal utterances which a person verifies depending on reality in them in order to establish the truth or falsity of the abovementioned utterances. If the truth is established, then the utterance becomes a fact, that means a fact does not exist in reality on its own, it becomes the fact only after comprehending information about reality. It should be noted that the mechanism of individual's image thinking formation when perceiving advertising text is determined by "known" and "unknown" stereotypes of a communication situation, resulting in rapprochement with familiar and close to an individual, and remoteness from an unknown thing.

Thus, verbal and non-verbal components of an image advertising polycode text affect an person not conceptually, but figuratively, realizing the potential of the cognitive mechanism of metaphorization in

subjectively derived images which are relevant "for me" in the situation "here-and-now". Perception and development of images is realized in a holistic manner through the most important mental processes (perception, thinking, memory) that implement consciousness as abstract reflection of the world.

Methodology

Statement of the problem

The research **general hypothesis** is that the perception and formation of an image-medium vision, built-in an image advertising polycode text, occurs as a result of the cognitive mechanism of metaphorization whereby it is decoded in addressee's individual lexicon. One of the research **private hypotheses** is that explication an image-medium vision in addressee's mind is an interference of polycode text elements into respondent's individual lexicon on the basis of the cognitive mechanism of metaphorization, and the key factor which influences the perception processes is "Age" factor. Knowledge received by a person is closely interconnected with his/her emotional-value attitude towards reality and information obtained, so the same phenomena and concepts are evaluated by a person differently and an object vision is formed in different ways which can also be due to current situation in a society, a country or in the world.

It should be noted that the role of education as a complex phenomenon is constantly increasing nowadays, and it can be said that competitiveness of a higher education organization plays an important part in a modern society, and an image advertising which is special communication means can also be considered as a significant element in competitiveness degree determining. Elements of an advertising text, and, accordingly, its vision are means of a particular educational institution review which formulates image-messages widespread in the society. They are aimed to form a certain positive relation to an image-medium in individual's mind which will be showed through a person's subjective assessments given him/her in response to stimulus texts.

Each person has his/her own "world vision" depending on many factors one of which is age. To determine psycholinguistic "Age" factor influence on the process of image constructing in individual's mind through realization of the cognitive mechanism of metaphorization, the experimental study has been conducted. The scaling methodology has been chosen because it allows to find general patterns or their absence in advertising texts perception and understanding. "World vision" intermodality appears within the image advertising sphere which is according to S.Yu. Golovin (Golovin, 1998) is an integral multi-level system of human representations of the world, other people, about him/herself and his/her activities.

The main aim of the semantic differential method is to construct a semantic space. This structure can be used as an explanatory model to find out how an individual perceives, classifies, compares, and evaluates given objects or their characteristics. A semantic space is a categorical system model of individual consciousness as well as a hierarchical set of the most global universal individual categories that determine construction type and content of meanings in respondent's mind. A semantic space can also be defined as a "reaction space". In mathematics a semantic space construction is a transition from a large-dimensional data space to a smaller one. A researcher should always specify what kind of connections he/she wants to study. It can be a connection between scales or between objects, and difference received in estimates will determine semantic differentiation or semantic similarity.

The experiment tasks are:
– to select material and to prepare forms for carrying out the experiment;
– to conduct the experiment based on the scaling methodology;
– to arrange summary tables on the obtained data and to analyze the experimental results;
– to analyze stimulus objects of polycode structure, to construct and analyze the graphs of respondents' attitude towards advertising texts depending on their age.

Participants

The participants of the experiment are people of different ages, from 17 to 50 years old:

– the first age group is 17-25 years old;

– the second age group is 26-50 years old.

The participants of the first age group (17-25 years old) are students of the Faculty of Construction and Architecture, the Faculty of Computer Science and Computer Engineering, the Faculty of Technology and Design at Southwest State University in amount of 22 people. The participants of the second age group (26-50 years old) are employees at Southwest State University in amount of 20 people. The total number of the participants is 42 (see Table 1).

Table 1. Participants of the experiment.

	Number of participants	Number of male participants	Number of female participants
First age group (17-25)	22	14	8
Second age group (26-50)	20	1	19
TOTAL	42	15	27

Materials and procedures

For the research we have decided to choose 10 texts of education advertising which are information about the main specialties of Southwest State University (Kursk). These advertising brochures have been chosen to study how an "advertising" object is fixed in individual's mind, as it is associated with subject's world vision fragments. Verbal and non-verbal components of advertising texts will be helpful for understanding how object and subject features will appear in individual's assessments. The semantic differential method allows to obtain consistent quantitative and qualitative data.

The participants were to fill in a form of questionnaire. The respondents were to evaluate the objects in the table according to the given bipolar scales (from '-3' to '3') relying on their first impression. Each line of the form should be filled with an answer. Time for the filling the form was unlimited. The participants were asked to specify their gender and age.

We have used the scales with verbal opposite adjectives. We have chosen the following 15 bipolar scales/pairs on the basis of semantic differential: 1) tender – rude, 2) moving – motionless, 3) concrete – abstract, 4) beautiful – ugly, 5) soft – hard, 6) safe – dangerous, 7) passive – active, 8) useful – useless, 9) pleasant – unpleasant, 10) difficult – easy, 11) secret – usual, 12) heavy – light, 13) regulated – chaotic, 14) stable – changeable, 15) bright – dim (Artemyeva, 1999).

We have added three factors ("Comfortability", "Order", "Complexity") to the third dimensional base space of Ch. Osgude, which includes three factors: Evaluation – Potency – Activity. We have organized all the factors so that every factor includes three scales: Comfortability factor has scales 1, 5, 6 (tender – rude; soft – hard; safe – dangerous), Order factor includes scales 2,13,14 (moving – motionless; regulated – chaotic; stable – changeable); Complexity factor has scales 3, 10, 11 (concrete – abstract; difficult – easy; secret – usual), Evaluation factor has scales 4, 8, 9 (beautiful – ugly. useful – useless; pleasant – unpleasant); Activity factor consists of scales 7, 12, 15 (passive – active; heavy – light; bright – dim).

A special feature of the semantic differential method is the use of metaphorical scales which attribute specific quality to a stimulus object it does not originally have. This helps to assess specificity of stimulus objects perception by representatives of different age.

Data analysis and results

We have obtained 42 completed forms from the participants. During the experiment 2 refusals have been recorded by one in each age group. The vertical analysis has been done and it has not been indicated any spoilt blank forms. We have processed the obtained data by means of statistics methods and Microsoft Office Excel software.

According to the technique described by V.F. Petrenko (Petrenko, 2005) objects load for each of five

factors is calculated as an arithmetic mean of object estimates given on the scales included in this particular factor. This average value is an indicator of cumulative assessment of an object selected quality given by all participants of this age group. The arithmetic number is also an objective characteristic which makes it possible to reduce subjective factors influence.

It is convenient to analyze the experimental data if they are represented graphically. We have represented these data in graphic form of two-dimensional space bar charts with the coordinate axis "Object" and "Evaluation". The responses given by the representatives of different age groups differ from one to another to a large extent. It has been noted that most of the evaluations given by participants from the second age group tend to the extreme values. The absolute values (modulus) of the responses given by the participants from the second age group exceed the corresponding figures given by the representatives from the first age group. Some participants have given the same assessment in a particular scale for each of the objects presented in the form of the questionnaire (most often it were the extreme values '-3', '3', and '0'). This is explained by difficulty and impossibility respondents had faced while making a gradation according to the given scales. The main reason for this is differences in age, education, experience, ideology and worldview, social attitudes and stereotypes. To detailed study of each factor contribution into the assessment of the stimulus objects we have carried out the averaging of the all 15 scales.

The results of the research have been depicted in the graphic form of bar charts (see Fig. 1). The data are shown in averages of respondents' evaluations of advertising objects at 5 factors (see Fig. 1).
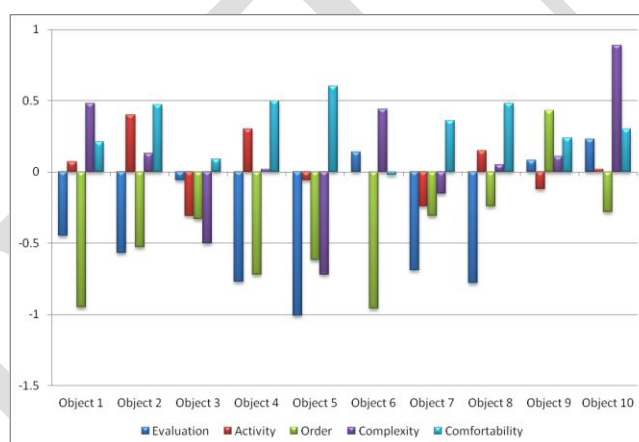
Fig. 1. Graphic form of the experiment data summarized by the factors.

We have analyzed the data obtained after averaging (see Figure 1) and made a conclusion that the dominant factors for almost all objects are Evaluation factor and Order factor, the exception is only Object 10 with the dominant Complexity factor. The integrating Activity factor is the most insignificant and reaches its maximum value (absolute value is close to '0.5') at average responses given to Object 2, Object 3, and Object 4. All the average values of the objects on the factors range from '-2' to '1'. It can be assumed that the nature of non-verbal semantic differential given by the abstract objects which contain both visual and verbal components causes a shift evaluation descriptions to characteristics reflection which are more affordable to imaging (see Fig.1).

One of the methods used to determine variables independence is the determination coefficient or Pearson coefficient which is calculated as the square of the correlation coefficient. The range of the independence measure is lied in the [0; 1] interval. The closer value to '1', the stronger the relationship is between the variables.

As stated by E.B. Ershov (Ershov, 2002) the Cheddock scale is convenient to proceed from a quantitative measure relationship strength between variables to quality characteristics where relationship strength shows how much variability of two variables is coordinated (see Table 2).

Table 2. The Chaddock scale for strength of relationship calculation.

Quantitative measure of relationship strength	Quality characteristics of relationship strength
0.1 – 0.3	Weak
0.3 – 0.5	Medium
0.5 – 0.7	Detectable
0.7 – 0.9	High
0.9 – 0.99	Very high

It has been decided to use both scale and objects as variables in the research.

For the variables which are 10 objects we have made the following conclusions: in the second age group the highest (very high) relationship is between the variables Object 4 and Object 8 (the coefficient of determination is 0.94). This means that 94% of the variability of evaluation of the first variable will affect the evaluation of the second one. In the first age group high relationship is between Object 1 and Object 2 (the coefficient of determination is 0.81).

After the correlation analysis has been conducted for the variables given by the scales of the semantic differential the following data have been obtained: there is only one high relationship in the first age group, it is between the variables Scale 3 and Scale 12 (the coefficient of determination is 0.81) while for the second age group there are four pairs of dependent variables and the coefficient of determination is 0.83 and 0.81 (these four pairs are Scale 1 and Scale 5, Scale 3 and Scale 13, Scale 4 and Scale 9, and Scale 13 and Scale 14). Thus, it can be concluded that link between logical dichotomies (antonymous adjectives) is extremely important for the participants of the second age group in stimulus objects assessing.

The semantic differential method makes it possible to investigate not only meaning but emotional coloring of words as well to obtain an individual's or group's responses structure. Concept evaluations by these factors allow to build a fragment of individual's semantic space or an "conceptual structure" (Rodionova, 1996), for example, a fragment of the semantic space for the two study groups established by the highly correlated Scale 3 and Scale 13 (for the first group the correlation coefficient is 0.74, and for the second one it is 0.83) which represent Complexity and Order factors accordingly (see. Fig. 2).
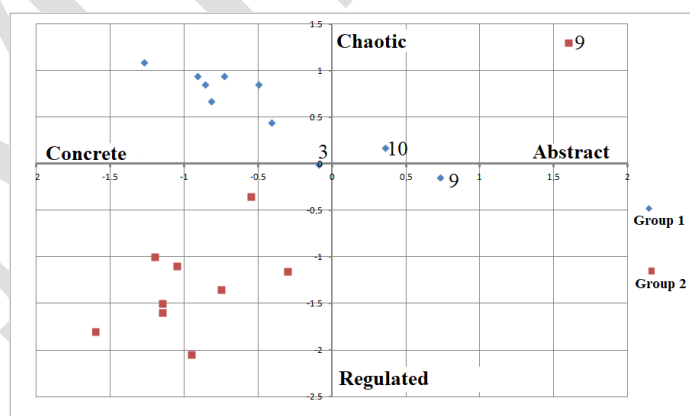
Fig. 2. A fragment of the semantic space characterizing respondents' attitude towards the stimulus objects.

It is seen from the fragment of the semantic space depicted in Fig. 2 that the respondents from the first group consider the stimulus objects (except Object 3, Object 9, and Object 10) as concrete and chaotic, and

the respondents from the second group guess objects (except Object 9) are concrete and regulated. This indicates the same vision of advertising objects by the participants of both age groups as for the Order factor scale. Thus, it can be said that stimulus objects are to be similar in their verbal and non-verbal structure reflecting the metaphorical concept of "concreteness" of the image-medium vision formed in person's mind. The received data are used to make an assertion that these stimulus objects are close among themselves in person's mind by Order factor.

It also should be noted that there have not been any other similarities at other scales which would be simultaneously dependent on each other. This means that objects perception by the remaining scales occurs independently of the same objects evaluation by other scales.

Language has a stable connection with the existing world, and an advertising text is one of the ways to transfer culture and subculture and is considered as a different codes medium that can be made of both verbal and non-verbal elements. An advertising can be interpreted differently by different respondents depending on their world view, level of education, age, social and cultural environment. All these factors are psycholinguistic ones.

Combination of verbal and non-verbal components in advertising forms semantic integrity and connectivity of polycode text expanding the possibilities of implicit meaning expressing. Verbal and non-verbal codes of an image advertising cannot be divided, because they both are used to transfer information to an addressee to change his/her consciousness, perception and behavior.

Firstly, objects that are similar in form and content are to be analyzed. Similarity of Object 1, Object 2, Object 4, Object 8 is proved by the correlation coefficients calculated in results processing (these objects and almost all the remaining ones are in high correlation with each other). Then, objects that differ from the others are to be studied. They are Object 3 and Object 5 (the relationship between these two objects and the rest of the advertising texts is almost absent as the correlation coefficient lies within the [0; 0.3] interval).

Figure 3 shows "Object 1" and graph of respondents' attitude towards advertising text for both age groups (see Fig.3).

a)   b)
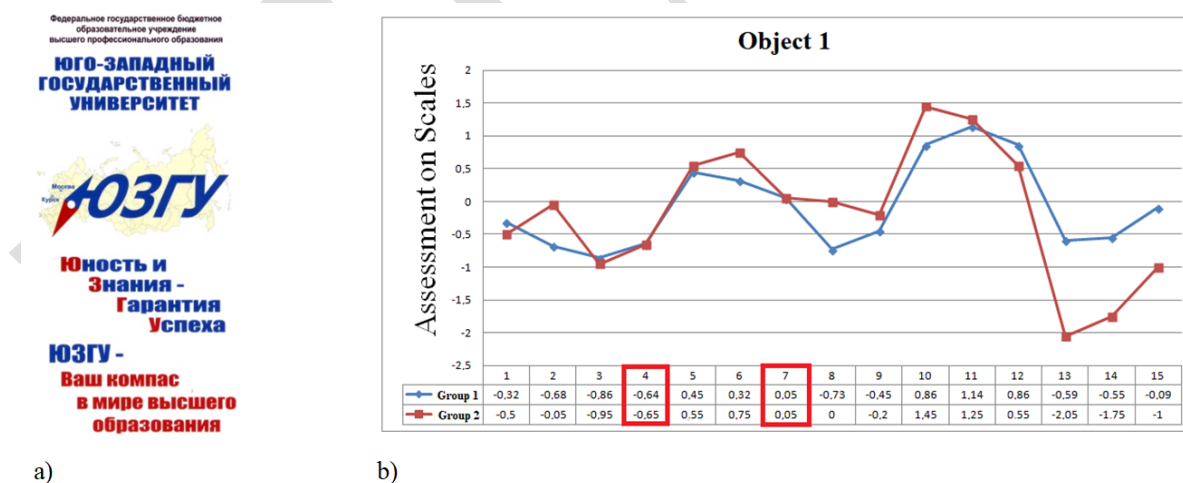
Fig. 3. Experiment results: (a) Object 1; (b) graph of respondents' attitude towards Object 1.

The non-verbal component of "Object 1" advertising text (see Fig.3a) is presented by an educational institution logo, and the verbal component is given by a title, a motto and a slogan. Red and blue colours are chosen for a colour scheme. According to A.P. Zhuravlev (Zhuravlev, 1974) who studied phonosemantics of Russian language, red colour is used for Russian 'А' sound (letter 'А'), and blue one is for Russian 'И' sound. Indeed, after analyzing verbal component it has been notice that 'А' sound (the frequency of occurrence is 8 times) and 'И' sound (the frequency of occurrence is 5 times) are the

dominant vowels in the text. Each of the colours has its own emotional load. It is believed that red color ('A' sound) excites, and on the contrary the blue one ('И' sound) leads to depression. Chosen colors combination on white background, which "calms down" and connects two strong colors together, along with properly selected sound content attracts attention to an advertising text making an addressee to remember the advertising for a long time.

Metaphorical projection in "Object 1" image advertising text is constructed by the connection the non-verbal component presented by an educational institution logo against the background of the Russian Federation map and the verbal component. All elements together creates a peculiar semantic background leading to getting additional and more detailed information about this educational institution, its place in the education system of the Russian Federation.

As was stated by V.F. Petrenko (Petrenko, 2005) the object load (an advertising text in this case) for each of the fifteen scales is calculated as an arithmetic mean of evaluations given by all respondents from this particular group. Received mean value is an indicator of an cumulative assessment of a stimulus object quality given by the whole age group, and at the same time this value is an objective characteristic allowing to reduce subjective factors influence.

It can be said from the graph (see Fig.3b) that the average estimates on the Scale 4 (beautiful-ugly) and the Scale 7 (passive-active) given to this advertising text by the respondents are approximately the same (within the confidence level of 95%, i.e. the significant level of 0.05) in both age groups. According to the remaining scales a more significant degree of differences between the estimates has been found. Therefore, relying on respondents' subjective opinion "Object 1" can be considered as rather beautiful than ugly, and as for passive-active scale the representatives of both groups have found it difficult to attribute both qualities to the object. The respondents from the first age group opine that "Object 1" is moving, concrete, beautiful, useful, easy, usual, light, regulated, and stable. The respondents from the second age group considered that "Object 1" is rude, concrete, beautiful, hard, safe, easy, usual, light, regulated, stable, and bright. Despite the data showed that the participants from two groups have characterized the advertising text using the same metaphorical signs, the analysis has shown significant differences in degrees of each indicator with the exception of the estimates given to the beautiful/ugly and the active/passive scales.

Once again, it should be emphasized that while carrying out the experiment we have not considered features of the scales as extreme values, but we have studied the degree of intensity of one value or another that is equal to the value of remoteness of a participant's response from the scale end.

Figure 4 shows "Object 2" and graph of respondents' attitude towards advertising text for both age groups (see Fig.4).
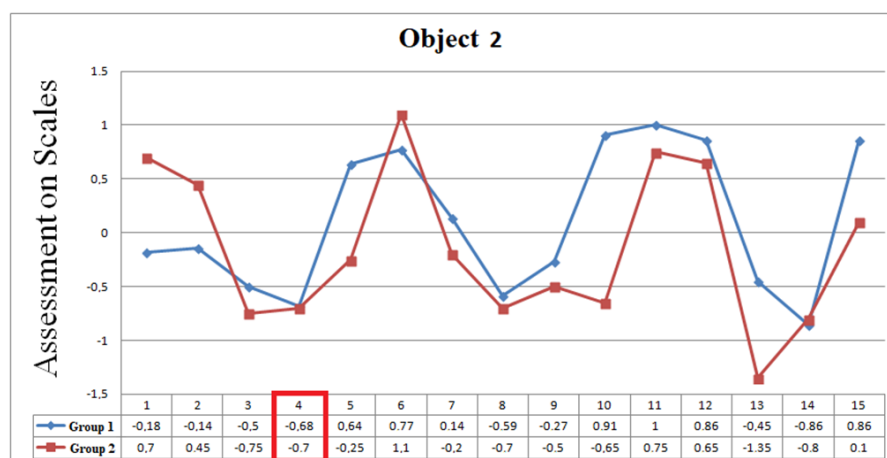
a)   b)

Fig. 4. Experiment results: (a) Object 2; (b) graph of respondents' attitude towards Object 2.

The non-verbal component of "Object 2" advertising text (see Fig.4a) is presented an the educational institution emblem and an image that authors considered suitable to this educational specialty. The images are colorful and dynamic. The verbal component consists of a title, main text and a slogan. Main colour of the booklet is black which corresponds to Russian 'Ы' sound considered as a gloomy one (Zhuravlev, 1974). Black is the colour used to negate other colors. Most often it is chosen to attract attention to a form and a content of a message. Despite the opinion that this color is a factor of luxury, exclusivity, and nicety, its use for a message on a white background simplifies the color itself.

According to respondents' opinion "Object 2" is considered as more beautiful than ugly which is obvious from the graph in Fig. 4b (see Fig.4b), where the same value on the Scale 4 (beautiful-ugly) has been obtained after having made responses averaging-out (within the confidence level of 95%) in both age groups. There are no other significant similarities on the remaining scales. The respondents from the first group consider "Object 2" as concrete, beautiful, hard, safe, useful, easy, usual, light, stable, and dim. The participants from the second group guess it is tender, concrete, safe, useful, pleasant, difficult, usual, light, regulated, and stable.

The common criteria used to identify the same participants' responses for the "Object 1" and "Object 2" advertising texts have been determined. This is the Scale 4 (beautiful-ugly) referring to Evaluation factor. Beautiful/ugly feature is the only one for both age groups when an image-medium vision in respondents' mind is identical.

Figures 5 and 6 show "Object 4", "Object 8" and the graphs of respondents' attitude towards these advertising texts for both age groups accordingly (see Fig.5, Fig.6).
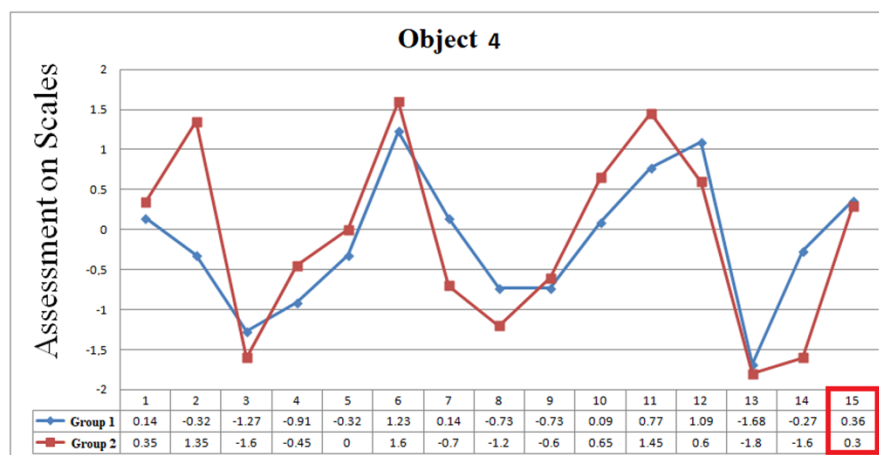
Fig. 5. Experiment results: (a) Object 4; (b) graph of respondents' attitude towards Object 4.

a)   b)

Fig. 6. Experiment results: (a) Object 8; (b) graph of respondents' attitude towards Object 8.

"Object 4" and "Object 8" advertising texts are characterized by the same structure of a polycode text construction. Thus, the non-verbal component is presented only by an educational institution emblem at the top of the advertising booklet, and the verbal component consists of a title and main text where there are opening sentences, an information block, and reference data. The difference between the elements of "Object 4" and "Object 8" advertisings is the absence of a reference information in "Object 8". Probably, this information is known to an addressee, can be understood from the advertisement, or is not provided intentionally to induce a recipient to independently learn the necessary data from other sources. As to the text graphic scheme of the "Object 4" verbal component (see Fig.5a) blue, red and black colors have been chosen. The verbal component of "Object 8" (see Fig. 6a) is coloured in black what simplifies the overall compositional content of the message.

Based on the data analysis showed in the graph (see Fig. 5b) it can be concluded that the respondents consider "Object 4" as more bright than dim (the Scale 15). There are significant differences on the remaining scales which exceed the confidence level of 95%. The respondents from the first age group consider "Object 4" as concrete, beautiful, safe, useful, pleasant, usual, easy, and regulated. For the respondents from the second group this stimulus object is motionless, safe, passive, useful, pleasant, easy, usual, light, regulated, and stable.

Analyzing the participants' responses given to "Object 8" advertising text (see Fig. 6b) it has been found that this stimulus object was assessed equally by both groups on the scale 9 (pleasant-unpleasant), but considered as more unpleasant. For the respondents from the first age group "Object 8" is concrete, beautiful, safe, useful, pleasant, light, and dim. The participants from the second group see it as motionless, concrete, beautiful, safe, passive, useful, pleasant, easy, usual, regulated, and stable.

Then "Object 3" and "Object 5" have been analyzed. They visually differ from all other image advertising texts which have been studied in the experiment and their correlation coefficient indicates the absence of a significant connection. Figures 7 and 8 show the objects and the graphs of respondents' attitude towards these advertising texts for both age groups accordingly (see Fig.7, Fig.8).
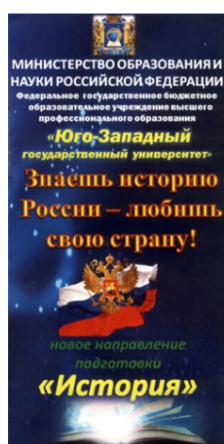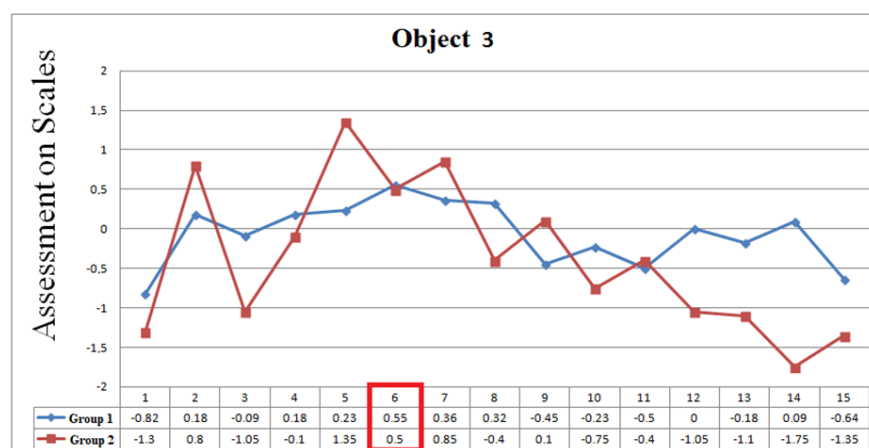
a)   b)

Fig. 7. Experiment results: (a) Object 3; (b) graph of respondents' attitude towards Object 3.
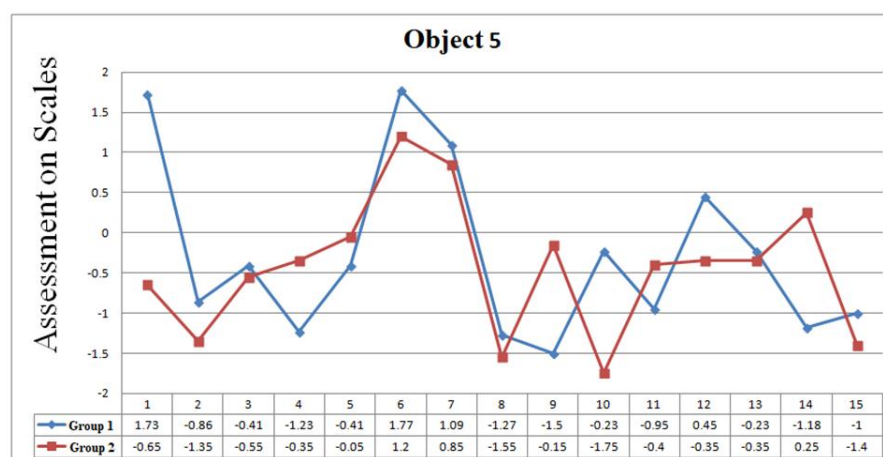
a)   b)

Fig. 8. Experiment results: (a) Object 5; (b) graph of respondents' attitude towards Object 5.

In "Object 3" an emphasis was made on a background (see Fig. 7a). The non-verbal part of the polycode text is presented by the Russian flag and coat of arms and an open book on a dark blue ground. Blue colour characterizes organization and inflexibility, but the deep blue color makes an addressee think about life, search for the meaning and the truth (Psychology of Color. Blue, URL). The verbal part of the advertising consists of a title, main text and a graphic slogan which is supplemented and supported by the applied visual and aesthetic means. An open book is associated with knowledge, and the book pictured with the Russian state emblems creates an association with the state history. One of the participants from the second age group having assessed the stimulus object noted that it was "rather dark and dim". After analyzing the all data this statement confirmation has been found in the average responses on the Scale 6 (dangerous-safe) (see Fig. 7b), but the object is considered by the respondents as safe. There are no other matches in responses. For the participants from the first group "Object 3" is rude, safe, secret, and bright. The respondents from the second age group think this advertising is rude,

motionless, concrete, hard, safe, active, difficult, heavy, regulated, stable, and bright.

In the center of "Object 5" (see Fig. 8a) there is a globe with a chimpanzee on it placed on a light blue background. Blue is the color of carelessness, it calms, but at the same time it interferes to concentrate on one thing, does not allow to think logically (Psychology of Color. Blue, URL). The verbal components of the advertising message are opening sentence and main text. It can be seen from the graph of respondents' attitude towards the image advertising (see Fig. 8b) that participants from both age groups evaluate the stimulus object differently. No similarities in responses on the 15 scales have been found within the confidence level of 95%. For the respondents from the first group "Object 5" is tender, moving, beautiful, safe, active, useful, pleasant, secret, stable, and bright. The same object for the participants from the second group is rude, moving, safe, active, useful, difficult, and bright.

Discussion

Based on the respondents' assessments of the image advertising polycode texts it can be concluded that the respondents have perceived some of the semantic differential metaphorical scales literally refer adjectival scales qualities to one or another polycode text component. For example, the "useful-useless" dichotomy reflects not to usefulness or uselessness of a image-medium, but of verbal component quality of a stimulus object, in other words the ability to use given information for making decisions about entering a higher educational institution. The "beautiful-ugly", "bright-dim" and "pleasant-unpleasant" dichotomies show the respondents' attitude towards a non-verbal part of an image advertising text. One more feature of the semantic differential scales used in the experiment is the presence of scales which cannot be clearly correlated with either verbal or non-verbal advertising components. It can be said that such scales are completely metaphorical, since they reflect not the perception of an advertising text itself, but the perception of a vision formed in individual's mind through the prism of his/her lingua-social factor or background knowledge. Such scales are the "stable-changeable", "dangerous-safe" and "soft-hard" dichotomies. Thus, several groups of features with similar type of meanings reflected in respondent's mind have been identified. They are:

1) dichotomies reflecting only a verbal component assessment ("useful-useless", "concrete-abstract");

2) dichotomies reflecting only a non-verbal component assessment ("rude-tender", "beautiful-ugly", and "bright-dim");

3) dichotomies reflecting both verbal and nonverbal components assessment ("pleasant-unpleasant", "difficult-easy", and "regulated-chaotic");

4) dichotomies used to assess an image-medium vision formed in respondent's mind ("soft-hard", "dangerous-safe", "passive-active", "secret-usual", "heavy-light", "moving-motionless").

It should be emphasized that this scales division into groups is very qualifying and may differ from one respondent to another depending on perceived information characteristics, since changes in evaluative judgments occur continuously in the process of person's emotional sphere and intellect development, and the assessments comparison of an object or a vision occurs simultaneously between several properties of a perceived object and its analogues.

When analyzing the data obtained, "Age" factor influence on the respondents' assessment has been found. Thus, the assessments given by the participants from both age groups are the same at the "dangerous-safe" dichotomy, i.e. all the respondents consider an image-medium vision formed in their mind rather safe than dangerous, and the only quality intensity is varied from one group to another. Another point to be noticed is the similar assessment points given to the "concrete-abstract" scale (the objects are more concrete) and the "useful-useless" scale (the objects are considered more useful than useless). Other similarities have not been found.

Conclusion

The experiment results show that respondents construct an image-medium vision depending on their age. So, for the respondents from the first age group main criteria scales for advertising text assessment are scales of "Order" and "Complexity" factors, and for the respondents from the second age group – scales of "Comfortability", "Order", "Complexity", and "Activity" factors. In addition, the "passive-

active" scale ("Activity" factor) has been assessed only by the respondents from the second group (except "Object 5"). It is clearly followed from these data that the respondents of older age evaluate an advertising by more features taken into account almost all the nuances and peculiarities of a polycode text construction as well as a vision formed on the basis of the metaphorical transfer mechanism through the "known-unknown" dichotomy. The assessments given by the respondents from the first age group are in most cases less in modulus than the same measures given by participants from the second group. The average estimates of the data given by first group participants tend to the zero position which means incapability of determining and attributing the scales quality to stimulus objects.

Thus, an advertising as a unique socio-cultural phenomenon of reality is characterized by special ways of meaning and vision formation that is based on social, psychological, and linguistic factors, peculiarities of society "aesthetic consciousness", its culture and traditions. Each person has his/her own "world vision" depending on many factors including age what has been proved by the experiment results. It should be stated that despite of the general regularities in a vision formation appearing in the similar responses on metaphorical scales which, in particular, reflect a non-verbal component of an advertising polycode text, it has been found that the representatives of older age group give more detailed assessment of an image-medium vision taking into account all image message components. These data show the reflection of cultural, social, and personal aspects of individual's world view and perception.

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Beliefs regarding plurilingual competence The perspective in Catalonia through a case study of a pre-service teacher

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Abstract
In the educational context in Europe a bilingual approach is largely being replaced by a plurilingual approach, although there is frequently a mismatch between language policies and teachers' beliefs. This study analyzes beliefs about plurilingual competence of a pre-service teacher through multimodal narratives. Results show that there are both rooted beliefs, which do not change, and non-rooted beliefs, which are likely to be destabilized and which may develop from a bilingual to a plurilingual approach. In conclusion, it is necessary to develop a framework for plurilingual education in the initial teacher training.

Keywords: plurilingual competence; beliefs; teacher education; learning trajectory; multimodal narratives.

Introduction

Catalonia is a region with a long tradition of the implementation of bilingual education programmes. Specifically -and in contrast to other Spanish communities- Catalonia chose immersion. In the educative and scientific communities there is evidence that this programme has been successful, because efforts were made to promote the coexistence and knowledge of the two official languages, Catalan and Spanish, as well as the teaching of a foreign language. As is the case in many other countries of the European Community, the linguistic situation in Catalonia has changed in the last decades of the last century, becoming more complex and plural. For this reason, it is necessary to take a further step and to opt for a plurilingual approach, which takes into account experience and new challenges related to the development of plurilingual competence.

The construction of a Europe characterized by constant mobility requiring different linguistic knowledge results either in monolingualism being perceived as a drawback; or in bilingualism being seen as the first step towards becoming plurilingual. This change of perspective does not prioritize dominant or school language and it has prompted the Council of Europe to create resources (CEFR, ELP and FREPA) on language education policies. These resources are only useful if future teachers receive initial training adapted to new European guidelines. Previous studies from the School Pluralingualism and Learning Languages (hereafter, PLURAL) research group have shown that there is a lack of agreement between CEFR proposals and teachers' beliefs (Birello & Sánchez, 2013).

Castellotti & Moore (2002 and 2010) have shown that plurilingualism has been ignored in academic domains, which tend to preserve and value the dominant language. As a result of this tendency, the resources of linguistic diversity have been largely overlooked. This study suggests that it is necessary to increase the linguistic awareness of future teachers to develop plurilingual competence and to expand their appreciation of linguistic diversity. Therefore, further research into language learning and teaching is needed, in order to face the new education challenges of a plurilingual and pluricultural society.

The main aim of the study is to analyze beliefs about plurilingual competence through multimodal reflection of a pre-service teacher's language learning trajectory. The secondary aims are to enquire into the projection of beliefs in the future teaching of the subject; and to explore beliefs though multimodal narratives. In the short term, the study has allowed us to trace the evolution of beliefs during the initial

teacher training of the pre-service teacher; and, in the long term, it has facilitated the student teacher's appropriation of teaching approaches in accordance with European guidelines

Literature review

Biographical and narrative research in education

This study belongs to the biographical and narrative research in education, in which teaching and learning are seen as an activity of thought (Borg, 2003). In the educational field, narrative was introduced by Schumanns (1977), Bailey (1980), Riessman (1993), Pavlenko (2007), De Fina & Georgakopoulou (2008) and Johnson & Golombeck (2011), among others, to understand how students make meaning of their experiences. Bolívar (2002) describes narratives as 'spaces to reinterpret personal experiences in order to build new frames of reference'. Narrating is both a social activity –narrator to audience– and a cognitive one – making sense of experiences– that is present in social practices, and it is expressed through different modes of communication.

As Ricoeur (1995) stated, the subject needs to narrate to be aware of the meaning of his or her thoughts, actions and decisions. The individual is always drawing his or her learning trajectory which requires a narrative comprehension. This means that the subject's orientation and situation is not static, since these are connected with a story that makes meaning when it is narrated. To narrate is to interpret, because it involves self-awareness of own experience and there is always a perspective from which the person relates. Narrations are not completed since they never exhaust reality, because narration is always open to other interpretations (Palou & Fons, 2013). From the educational point of view, Hernández & Sancho (2013) affirm that 'the perspective of the (auto)biographic training allows teachers to use the reflection about their experience as a basis for their professional development'.

Bertaux (2005), through the ethnosociologic perspective, distinguishes between: life history that is the life history of a person; and life story which is the narration of the whole or a part of the life history, and is done in response to the requirement of a researcher with a specific purpose. In this study life stories are examined. A double description is necessary to do this narrative investigation: to describe the inner reality of an individual and to place it in an external context. The subject articulates and makes meaning of his or her experiences and, at the same time, of the social context where these are embedded. This means that a life story makes it possible to study specific activities (microcosmos) that occur in a particular social world (macrocosmos). The narration of personal life trajectories is important to the construction of the identity and also for the projection of the identity in the social world (professional identity).

Martucelli's (2013) concepts of introspective narration and projection (in this study of beliefs) are employed in order to allow access to the experiences between the subject and languages. These notions are focused on the analysis of the experiences and they offer an inner vision of this relationship. The individual has to identify and relate different aspects of his or her learning language trajectory in a narrative way. His or her particular manifestations (microanswers) are connected with important general questions (macroquestions), because he or she is a social and plural actor (Coste & Simon, 2009).

2.2. Beliefs and Language Learning Trajectories

The construction of multimodal reflexive narratives about plurilingual competence allows the researcher to identify pre-service teacher's beliefs. As reported by Woods (1996 and 2006), Cambra (2000) and Borg (2003), beliefs play a crucial role in the formation of identity, interpersonal relationships and the construction of knowledge. People's discourses are related with social discourses, so beliefs are interdiscursive and speech acts are polyphonic (Bakhtin, 1982). Beliefs are always in a process of re-negotiation and they are highly context-dependent and dynamic; they can vary or remain stable across time and space, and even be mutually conflicting. Beliefs and their interplay with pre-service teachers and other issues, including strategies, identities, motivation, emotions or agency, are now recognized as being more complex (Kalaja et al., 2016). This means that research on future teachers' beliefs would be not only contextual and longitudinal, but also interconnected. Beliefs should be viewed in relation to other

issues that play a role in learning and teaching languages.

Beliefs and identities are not fixed, so it is necessary to create a reflective space in initial teacher training in which trainees can express how they see themselves as a plurilingual agents. Pre-service teachers' beliefs serve as snapshot of specific moments in the particular time and place of their identity construction. The process of development of the plurilingual repertoire is a central part of their identity (Prasad, 2014). Beliefs mobilize feelings, emotions and relations with languages, whereby subjects build their identities as future teachers.

The most important elements of beliefs' development (Gabillon, 2012), from greater to lesser impact, are: personal experience as a learner; initial teacher training; experiences related with teaching practice; social interaction; and readings. Beliefs related to the past as a learner have a greater influence on the teacher's behaviour than the theoretical information studied during the initial training, which tends only to be used to confirm existing beliefs. In the decision-making processes, different kinds of belief have been identified: core beliefs, which are influential, dominant, resistant, social, explicit and systematic; and peripheral beliefs, which are subordinated to core beliefs and are diverse, variable, personal, implicit and complex.

The future teachers' learning trajectories of language are shaped and embedded, among other things, with beliefs. The concept of learning trajectory refers to processes in which teachers in training appropriate ways of acting, thinking and using tools embedded in the teaching profession (Wittek, Askeland, & Aamotsbakken, 2015). This concept captures how these experiences are interpreted and reconceptualised, being transformed into structures in the subjects' meaning-making processes. Learning trajectories are dynamic, situated and multivoiced, because the student teacher takes part in social practices.

The concept of learning trajectories is employed because it offers a number of unique strengths; it allows the researcher to take into account the diversity and the multidimensionality of learning processes, and it makes it possible to root trajectories in a system which changes over time and space. It shows a dynamic approach to learning, because it is understood as a kind of motion, unlike other more static concepts, such as competence or experience (Lahn, 2011). Talking about learning trajectories –instead of knowledge development– focuses on resources of context that shape trajectories, points out the diversity of learning processes, and directs attention to the connections between individual and collective dimensions (Wittek, 2012).

Learning depends on the extent to which students re-conceptualize the tools that they encounter during teacher training and how these tools are related to students' learning trajectories (Wittek et al., 2015). Future teachers should reflect, connect and contrast the language learning experiences that are embedded in their trajectories, in order to develop meaning-making processes. Experience is the starting point of professional development, but it has to be analysed systematically to play a central role. The set of tools related to language learning that students encounter at university and in internships can be conceptualised as beliefs relating to values and ideas applicable in educative contexts. The ways trainees appropriate the resources to which they are introduced during teacher education are a mirror of their beliefs systems. Tools mediate and reshape both personal activity and the thinking and learning processes (Vygotsky, 1978).

Trajectories of learning are individual but they can be understood as stages of a progression that align with more stable institutional or professional networks, which are organized by clusters of mediating resources (Wittek et al., 2015). The concept of mediation makes it possible to take into account the impact of resources and other agents of education, which have a relevant role in the language teaching and learning processes. The meaning of decisions is never constructed from scratch; on the contrary, mediational tools have been created over time through social practices.

Narrating learning trajectories allow people to make meaning of their linguistic biography. Narration is understood 'as a tool to teach and learn, and as a product of meaning-making processes' (Wittek, 2012). It is fundamental to explore the central role of learning trajectories, since they have a higher impact in teachers' behaviour than theoretical information received during university education (Woods, 2006).

During initial teacher training, reflexive practices are important to allow students to mobilize and be aware of their beliefs. The process of metacognition and reflection makes it possible to translate linguistic experiences into dynamic knowledge (Palou & Fons, 2011), thereby prompting pre-service teachers to appropriate new frames of reference in language education.

2.3. Plurilingual approach

In the world context, plurilingualism is increasingly the norm. Coste & Simon's (2009) concept of the plurilingual social actor provides a useful framework to analyse student teacher beliefs about plurilingual competence, since it invites the researcher to examine the experiences that contribute to its construction. Individual plurilingualism does not guarantee the acceptance and tolerance of diversity and it may base the construction of the linguistic identity on one home or academic reference language. It is therefore necessary that pre-service teachers learn how to guide their pupils during the development of plurilingual competence, in order to establish a positive relationship to language diversity (Prasad, 2013).

The monolingual or -in the case of Catalonia- bilingual perspective is based on the assumption that each person develops separate mastery of languages with the main goal of becoming an 'idealized native speaker' in each language. In contrast, the plurilingual approach perceives the aim of language education to be to develop a linguistic repertoire in which all linguistic and communicative abilities have a place. This implies that the individual's experience of language in its cultural contexts expands, from the language of the home to that of society at large and then to the languages of other people. He or she does not keep these languages and cultures in strictly separated mental compartments, but rather builds up a communicative competence in which languages interrelate and interact (Council of Europe, 2001).

The concept of plurilingualism has been developed to describe these complex language repertoire and linguistic competences. The plurilingual perspective suggests that people develop an interrelated network of linguistic plural skills and practices, which have been built according to different purposes and in multiple contexts (Coste, Moore & Zarate, 2009). Individuals develop different levels of proficiency in each language of their linguistic repertoire. The main interest of this discovery is not the development of a balanced plurilingual competence, but rather the development of the individuals' ability to negotiate a set of communicative activities through the development of linguistic skills and awareness.

Recent sociolinguistic research into language has focused on two main aspects. The first relates to the fact that a plurilingual subject uses two or more languages for different purposes, with diverse people and in different domains of life. The second focuses on the fact that people need and use different languages in everyday life, so the plurilingual actor is not entirely fluent in their languages (Moore & Gajo, 2009). Individuals possess partial competences, an aspect that makes it possible to explore the relations across languages rather than focus on languages as separate components of the personal linguistic repertoire (Coste, 2001). This is the global view of plurilingual competence.

Coste, Moore & Zarate (2009) point out that this perspective implies paradigmatic changes, such as the assumption of a holistic and multiple vision of languages; the use of the notion of partial competences; the interaction between languages; the dynamic and situated vision of plurilingual competence; the relation between personal life trajectories and the development of the linguistic repertoire in and out of school; the assumption of global approaches in didactics and a new teacher attitude in the face of students' repertoires.

The Council of Europe (2001) highlights that plurilingualism has to be the principle and the purpose of language policies, and that it must increase its value at the individual and the educational level, a fact that has an impact on teacher education (Beacco, 2005). Didactics of plurilingualism is part of an active perspective that conceives plurilingualism as a European value and practice that ought to be promoted. The school is responsible for the linguistic development and identity of the students, who are the social actors who will have to move in a plurilingual and pluricultural society. Thus plurilingualism has to be identified, valued and developed, in order to help students to build up their plurilingual and pluricultural competences (Carrasco, 2009).

Language education has to progress in line with current pluricultural and plurilingual societies, thus

changes are needed in teaching and learning languages, specifically regarding the recognition and value of students' linguistic repertoires. It is necessary that teachers reflect deeply on their own linguistic and cultural identity, to become aware of their plurilingualism. This reflective and introspective practice will allow them to decentralize and to create conditions to guide an analogous process in their classrooms (Carrasco & Piccardo, 2009).

2.4. Multimodal narratives

The use of biographical narrative methods has a long tradition, especially through written and oral practices (biographies, live stories, interviews…). However, Kalaja (2006 and 2016), Melo-Pfeifer & Schmidt (2012) and Prasad (2014) point out the need to study beliefs through alternative approaches which involve the use of visual narratives as a new method of data collection. Such methods show how subjects develop meaning-making processes of their personal language learning experiences. The notion of narrative has been expanded in terms of modes and meanings: it can be written, oral or visual (interviews, stories, drawings…); or multimodal, which refers to the combination of text and images.

The advantages of multimodal productions are that they make explicit facts that cannot be narrated with words; and this feature of data collection makes it possible to get different ways of expression, experience and meaning-making. This study explores the possibilities of using multimodal narratives as data for researching a specific aspect in language education: beliefs. Using multimodal productions makes it possible to learn about the subjective experiences of learning and teaching languages and related beliefs held by teachers in training. More generally, the creation of multimodal reflexive narrations allows student teachers to make meaning and to value the linguistic diversity in their future teaching and social life.

The decision to collect multimodal narratives as data influences expressed beliefs, because each semiotic language (visual and written, in this study) allows different ways of representing what has been experienced. In the case of visual narrative, it is important to take into account that people represent not only what they aim at but also what they discover during the action (Prasad, 2014), because it is a more unconscious way of communication and it is less defined by what is politically correct.

The relation between visual narratives and social field is evident, because it makes it possible to examine social beliefs which are culturally built and have been acquired in different contexts such as family, school or professional field. The fact of living socializing and educational experiences in these areas contributes to the expansion of collective imaginings, which influences personal beliefs (Perregaux, 2011). Kress (2010), who investigates the interactions between text and image, suggests that the narrative is not just a multimodal methodology but is also a way of constructing reality.

Human communication has a multimodal nature (Cohn, 2016), so it is necessary to explore the relationships between texts and images that are expressed by pre-service teachers in their narratives about their language learning trajectories. In this research, the access to student teacher beliefs is made through multimodal methods: verbal narratives (language life story) and visual narratives (linguistic self-portrait).These instruments give access to participants' own voices and interpretations, as narratives are a good method for finding out about subjects beliefs' and gaining a richer account of the complex contextual factors present in future teachers' language learning trajectories (Kubanyoiova, 2012).

Multimodal methods are used to obtain data and allow a better understanding of subjects´ personal views, because they do not simply describe or measure phenomena, but also provide insights into and understanding of underlying beliefs. Critical reflection through multimodal narratives promotes awareness of pre-service teachers about their beliefs and it allows them to reconsider them. This is important because their beliefs will mediate their future teaching. Reflective practice is necessary in initial teacher training to enable changes in beliefs regarding teaching and learning language, and thus moving closer to the Council of Europe guidelines about plurilingual education.

Methods of research
Instruments, procedure and participants
The research approach is qualitative-interpretative and it is a biographic-narrative educational

investigation. It is part of a longitudinal study, which forms the basis of a doctoral thesis. This study has allowed us to analyse in depth the evolution of beliefs during the initial teacher training of six students, in order to trace developments or transformations in beliefs held by pre-service teachers over a four-year period. Longitudinal studies make it possible to examine the dynamics of the phenomena under study: beliefs. Over time, subtle changes and major transitions could be observed and certain influential factors identified (Kalaja et al., 2016).

The data collected and used in this study is from the first year period of the thesis. The study makes use of two types of data, verbal and visual, and two methods of data collection are used: linguistic life story (written narrative) and linguistic self-portrait (visual narrative), which the subject complements with a brief written interpretation. The linguistic life story is a text focused on the construction of linguistic repertoire in the past, present and future, so it captures the trajectory of learning languages and beliefs about plurilingual competence over time. The visual narrative (Figure 1), on the other hand, focuses the attention on the relationships between the components of the images to get a snapshot of a particular moment of subjects' relations with languages. Therefore, data collection consists of multimodal data of a pre-service teacher.

Fig. 1. Linguistic self-portrait.

The study was carried out within contextual approaches (Barcelos, 2003) and more precisely it is discursive in its starting points. We have analysed what and how subjects' narration is discursively constructed: in other words, we have seen beliefs as something formed in discourse, taking into account that discursive movements in different semiotic languages generate cognitive movements. It is important to study beliefs held by pre-service teachers as these will turn into mediational means and thus guide their teaching practices (Kalaja et al., 2016). This research also draws on sociocultural theory (Lantolf & Thorne, 2006), thus reflecting the view that learning languages is an intentional, goal-directed and mediated activity.

The researchers were mediators between data collected, social background and the interpretative frames of reference that the subject built. As stated previously, it is a case study that is part of a broader research project in which six pre-service teachers have participated. The main features of the subject are: student of Bachelor's Degree in Teacher of Primary Education in the University of Barcelona; female; eighteen years of age; and a former student of one of the researchers. Her selection was based on the quality of her narratives in relation with the aims of the study.

Data analysis

This study has drawn on both verbal and visual narratives in order to create a new research model, which combines analysis of both types of data. The criteria for the analysis of verbal narratives is based on the following studies: Bruner (1990), Denzin (2001), Bertaux (2005), Dufva (2006), Alanen (2006), Kalaja (2006 and 2016), Pavlenko (2007), Johnson & Golombeck (2011), Gabillon (2012), De Fina (2013), Palou & Fons (2011 and 2013). In this research the analysis of verbal narratives focused on three text dimensions:

Table 1. Text dimensions.

Content (what)	Context (how)	Form (position)
Thematic fields	Participation frame	Subject positions
Key words	Language/s	Time
Valuation and relation between subject and languages	Discourse organization	Persons
Languages status	Polyphony (voices)	Critical points
	Life contexts and communities of practice	Expressive resources
	Relation between historical-social context and individual context	Metaphoric elements
	Types of writing White spheres	Lexical analysis Mobilized beliefs

The criteria for the analysis of visual narratives were established with reference to different researchers: Riessman (1993 and 2008), Johnson & Golombeck (2011), Perregaux, (2011), Melo-Pfeifer & Schmidt (2012), Gabillon (2012), Kalaja, Dufva & Alanen (2013), Todorov (2013), Borg, Birello, Civera & Zanatta (2014), Prasad (2014) and Kalaja et al. (2016). The analysis of the visual narratives focuses on the same three dimensions as the analysis of the verbal narratives; however the elements of each dimension needed to be adapted to allow interpretation of visual data:

Table 2. Visual narrative dimensions.

Content (what)	Context (how)	Form (position)
Represented forms	Organization of elements	Interpretation pattern (allegorical, historical, generic)
Thematic fields	Contextual aspects	Mobilized beliefs
Symbolic elements	Types of visual narratives (sequence, collage, snapshot, panoramic)	Subject's written interpretation of the visual narrative
Metaphoric elements	Colour meanings	Critical points

In the form dimension, beliefs expressed visually are contrasted with beliefs expressed through verbal narrative; and we have triangulated the actual drawing with the subject's written interpretation, and the researchers' interpretation of the drawing.

In the analysis of both verbal and visual data, beliefs are categorized in different ways. There are core beliefs, that are influential, dominant, resistant, social, explicit and systematic; and peripheral beliefs, which are subordinated to core beliefs and are diverse, variable, personal, implicit and complex (Gabillon, 2012).

Results

There are three main findings:

4.1. Results show that, within the language learning trajectory, there are both rooted beliefs and beliefs that are more likely to be destabilized. Regarding the first type, it should be pointed out that language learning is carried out through social experiences and that there are relations between language, culture and identity. Beliefs that have been destabilized are connected with the monolingual or bilingual (in the Catalonian context) perspective of language learning and teaching, which is based on the existence of the ideal native speaker who aims to master each language of the individual's repertoire. These beliefs are still connected with the traditional vision, because they are associated with the definition of plurilingual as a person that would need to have a native-like command of all the languages that he or she knows.

4.2. The construction of multimodal narratives has allowed the reinterpretation of personal linguistic experiences and the building of new interpretative frameworks about language education. This means that, through reflective practice, the subject has had the opportunity to consider other ways of teaching and learning languages, which are closer to European guidelines. This development has prompted a change in beliefs, which have evolved from the idea of mastering each language to the notion of linguistic repertoire development over the time and circumstances. Therefore, beliefs have developed and they have moved from a monolingual or bilingual approach to a plurilingual perspective, thanks to reflection processes. This demonstrates that reflection does have an impact on how a pre-service teacher visualises, describes and depicts her future teaching.

4.3. The contrast between beliefs expressed though written and visual narrative has demonstrated the potential of beliefs for evolution. The student teacher has mobilized and, in some cases, destabilized beliefs, which have been re-configured towards a more holistic view of plurilingual competence. Her beliefs have moved away from the traditional perspective of language teaching and learning, based on a separated vision of linguistic knowledge and skills. This change of perspective has resulted in the pre-service teacher placing more emphasis on the notion of partial competences, mediation skills and the interrelation and interaction of languages.

In summary, we observed that reflective and introspective practices make it possible to achieve progress in pre-service teachers' plurilingual education and its didactics, taking into account that beliefs are mediational tools during the process of learning and teaching languages.

Discussion

In this section, we show how mobilized beliefs embedded in the language learning trajectory of a pre-service teacher are consistent with the theoretical framework established by previous studies. This congruence demonstrates that the aims of this study have been achieved. In the data collected, we identify a belief that language learning is carried out through social experiences. This belief is projected towards the subject's future teaching in two directions. The first one is focused on the fact that to know a language is to acquire communicative competence; and the second one talks about language learning activities, which have to be framed in communicative contexts and have to allow pupils to face real communicative situations, which the pre-service teacher describes as plurilingual.

This belief has implications in the subject's language learning trajectory and her plurilingual education, because she narrated that the evolution of her own linguistic repertoire is related to the use of languages in different contexts. Our results show that beliefs held by the student teacher are culturally constructed during social practices in the school, familiar, recreational and professional domains. This idea is connected with the fact that beliefs are polyphonic (Bakhtin, 1982) and they are the result of social interaction processes. Living experiences in different spheres shapes the subject's beliefs (Bertaux, 2005) and it influences the construction of plurilingual awareness. In this sense, the student teacher highlights the need to know how to face situations with linguistic diversity to expand her own and the pupils' linguistic repertoire.

Other beliefs indicate that there are differences between L1 and L2 practices and resources, which result in the pre-service teacher considering the notion of partial competences in each language of the linguistic repertory in an implicit way (peripheral belief). This has implications in relations between

language, culture and identity, which are connected with different ways of teaching, learning, thinking and using languages. It involves the assumption of a holistic and multiple vision of plurilingual competence (Coste, Moore, & Zarate, 2009). It also emphasizes the influence of the immediate community on language uses and on beliefs and identity construction and its projection in social context (Ricoeur, 1995 and Kalaja et al., 2016).

The contrast between beliefs expressed in written and visual narratives has shown that beliefs are not static, but rather that they can change over time through reflective processes about language learning trajectories (Palou & Fons, 2011). The analysis of the system of beliefs makes it possible to trace its developments and to identify contradictions between certain beliefs, which involve its destabilization. On the one hand, the subject has expressed that teacher has to be an ideal native speaker, who has the aim of mastering each language of her linguistic repertoire. She has also narrated that languages are separate components of her own linguistic repertoire, so she does not assume the interaction and interrelation between languages she knows (Moore & Gajo, 2009).

On the other hand, the student teacher thinks that is impossible to master a language, due to its wide dimension and constant evolution. This view is consistent with the ideas of the plurilingual approach (Coste, Moore, & Zarate, 2009), because it suggests that people construct an interrelated network of linguistic and communicative skills and practices, which have developed in different levels of proficiency in each language of their own linguistic repertoire. This can be related to the definition of partial competences reported by the Council of Europe (2001) in the language education polices.

We have identified beliefs resistant to change, rooted in the traditional perspective of language learning and teaching, which have become dynamic during the reflective meaning-making process about linguistic experiences. This process has helped the future teacher to appropriate didactic reference theories about language education related to European guidelines about plurilingual education. The subject has reinterpreted her linguistic experiences and has created new frames of reference (Bolívar, 2002), which have allowed her to understand that the aim of language education is the development of the linguistic repertoire and the construction of the plurilingual competence. The reconceptualization of these beliefs prompts the teacher in training to increase her linguistic awareness, and create the desire to guide her future pupils during the development of the plurilingual competence and to establish welcoming relationships with language diversity in and out of school (Prasad, 2013). It is a necessary change of perspective in language education, taking into account that plurilingualism is the norm in the current globalized context and people are plurilingual social actors (Coste & Simon, 2009)

Conclusion

The study demonstrates that it is necessary to develop a framework for plurilingual education in initial teaching training. This framework may incorporate reflective consideration of the individual's own linguistic experience, in order to promote the construction of strategies to develop plurilingual competence and its didactics. For the student teacher, the study offered the opportunity to reflect on her beliefs about languages and their learning and teaching. It also offered the pre-service teacher insights into the beliefs that could help her to anticipate the challenges that she might face working in schools in the years to come. Therefore, the research has allowed her to consider or revise her beliefs and to increase her awareness of being a plurilingual person. Moreover, it has implications for university teacher education programmes, which need to develop different ways of introducing student teachers to the profession.

One limitation of this research relates to the fact that it would have been useful to triangulate more data, apart from written and visual narratives. This may have increased the validity of the study, because we could have discovered general patterns and collective components from a particular studied situation: it means we could have found resonances.

The plurilingual repertoire development is a central part of identity (Castellotti & Moore, 2002 and 2010). Taking into account that identity is not fixed, a reflective space should be created in initial teacher training to encourage students to mobilize their beliefs about plurilinguism. Doing this could have impact on teachers' professional development, because beliefs play an important role in the formation of

identity, interpersonal relationships and the construction of knowledge, as they are an inherent part of teaching and learning processes. Through this study, the pre-service teacher has reflected, interpreted and connected the linguistic experiences embedded in her language learning trajectory (Wittek et al., 2015) through multimodal narrative. This practice has allowed her to transform experiences into structures in meaning-making processes. It is important because tools mediate and reshape both personal activity and the thinking and learning processes (Vygotsky, 1978), so they are conceptualized as beliefs of ideas applicable in language classroom.

The interpretation and re-negotiation processes of beliefs are necessary, because they are a frame of reference during pedagogic activity. This study demonstrates that it is fundamental to explore the role of beliefs in language learning trajectories of student teachers, taking into account that they have a higher impact on teachers' behaviour than theoretical knowledge received during initial training (Woods, 2006). Along with educational processes, beliefs are used as mediation tools that make it possible to give meaning to actions, decisions and thoughts.

Multimodal narratives, which are related to social contexts where mediation takes place, have allowed the pre-service teacher to organize and re-build her linguistic life trajectory (Kalaja, Dufva & Alanen, 2013). This methodological resource encourages the subject to mobilize, consider and be aware of her own beliefs, in order to notice whether they are resistant or open to change. It shows the potential of belief evolution and reconfiguration. In this study narration has become a tool to learn, and a product of the meaning-making process (Wittek, 2012); through a metacognition process the teacher in training has reflected on her personal linguistic experiences. This metacognitive process contributes to the subject´s construction of a new framework for plurilingual education and its didactics and may have impact on her future professional practice. This framework would focus on the development of students' plurilingual competence and on the promotion of welcoming relationships with language diversity (Coste & Simon, 2009).

There are two possible directions that future studies could take, both of them reflecting the researchers´ interest in exploring whether multimodal narratives allow the construction of teaching strategies that favour the development of plurilingual competence. On the one hand, we would like to develop a frame of thinking, action and interpretation for plurilingual education in teacher education. On the other hand, we also would like to explore the potential and efficacy of multimodal narratives as data to conduct further research into beliefs; and to examine to what extent they are useful in promoting reflection and contributing to the plurilingual dimension of language education in Primary Schools.

On a final note, we would like to point out that this research is focused on one specific stage of the language learning trajectory of a pre-service teacher. We do not know how she will teach languages in her future professional practice. Having her own class will offer new experiences and challenges and it would be very interesting to follow this teacher and explore how she develops her language learning trajectory.

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The effect of contextual and socioeconomic factors on reading comprehension levels.

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Abstract
This research seek to show evidence connected to the differences found in public and private schools in the results of standardized tests used in Chile in the area of reading comprehension. These tests, established as a measuring system of quality in education, have provided different results for public schools – where mainly vulnerable students attend to, and private schools – where mainly a population that has more resources attend to. This study used a model of multilevel analysis aiming to evaluate if the relationship between a group of contextual variables (connected to the economic level of the family) has a differential influence on the performance of reading comprehension in connection to the funding source of schools. The results show evidence that the type of school accounts for 15% of the variability in reading comprehension, almost half of this variability can be explained by the variable of the socioeconomic level group, and only a residual 1% by the group of individual variables such as the parents' education level and their expectations about the students' performance. The relevance of the models used can be discussed further.

Keywords: Reading comprehension; socioeconomic status; multilevel analysis; standardized tests.

4. Introduction

This article emphasizes the importance of the socioeconomic factor in the reading comprehension performance as it is assessed by the Education Quality Measuring System (SIMCE). Multiple studies have discussed this topic considering diverse variables that attempt to explain why there are performance differences in students. However, the studies performed have shown divergences in the factors that are relevant to explain such differences. Variables such as parents' education or salary, parents' expectations about the academic future of their children, or their implication in the academic work have been part of the determinants studied. Nevertheless, a factor that seems to emerge strongly is the socioeconomic one and the significant segregation that this generates in the structure of the school system.

Even though in the majority of the studies this factor is considered, its effect can be controlled since researches, mostly of socioeconomic nature, tent to corroborate other types of influences connected with specific economic contributions in public and subsidized education. From that point of view, the socioeconomic factor represents a strong explanatory variable in many of the differences found in the educational performance and, particularly, in reading comprehension – key aspect of all accomplishments evaluation at a national and international level.

The aim of this research is to study the contextual factors that have been usually considered as possible determinants in academic performance, particularly in reading comprehension using the results of the SIMCE study, 2014 cohort. The intention, besides re-examining the statistically significant effects that have been established in previous research, is to evaluate the relevance of different schools as part of the random component in a model of multi-level character. Thanks to this component it is possible to track the strong influence of the socioeconomic variable in both the deep social differences and opportunities that the conditions of each school tend to reflect.

1.1. Main factors that influence academic performance on language.

National and international institutions have been specially drawn to the academic success of the students; this has been proved by different researches that develop comparative studies. This is the case of researches performed by the Latin American Laboratory for Assessment of the Quality of Education

(LLECE) of UNESCO (Flotts, Manzi, Jiménez, Abarzúa, Cayuman & García, 2015), the National Center for Education Statistics and its study Trends in International Mathematics and Science Study TIMSS (Education Quality Agency, 2011), or the well-known Programme for International Student Assessment (PISA) of the Organisation for Economis Cooperation and Development (OECD, 2014).

In Chile, similar actions have been taken since the primitive evaluation attempts in 1982 with the old Performance Evaluation Program (PER) that evaluated students from 4th and 8th grade with the aim of moving the improvement initiative towards parents and teachers (Bravo, 2011). The system evolved into the current Education Quality Measuring System (SIMCE) that each year assesses students of the same level and of 10th grade in order to determine whether they have reached the fundamental objectives and the minimum mandatory contents of the national curriculum. In this line, SIMCE test is currently an essential reference of performance (Agencia Calidad de la Educación, 2015).

These national-implemented evaluations make perfect sense since much of the future performance, whether it is professional accomplishments or a better life style, is based on having had the proper school opportunities and a quality education (Bellei, 2007; Comisión Económica para América Latina, 2008; Ministerio de Educación, 2003; Valenzuela, Bellei & de los Ríos, 2013; Villalobos & Valenzuela, 2012). Key aspects of quality education are those competences connected to reading and writing, and mathematics and sciences (OECD, 2014). Particularly, reading comprehension since its role is not only decoding and interpreting information from a written source, but also, and more important, the development of knowledge and personal potential that favors a better insertion into society (Lorenzo, 2016; OECD, 2009; OECD, 2014; Pérez, 2009).

This is why quality education and the results are important, since they are imposed as a need for equal opportunities (Torche, 2015). The debate about education and (in)equality of opportunities is long-lasting, as it also is how the difficulty of access and a poor quality education affects the future possibilities of students and, ultimately, of society (Donoso-Díaz, 2014).

At a national level, academic performance has become a synonym to quality education, and the Government has insisted on obtaining evidences of such quality in connection to the results (Agencia Calidad de la Educación, 2015) in contrast to process evaluations (Morgan, 2016). In particular, the organisms in charge of this evaluation assume that quality is connected to the achievement of specific standards.

Several studies performed at a national level have tackled the issues of quality in education or the efficiency in schools, often from an economic perspective. The majority of these studies have tried to establish the factors that can explain the differences in students' performance or, more generally, the effectiveness of the school center. It is common to compare private education to public education, including the role that the "voucher" can play in this area. The researches differ on the emphasis given to the control of certain variables such as considering the socioeconomic level of the families, the infrastructure of the schools, age, parents' education, and students' admission selection, among others. However, whether it is a consequence or not of these methodological decisions, there is little agreement on the results. Many of the variables included in the studies are statistically significant, but their relevance is not equally consistent (Correa, Parro & Reyes, 2014; Elacqua, 2012; McEwan & Carnoy, 2000; Somers, McEwan & Willms, 2004; Mizala & Torche, 2015; Osses, Bellei & Valenzuela, 2015; Thieme, Tortosa-Ausina, Prior & Gempp, 2012). There seems to be a general agreement between the research lines shared by other authors, who tend to reassure that the students' performance differences in specific areas (particularly mathematics and language) are a result of the socio and cultural differences marked by a segregation in the Chilean education system, which tends to emphasize and prolong the social polarization of families that remain caught in public or private schools according to their condition (Muñoz-Chereau & Thomas, 2015; Torche, 2005; Villalobos & Valenzuela, 2012).

Much of this large group of studies uses the data base that SIMCE makes available for the scientific community in order to develop their empirical analysis (Cádiz, 2006; Elacqua, 2012; Donoso & Hawes, 2002; Merino & Maldonado, 2014; Mizala & Torche, 2012; Muñoz-Chereau & Thomas, 2015; Orellana & Merino, 2013).

These studies are particularly useful since new surveys have been included that must be completed by teachers, parents, and students themselves, besides using the results of the tests where their learning is being assessed. The information gathered is named after the contextual variables because these instruments request information about economic income and parents' education, access to services (such as the internet), and school climate (Agencia de Calidad de la Educación, 2013). These contextual variables are commonly used as factors to be considered when trying to determine the differences in the students' performance or the schools' performance. In the – now classic – Donosa and Hawes study (2002), it is established that socioeconomic groups (SES) are key in the language performance.

The determinant effect of social condition has not changed much since then. In previous studies, such as McEwan (2003) and Somers, McEwan and Willms (2004) language is also the focus point, among other skills. From the group of independent variables, those connected to: family socioeconomic level, condition of rural, school's funding source (public or private), parents' years of education, involvement of the parents in their children's' education, number of books present in their house, indicators about peers' attributes, students' gender, and others, were considered relevant to conclude that private schools show a better academic accomplishment than public ones.

For Orellana and Merino (2013) there is a form of consensus in the indicators used by scientists in this topic. The authors highlight the rural condition, access to energy, access to computers and internet, communal growth, illiteracy, and teacher evaluation. However, except for access to a computer and teacher evaluation, all the other variables contribute only slightly to explain the variation of the dependent variable that in this case corresponds to the average of the evaluations performed in mathematics, language, and social sciences.

In the study of Correa, Parro and Reyes (2014) the same dependent variables considered for the previous studies were considered (language and mathematics), establishing that factors such as family income and parents' education level are significantly connected to these evaluations. Similarly, the work of Muñoz-Chereay and Thomas (2015) highlighted factors such as gender, parents' education level, number of books present in the house, and number of people sharing the house.

Mizala and Torche (2015) carried out a study oriented to the stratification of the educational accomplishment that included new independent variables measured through the SIMCE. It was particularly interesting when they included parents' expectations, teachers' years of experience, having a pre-school education, and repeating a year as all statistically significant in connection to language measurement. The parents' expectations, in spite of being intangible, represent a strong influence in academic achievement (Davis-Kean, 2005; Pérez, Montesinos & Cabrera, 2013).

The importance of including Reading comprehension is not only relevant due to its important role in the development of the individual's knowledge and personal potential, but also because it is a key evaluation for the current national curriculum and answer to the measurement of skills considered key in terms of learning (Agencia de Calidad de la Educación, 2015). The relevance of reading comprehension has been acknowledged as a factor that greatly impacts academic accomplishment in general (United Nations Children's Fund, 2004). Also, it has been a recurrent research topic as shown in several studies that established connections between the family factor, quality of oral reading, or directly with cognitive factors (Gil, 2009; Marchant, Lucchini & Cuadrado, 2007; Nuñez & Donoso, 2000; Svetina, Gorin & Tatsuoka, 2011), with comprehension model (Parodi, 2011) and even intervention (Ripoll & Aguado, 2014). Not to mention studies that insist on connecting the socioeconomic factor with language performance in specific areas such as sentence repetition and vocabulary comprehension (Balladares, Marshall & Griffiths, 2016).

In the context of the above mentioned, the purpose of this study is to highlight, from the proposals of previous studies, those variables that influence readers performance the most, including not only socioeconomic factors but also familiar factors since the empiric evidence provides support for their inclusion in the explanation of the differences in the reading comprehension level observed between public and private schools.

5. Methodology.

2.1. Population and sample.

   For this study, secondary data was used retrieved from the national application of the SIMCE test. This test is administered every year to 4th grade, 8th grade, and 10th grade students, in order to evaluate the teaching quality in connection to the product or results.

   The original data base contains the results of all students from 4th grade evaluated during the year 2014, corresponding to 7,667 schools and study centers, with a total of 215,939 observations.

   Following a proportional stratified design, the following was considered: a) dependency, indicating whether the school receives funds from the Government or not, from public (fully funded by the government), subsidized (co-payment between the parents plus government help), and private (fully funded by the parents); and b) socioeconomic group, statistically established from several criteria set by the Agencia de Calidad de Educación (Lower, Mid-Lower, Middle, Mid-Upper, and Upper group). Table 1 presents the organization of students according to the previously mentioned variables of stratification:

Table 1. Distribution of joint frequency of students per stratification variables.

SES	Funding source			Total
	Public	Subsidized	Private	
Low	51			51
Mid-Low	1772	1599		3371
Middle	1991	4294		6285
Mid-Upper	172	2907		3079
Upper		398	875	1273
Total	3986	9198	875	14059

   The definitive simple included 183 centers, gathering 14,059 students in total, and 463 classes. Schools and centers selected cannot have less than 50 students and also more than 50 centers had to be selected considering that there are certain limitations acknowledged in the analysis with small samples at center level (Maas & Hox, 2005).

2.2. Design

   The design is ex post facto of retrospective in character where the effects of all the variables have already occurred but where it is still possible to identify the criterion variables and factors (Montero y León, 2014). It is considered as factor all of those variables included in questionnaires dully administered with the SIMCE test. Only one random factor was included: school. From a large group of possible variables, for theoretical reasons, only the following were selected (which are considered as variables of fixed effect for group and individual level):

Table 2. Variables of individual and group level initially included in the model.

Individual Level	Academic achievement expectations
	Level of education, father (in years)
	Level of education, mother (in years)
	Income level (In)
School Level	Funding Source (public, subsidized, and private)
	Rural condition (0 = rural)
	Vulnerability index by school (proportion)
	Socioeconomic status (low, mid-low, middle, mid-upper, and upper)

However, after the preliminary analysis, it was detected that at a group level the dependency, index of vulnerability per school, and the socioeconomic group represented almost the same information. Hence, this last one was selected since it was more comprehensible outside the national context.

The results that students obtained in the reading comprehension test have been defined as variables dependent of the design.

2.3. Instruments

The instruments used to collect the information where developed by the Agencia Calidad de la Educación (2015). The questionnaire designed with a Likert scale was considered with four answer options and some questions requested specific information such as age and education level. The instrument used was a psychosocial questionnaire to parents: answered by parents and guardians of each student. It contains information connected to relationship with the student, age of the father or mother, educational level, income, ethnicity, parents' expectations, perception of the attitude teachers or peers have towards the students, characteristics and organizational quality of the school (support, communication, commitment, and level of exigency, among others). The factors of the study have been defined from the questionnaires that gathered these contextual variables.

On the other hand, the variable criterion was connected to the results obtained in the reading comprehension test which has been created to guarantee that the national curriculum is covered in the learning process. The test is focused on the skills and it is considered a key stone for learning in other disciplines; hence its importance (Agencia Calidad de la Educación, 2015; Paris & Stahl, 2005). Three main skills are considered in the test: a) Locate: reading tasks where the student has to work with explicit elements of the document. It considers using discrimination and specific information extraction techniques; b) Connect and interpret: students work with implicit elements of the text. They have access to them thanks to links of explicit elements which implicates the use of inferring, figurative speech, relations of meaning, and general comprehension among others; c) Reflect: students have to confront different aspects of the text in format and content in connection to the student's own personal knowledge of the world and previous readings.

2.4. Analysis

Data analysis was performed using an Excel spreadsheet (Microsoft Excel 2013) and the R software environment (R Core Team, 2016). The analysis started with the description of the variables of the study in order to evaluate the fulfillment of the statistical assumptions and their ulterior inclusion in the selected statistical model. From these results, a data cleansing analysis was performed. The atypical observations were evaluated through a "mvoutlier" R package (Filzmoser, Garrett & Reimann, 2005) and eventually eliminated.

With the data refined, it was decided to allocate the lost observation whenever possible. In order to do so, the multiple allocation procedure implemented in the R "Amelia" package was implemented based on the EMB algorithm (Honaker, King & Blackwell, 2001).

Subsequently, the definitive descriptive statistical data was obtained and the co-variation among variables was analyzed. Then, it was decided to include those variables that contributed the most to the solution in the selected statistical model.

In order to give an account of the research objectives, a multilevel model was selected that included a dependent variable, fixed effect variables of individual level (initially), a fixed effect variable of group level, and only one random factor represented by the school. The model can be expressed as follows:

$$Y_{ij} = \beta_0 + \beta_1 x_{1ij} + \beta_2 x_{2ij} + \beta_3 x_{3ij} + \beta_4 x_{4ij} + b_{i1} z_{i1} + \epsilon_{ij} \qquad (1)$$

The original model is interpreted as the reading comprehension value that is predicted by these factors: educational level of the parents, income, parents' expectations in a better social and economic future, a fixed effect group factor (assigned to schools), and the socioeconomic group. The schools were

considered as a random factor. The model was adjusted in R with the "lme4" package (Bates, Machler, Bolker & Walker, 2015).

6. Results

Table 3 shows the results of the descriptive analysis of all those variables that were finally included in the model.

Table 3. Descriptive statistical analysis of the individual factors and the dependent variables organized by the group variable of the socioeconomic status.

	Low (n=51)		Mid-Low (n=3371)		Middle (n=6285)		Mid-High (n=3079)		High (n=1263)	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Education level, father (years)	10.8	3.52	11.8	3.56	13.5	3.52	16.5	3.8	20.1	3.06
Education level, mother (years)	9.2	4.52	11.8	3.32	13.5	3.18	16.3	3.58	19.2	3.34
Income level (ln)	11.9	0.84	12.4	0.64	12.8	0.63	13.4	0.69	14.3	0.49
Parents' expectations	4.3	1.31	4.5	1.15	4.9	0.88	5.3	0.64	5.7	0.51
Reading test perfomance	237.6	49.1	255.7	47.89	269.9	48.28	281.0	46.36	300.2	43.29

Table 3 shows that the mayor differences in the education level of the mother and father, and the parents' expectations have an implication of a medium size effect (Cohen's d for differences of 50% in SD) or large (for differences of 80% in SD or larger). In the level of income (natural logarithms are presented in connection to a common analysis practice in socioeconomic studies) there was also evidence of its relevance measured in the size of the effect, especially if compared with extreme groups in the differences of reading comprehension. Changes in factors and variables are concomitant, reflecting possible effects over the last one.

Table 4 shows the models with the adjustment information. First, the null model is presented. The results obtained are of importance to contrast the results with the following adjustments. Particularly, they are important because with the variations of the random effects the intraclass correlation coefficient (CCI) can be calculated as a way to evaluate if the random effect of the schools is present in the data, or what proportion of the total variation can be explained by the differences between school centers. In this case, $352.8/(352.8+2066.7) = 0.15$ approximately 15% of the variability present in the reading comprehension test can be explained by the difference between schools.

The following model included the socioeconomic group factor. According to the random effects, represented by the schools, the variation percentage is reduced. In fact, $17.9/2244.5 = 0.08$, this means that the performance in reading comprehension is expressed as an 8% by the differences among schools. The importance of this change resides in the socioeconomic group variable which explains most of the variation. In the same line, the fixed effects show coefficients reflecting how the socioeconomic group has influence over the performance in reading comprehension (the "dummy" variable representing the "high" category coincides with the constant value, and that is why is not present).

The inclusion of new factors allowed the adjustment of a definitive model, as the best adjustment option that included the variables presented in the final section of Table 4. In this last adjusted model, according to the random effects (school), again it can be seen the reduction of the variation since $152.8/2147.5 =0.07$ or 7% of the reading comprehension performance is explained by the differences among schools. The reduction in the variation resulted from the incorporation of new individual variables was minor. However, of the fixed effects, it can be seen that one of the major coefficients (not-standardized, understood as a change unit in Y) corresponds to the parents' expectations.

The reduction of the variation resulting from the inclusion of the new individual variables was minor.

Table 4. Statistical data describing the individual factors and the dependent variable organized by the socioeconomic status variable.

Random effects				Fixed effects				
Schools	Variance	Standard deviation		Coefficients	Standard error	df	t	p-value
		Null model						

Intercept	352.8	18.78	Intercept	270.573	1.445	180.51	187.30	0.000
Residual	2066.7	45.46						
Total	2419.5							

Model with group variable

Intercept	177.9	13.34	Intercept	301.524	3.587	176.01	84.06	0.000
Residual	2066.6	45.46	Low SES	-63.899	15.208	197.27	-4.20	0.000
Total	2244.5		Mid-low SES	-46.131	4.131	177.66	-11.17	0.000
			Middle SES	-32.745	3.945	175.80	-8.30	0.000
			Mid-high SES	-20.151	4.248	176.62	-4.74	0.000

Model with individual and group variables

Intercept	152.8	12.36	Intercept	216.805	9.599	6457.00	22.59	0.000
Residual	1994.7	44.66	Education level, father	0.405	0.122	13954.00	3.33	0.001
	2147.5		Education level, mother	0.588	0.135	14000.00	4.37	0.000
			Income level	1.328	0.678	14059.00	1.96	0.050
			Parents' expectation	8.104	0.460	14000.00	17.63	0.000
			Low SES	-39.241	14.357	211.00	-2.73	0.007
			Mid-low SES	-25.656	4.103	232.00	-6.25	0.000
			Middle SES	-17.710	3.850	214.00	-4.60	0.000
			Mid-high SES	-12.517	4.022	191.00	-3.11	0.002

From the previous analysis it can be noted that the individual variables show statistically significant effects; particularly, parent's expectations and education level. However, it is worth mentioning two facts connected to this result: a) it is observed that the reduction of the explained variation due to the inclusion of the individual variables group barely reduces it in 1%, hence the real effect of these is scarce, b) in these lines, the relevance of these individual variables is a result of the magnitude of the sample size which becomes more sensitive to contrasts than to substantial effects. This situation gives even more support to the fact of including schools as a random factor in the research and highlights the importance of the socioeconomic group in the reading comprehension performance.

The socioeconomic group variable is connected to the parents' education level and their expectations, but it also includes other elements in level with the school that must be considered and that are represented by the social vulnerability of the families, the access to services, and a better infrastructure. All these factors are concealed by the previously mentioned socioeconomic status.

7. Discussion.

The study seeks to provide empirical evidence in favor of the hypothesis that states that social and economic factors (contextual variables) have influence over reading comprehension, such as they are considered currently in the data collection process of the Agencia de Calidad de Educación.

In terms of the contextual variables that have been considered, students' reading comprehension has been influenced by factors ratified in previous studies. These social and economic variables point to the fact that a better support in these areas is directly connected to a better performance. The education level of the parents and their expectations connected to the future of their children – what they expect them to reach professionally – represent important influences in the academic performance, especially in reading. This is consistent with several findings that lead to the same point: parents with better education level show a greater interest in their children reaching a similar education level and, hence, tend to be more aware of their studies (i.e.: they help with their homework). This influence is greater during the student's childhood than in their adolescence (Pérez, Montesinos & Cabrera, 2013). Parents' expectations also show a degree of expected influence since there is a connection between the commitment to their children's education and the control actions taken so students can reach their goals (Davis-Kean, 2005; Pérez, Montesinos & Cabrera, 2013; Mizala & Torche, 2014).

Even when these factors show a statistical significant influence, it is important to notice that, substantially, the effect is marginal. However, the case is not the same when the socioeconomic level is taken into consideration since this factor explains one relevant section of the differences among schools. Even though it is true that the socioeconomic level conceals the variables that are directly connected to these differences, the implications of this factor in language performance are well known. Factors such as inadequate infrastructure, poor materials, unqualified personnel in the schools, less future opportunities for the students – especially in the professional field (which can be reflected in lower future expectations if they come from lower socioeconomic families), and less access to support networks (Donoso-Díaz, 2014; Mizala & Torche, 2015) comprise a social reality that has profound consequences on the students.

From the perspective of communication, this might seem out of academic context since these differences should be mainly connected to individual attributes such as cognitive skills in the foundation of reading comprehension (Svetina, Gorin & Tatsuoka, 2011). However, by presenting evidence about reading comprehension performance that depends, in part, to the socioeconomic differences among schools, it becomes evident the presence of a factor that is difficult to treat and intervene, and that has become a systemic problem in Chile.

The result obtained also leads to questions connected to the inclusion or, at least, the consideration of this factor (and its implications) when standardized evaluations are performed. Apparently, in every cohort these evaluations show evidence of the same differences, apart from this context. Actually, and it can be seen in previous studies, year after year similar differences are seen in the performance of comprehension among schools, while the assumption is still that they are a consequence of individual accomplishments and formal education, without explicitly integrating the socioeconomic factor.

Regarding the limitations, this study only used the cohort of 2014 and not all schools were included since selection criteria were in place. Also, the results were only attributable to 4th grade students since no other grades where considered.

In terms of projections, this study contributes to highlight the need of using a multilevel approximation in standardized test of large student populations and strengthens the need for inclusion of differences among schools. It is clear that for the national context there is no point in establishing models that do not consider this factor. It will be necessary to continue the development of studies that incorporate new individual variables of cognitive and attitudinal character due to their explanatory potential. In any case, it is important not to lose sight that, in view of these results, a significant part of performance depends on the schools. It is necessary to keep in mind what a 15% means in relation to the punctuations of PISA 2013 where Chile obtained a reading skill of 441 points ranking 52nd. If a 15% improvement were accomplished, Chile would have been ranked in 4th place. In consequence, there would have been a reduction in the school gap that could have accomplished great results.

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Introducing Cross Cultural Perspectives Into Teaching Academic Writing To Master's Students In Russia

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Abstract
Introduction/Goal of study
On the level of professional education students get benefit from various types of academic writing in their native language. However, an opportunity to study abroad, international projects or contacts in the academic sphere have resulted in the fact that English for academic purposes (EAP) has started to play a visible role in professional education. A new course Academic writing: focus on Russian specific needs is designed to prepare Master's students for application of academic writing skills in Russia. Traditionally, contrastive approach is employed to reinforce cross cultural aspect in the EAP syllabus content. In the article I claim that, additionally, it is vital to study cross cultural differences in teaching methods.
Data and Methods
To adapt the practice of teaching EAP to Russian institutional goals, we conducted students' needs analysis. The main methods of the analysis were student questionnaires and written samples. The data have been collected for 10 years. At the next stage I compared students expectations with the contents of the EAP Writing textbooks published in Russia.
Results and Conclusions
Russian students normally have no academic background. As a result, a limited number of EFL students realise their need in academic writing. Moreover, Russia falls short of courses that explain the strategic need in EAP, and writing skills in particular. Through the focus on professional perspectives in a particular country, we may solve the problem of motivation. The article further seeks for teaching strategies, relevant to the country's educational context.

Keywords: teaching academic writing; EAP; cross cultural studies

2. Introduction

Since the Russian government announced measures to implement the state policy in the field of education and science in May 2012 (Presidential Decree, 2012), publishing academic papers in English for international journals has become one of a priority. The government invests into scientific publishing that follows the international standards.

English for academic purposes (EAP) has started to play a visible role in Russian professional education. However, Academic writing remains a deficit skill in Russia. According to statistics of Cambridge ESOL Examinations Board, Russian participants who took IELTS (General Training) and IELTS (Academic) received the lowest score in Writing section (the highest band was 9):

Table 1. Test taker performance 201

Module	Listening	Reading	Writing	Speaking	overall
Academic	6.8	6.8	6.0	6.6	6.6

My 10- year experience as a lecturer in Academic Writing in Moscow City University (Samara Branch) has led me to the problem of motivation that primarily causes low efficiency of academic texts written by language students. This is further reflected in numerous lapses in style, vocabulary register, grammar structures and text genres. Similar correlation of low motivation and negatively predicted performance in writing is stated in academic context in other countries as well (Baaijen et al., 2014, Sanders-Reio et al., 2014). Writing beliefs influence text quality.

This research addresses the questions:

1) Are there any specific reasons of low students' motivation in Russia?

2) What teaching strategies may tackle the problem of motivation?

3) May these solutions further influence the quality of the published academic papers?

2. Nature of the Problem

To adapt the practice of teaching EAP abroad to Russian institutional goals, we conducted a needs analysis. Students' needs analysis was taken in the course of a 5-year experiment with the Russian language students at Samara Branch of Moscow City University, Department of English Philology and Modern Technologies in Foreign Language Teaching. The main methods of the analysis were: 1) student interviews/questionnaires, and 2) writing samples. The students were given writing activities.

Fifty-nine students took part in the procedure of questioning in 2011-2015; 125 responses were given to the tasks described above. The tasks made the students reflect carefully on their expectations from the subject, academic activities, content areas, or announced topics. The teacher's task was to indicate students' institutional goals.

The data indicate that 56 % of students have no specific interests in the subject prior the course of academic writing. More than a half of students perceive it as a part of their language education that is aimed at the development of their overall language skills and communicative competence. To sum up, less than 44% of all language students express professional interest in the course of academic writing. Among institutional goals (8% of the respondents), i.e. goals aimed at further career in science and education, it is possible to indicate the following leading motives:

- to apply for a place at a foreign university;
- to be able to correct pupils when a student takes a career of a teacher;
- for international communication in student's further scientific career;
- to be able to teach and to develop the course of academic writing.

The needs analysis highlight one of the specific features of teaching academic writing situation in Russia:

(1) we teach Academic Writing to students that have had no academic background.

(2)Moreover, our students have little notion of a potential application field for the subject knowledge.

(3) Additionally, in Russia we teach the subject which has application different from that in English-speaking countries (Bjork, L. et.al., 2003). It is seldom employed as the means of teaching and testing students' abilities. Academic writing skills are most commonly required at the level of Master's Degree to publish a scientific work cited both in Russian and in English in RINC journals (RINC – Russian citation index of scientific papers).

Taking the last factor into account, Russia falls short of teachers and their innovative courses that explain the strategic need in EAP, and writing skills in particular. As a result a limited number of EFL students realise their need in academic writing. Through the course of academic writing we may develop students' awareness of its professional perspectives, introducing results of Russian global projects (e.g. Academic writing project in Higher Education in Russia).

The first mentioned factor requires choice of a new content for teaching academic writing in Russia. A large group of Russian specialists in EAP chose the material on the basis of All-Russian question pall Internationalisation of Russian Higher Education conducted in 2001-2012 (Frumina E. et.al., 2012). The relevant genres for those who are going to take part in international communication in the academic field are:

- samples of academic correspondence,
- grant proposals,
- abstracts,
- and summary (Bezzabotnova et al., 2014).

In fact, these genres suit well those students who are oriented on scientific career and who have an experience in writing in professional English. However, Russian EFL teachers aim for teaching novices in

academic writing and for interiorising students to feel comfortable at the international level. Russian students' interests are poorly served.

The process of choosing a course conten should be more flexible to serve the needs of an educational context in a particular culture. For instance, the experts underline two extremes in Russian educational context: an insufficient number of genres taught preliminary to academic research (Kostrova et.al., 2015) or an irrelevant copying of numerous genres from English-speaking sources (Chujkova, 2015). The strategy that minimises the problem of relevance is the comparison of Russian students' texts with English models. Comparison of Russian writing culture with the English one always arouses genuine interest of Russian writing students, and brings a sense of identity along with a new way of thinking.

3. Method

3.1. Course Goals and Objectives

To tackle the problem of motivation, a new course of Academic writing has been developed and tested at Samara Branch of Moscow City University, Department of English Philology and Modern Technologies in Foreign Language Teaching. The primary goal of this course is to familiarize students with the application of EAP writing in Russia and to prepare them for a new culturally-determined way of thinking.

The course objectives are:

1. to provide students with information on global projects in Russia targeted at developing academic writing competency in English;
2. to provide practice in study writing (paragraphs, essays) and professional writing (summaries, abstracts) in English;
3. to raise students' awareness of culturally determined elements of writing for their smooth adaptation to new academic conventions.

While developing the course, I assumed that if all these steps are taken consistently,

(1) they should encourage students to implement their study skills in professional writing, i.e. to publish an article with an abstract in English or to participate at an international essay contest in English;

(2) they should influence the quality of students' academic papers in English.

3.2. Methodology

To achieve the objectives by the end of the Academic Writing course for Master's students the following methods were applied (Table 2):

Table 2. Teaching Methods in culture-oriented Academic Writing course

Course objectives	Methods
1. To provide students with information on global projects in Russia targeted at developing academic writing competency in English.	1. Data collection. Questionnaires. Students' needs analysis
2. To provide practice in study writing (paragraphs, essays) and professional writing (summaries, abstracts)	2. Choosing the samples. In-class training and individual training. Product-oriented writing. Data analysis. Records. Portfolio collection.
3. To raise students' awareness of culturally-determined elements of	3. Choosing the samples. Process-oriented writing.

| writing for their easier adaptation to new academic conventions. | Observations. Data analysis. |
| 4. To encourage students to implement their study skills in professional writing, i.e. to publish an article with an abstract in English and /or to participate at an international Essay contest | 4. Experimental writing for RINC journals and/ or experimental writing for . Data collection and data analysis. |

Participants: 10-15 Master's students in Linguistics will participate in the course. All the participants are the students taking their Master Degree program in Moscow City University (Samara Branch), Faculty of Foreign languages and modern FL teaching technologies. The course has been designed for the students who are in their second year of the Master's program.

Procedure: The course duration is 2 month, 4 hours (2 classes) per week. In the introductory part the students are encouraged to work with the suggested database to collect information on global academic writing projects in Russia. They participate in the preliminary course questionnaire (see Appendix A.1).

The class schedule provides practice in the following theme areas:

Table 3. Academic Writing course schedule

Weeks	Themes

Weeks I, II. .	<u>Get acquainted with academic writing</u>
	Preliminary questionnaire. Questionnaire on specific cultural patterns of writing in English compared to Russian.
	    1. Academic vs. professional writing: defining the terms.
	    2. Academic writing in English: spheres of application in Russia1.

Week III.	<u>Find and Develop your style of writing</u> 1. How much of your voice in an academic text: elements of analysis in writing 2. Avoiding plagiarism: paraphrasing and summarising 3. Avoiding Plagiarism: referencing sources in English and Russian
Weeks IV, V.	<u>Structure your ideas in a linear way</u> 1.Culture-determined styles of writing in English and in Russian 2. Rules of organizing the main idea 3. Paragraph as a starting point to learn academic constrains and conventions in the English rhetoric tradition 4.Rhetorical patterns: Types of essays
Weeks VI, VII.	<u>Use Academic writing in studying and professional life</u> 1. Essay writing: polishing the academic text style and structure. 2. Writing science: focus on writing abstracts
Week VIII.	<u>Develop Verbal presentation skills through speech writing</u> 1. Why writing before talking? 2. How much of writing is in your speaking? Final Questionnaire

Students' needs analysis provides information on the text models that suit the level of the students' knowledge and meet their expectations. Professional writing samples 1 guide the students in writing professional texts and collecting their writing portfolios. While analysing the samples, I introduce to them culturally specific elements of writing planned and presented in the preliminary questionnaire.

Finally the students are encouraged to promote their research, to publish their results in Russian science database RINC that requires some/ or all elements of the article to be written in English.

3.3. Materials

To implement the ideas of cross cultural comparison, it was vital to use both authentic and Russian-oriented sources:

- teaching manuals in Academic writing,

- sample sources: academic journals in English (e.g. http://trans-int.org/index.php/transint) and in Russian (e.g. http://elibrary.ru)

- professional sites:
1. Higher Education in Russia/ Vyssheye obrazovanie v Rossii
2. Internationalisation of Russian Higher Education
3. Cambridge English write and improve

To find a proper balance of English vs. Russian materials it was rational to follow the experience of Academic Writing centres in Russia that was negative in case the Russian-oriented sources were neglected (Korotkina, 2016).

4. Evaluation
To estimate how successful the course is the following criteria were applied:
- Students reported on the writing projects taken place in Russia, their objectives, the requirements to the participants, and the results.
- Students collected writing portfolios with the works assessed according to the genre specific criteria (See Appendix B).
- Students answered the questionnaire to provide self-reflection and to compare the results which should indicate raise in students' awareness in academic writing issues (See Appendix A.2.).
- Students wrote 1 abstract in English and in Russian to their articles. They published them in the journals included into RINC (elibrary.ru) database.

Table 4. Evaluation of the course results

Short-term outcome	Outcome evaluation questions	Indicators
1. Students improve their academic writing skills as they explore how various requirements to academic texts can best be adapted for their study and professional writing.	1. Do students who complete the course know how they may apply EAP writing skills in Russia?	1. Students searched the internet and found out about global writing projects in Russia. 30 % of students prepared a talk about one of the projects. 60 % made comments on one of the projects' objectives.
2. Students are encouraged to register Master's Students in elibrary.ru system to start working on their publishing plan and their publication activity rating	2. Do students start publishing their papers in Russian well-established database elibrary.ru?	2. 100% of students registered in elibrary.ru. 20 % published articles included into RINC database.
3 Students are aware of culturally determined differences in academic writing.	3. Do students have an idea of cultural conventions in writing or can they follow new way of	3. 72 % increased the awareness of cultural conventions, 40 % adapted to new way

	thinking in their writing?	of thinking successfully.
4. Students wrote 1 abstract in English and in Russian to their articles (possibly in Russian)	4. Are students aware of requirements to abstracts written in the English language? Can they create (not translate) an abstract in Russian?	4. 90 % wrote 1 abstract in English and in Russian to their articles and 40 % participated in the international Essay contest.

After finishing the course Master's students are expected to increase the publishing rating of Moscow City University (Samara Branch) in elibrary.ru database.

After taking the course our Master's students regularly publish their research works cited in elibrary system, participate in international projects (eg. iVolga or Essay Contest), and some of them continue education abroad in Dalian University of Foreign Languages and National Taiwan University Department Of Foreign Languages And Literatures.

To make an academic writing course efficient for Master's Russian students, to raise their professional awareness and to build motivation: this course 1) highlights the results of innovative academic writing projects in Russia, and 2) introduces cross cultural comparison of writing styles to the course syllabus to strengthen intrinsic motivation in further studying of academic context.

Appendix A. Examples of Questionnaires for Self-Assessment in Academic writing

A.1. Pre-course Self-Assessment

Dear Student,
We are interviewing you to understand better the needs of the university students in EAP (English for academic purposes) writing. Please fill in this questionnaire as honestly as possible.

1. What is the name of your degree?_____
2. What kind of English writing tasks or activities did you do at university?
   _____
3. Do you think your university teachers prepared you adequately for 'writing science' in English in real life context?   Yes/ No
   Give reasons for your answer. (You may take time and answer questions 4-21 prior to question 3. Questions 4-21 will provide you with the essential ideas)
   _____
   _____

For questions 4-21 mark the appropriate answer.

№	Question	Unknown area	I know this, but it requires some guidance	I can do it without guidance
4	Do you know the distinction between 'study'/ 'academic'/ 'professional' language? Can you use English effectively as an academic language?			
5	Do you know what spheres of application EAP writing has in Russia? Do you use any sources that highlight Global Academic Writing projects in Russia?			
6	Do you participate in any of these projects? What are their perspectives for you?			
Action for improvement: learn theme I 'Get acquainted with academic writing'				
7	Can you switch to academic style in your written works? Do you know its requirements?			
8	Do you know about culture-specific styles of writing in English and in Russian? Can you switch from the Russian academic style to the English one?			
9	Can you identify English rhetorical traditions in a text on the level of content/ structure/ language use?			
Action for improvement: learn theme II 'Develop your style of writing'				
10	Do you use any strategies when revising your writing assignments?			
11	Does 'plagiarism' in Russia mean the same as 'plagiarism' in English-speaking countries? Can you apply different strategies to avoid plagiarism in a text?			

12	Can you give references to the sources in English? Do you follow referencing rules in the text (in-text references, citation) and after the text (Reference list)?			
Action for improvement: learn theme III 'Avoiding plagiarism'				
13	Can you structure your ideas in a linear (English) way?			
14	Do you know that the structure of 'a paragraph' reflects most conventions in the English rhetorical culture? Can you write a paragraph in English?			
15	Can you organize the main idea in a proper place and in a proper way?			
Action for improvement: learn theme IV 'Structure your ideas in a logical way'				
16	Can you identify the components of an effective abstract in English: background, objective, methods, results and findings?			
17	Do you see the difference between abstracts written in Russian and in English?			
18	Can you write abstract in English including all the required components?			
Action for improvement: learn theme V 'Academic writing in professional life: abstract writing'				
19	Do you write an article before you need to present a conference paper?			
20	Do you know that 'a great speech conveys one idea only, though it can have lots of supporting points'? Can you build an article around one idea?			
21	Do you know how to transform a written academic text into a verbal presentation in an easy and efficient way?			
Action for improvement: learn theme VI 'Developing Verbal Presentation Skills through Speech Writing'				

Thank you very much for your time and patience in completing the questionnaire.

Now you may turn back to question 3 and answer it.

If you realize that some of the discussed areas require improvement in you writing and/or you would

like to get further information, please, contact Writing Centre. We will be glad to organize a course that meets your professional needs.

A.2. Final Questionnaire
Student: _____

Questionnaire
Your Perceptions on Academic Writing Skills in English. Choose the option to indicate if you have never ben taught/ have been taught / actually use the skills in the following writing areas.

Content/Ideas
1.Ideas show clarity and evidence of thought.   have never been taught/ have been taught / actually use
2.Examples and details are specific and interesting   have never been taught/ have been taught / actually use
3.Development contains more than common knowledge.   have never been taught/ have been taught / actually use
4.Word choice is effective; good use of vocabulary.   have never been taught/ have been taught / actually use
5.The reader is not left with important questions.   have never been taught/ have been taught / actually use

Organization/Structure
1.The composition has a good beginning.   have never been taught/ have been taught / actually use
2.Appropriate background information is included.   have never been taught/ have been taught / actually use
3.The main idea is clearly stated.   have never been taught/ have been taught / actually use
4.At least two well-developed points support the main idea.   have never been taught/ have been taught / actually use
5.Paragraphing is used appropriately.   have never been taught/ have been taught / actually use
6.There are transitions between major points.   have never been taught/ have been taught / actually use
7.There is an effective conclusion.   have never been taught/ have been taught / actually use

Editing Skills
1.Proofreading strategies   have never been taught/ have been taught / actually use
2.Working with peer-correction criteria   have never been taught/ have been taught / actually use
3.Paraphrasing   have never been taught/ have been taught / actually use
4.Referencing   have never been taught/ have been taught / actually use

Cultural Specific Features
1. High-context vs low-context writing   have never been taught/ have been taught / actually use

2. Concise style of writing   have never been taught/ have been taught /
actually use
3. Active vs passive style of writing   have never been taught/ have been taught /
actually use
4. Linear logical structuring of an academic English text   have never been taught/ have been taught
/ actually use
5. Rhetorical patterns of organisation   have never been taught/ have been taught /
actually use
6. English requirements to the structure of a text
in particular academic genre (paragraph, essay, abstract   have never been taught/ have been
taught / actually use
7. Ways to avoid plagiarism   have never been taught/ have been taught /
actually use

Abstract Evaluation

Name: **Reviewer:**
Directions: Read each question and mark YES, PM or NO. A perfect score is 100. Subtract 10 points for each no. Subtract 5 points for each PM (Partially Mastered).

SCORE:

Specific Genre Requirements	
1. Does the abstract begin with the name of the author and the title of the article?	YES PM NO
2. Does the abstract include all the essential structural units: aim, background, approach, results (findings)?	YES PM NO
	YES PM NO
3. Are unnecessary details omitted and essential details included?	YES PM NO
4. Is there a concluding part that highlights the perspectives of the research?	YES PM NO
5. Is the abstract followed by key words?	
Language	YES PM NO
6. Is the grammar/spelling acceptable?	YES PM NO
7. Is the style of writing formal?	YES PM NO
8. Are there any phrases that indicate flow from one section to another?	
Content	YES PM NO
9. Is the abstract easy to understand? Would someone who is not an expert in the field understand it well?	YES PM NO
10. Does the abstract/ its title present the article efficiently? Would you like to read it?	

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MOOC as complementary tool for learning basic competences in higher education

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Abstract
The diversity of competences with which students enter at the university generates difficulties to standardize the basic learning conditions and even it increases the cost of training. Thus, the use of Massive Online Open Courses is considered as a tool for training basic skills since one of the strengths of these courses is the massification of knowledge through high diversity of themes with the use of digital platforms of free access. If the digital platforms are focused on the higher education system, they can bring lots of benefits to the higher education system and MOOC should be analyzed as a useful tool. Therefore, through a descriptive research and with the participation of 380 students as a sample, the university system is studied. The validated survey technique is used and the results show that the free access to a diversity of themes improves the professional development, generates new competences, reduces the cost of training, creates a culture of self-learning and encourages collaborative learning among students. Furthermore, it was found that the use of social networks as a complementary tool to the courses is a way to create learning environments consolidated with student's life. So that, it is concluded that learning through mass courses with content of basic professional skills, motivates self-learning, uses lower-cost digital resources, contributes to the development of future professionals and increases the quality of higher education.

Key Words: MOOC; ICT; high education; basic skills of learning

Introduction
The use of open resources in higher education worldwide has had an exponential growth in the last 4 years, so it has been requested to license the educational materials that are published, seeking to consolidate policies of support and control of public information (Unesco, 2016). The open online courses, known as MOOC, have become a great tool that has revolutionized the educational world by positioning itself as the first option to consolidate free training in an environment free of barriers, time and space (Vázquez & López, 2014). The MOOCs are aimed at strengthening specific learning competencies (Britos, Ariasa, & Hirschfeld, 2015).

Nowadays in Latin America and Ecuador, the incorporation of this pedagogical model is progressive. It is seeking to eliminate paradigms that do not allow the autonomous development of learning, a valid option to generate knowledge with flexible self-access tools and free access (Duchi & Guaiña, 2016). For this reason, the research question is: are the objectives of the macro-curricular met by applying MOOC in the pedagogical process for the generation of basic learning competences in higher education?

The objective of the research was to identify complementary MOOCs in higher education needed for the generation of basic learning competencies to be able to change the paradigms in higher education.

1.1. ICT in Education

ICT is the name given to devices, tools, equipment and electronic components, capable of manipulating information that support the development and economic growth of any organization (Montiel, 2008). In this new society of knowledge, it is sought to consolidate teaching-learning models that involve technology, and this allows to broad horizons which improve HEIs (Higher Education Institutions), a fundamental basis for the development of people (Cuevas, 2014).

The new educational paradigms have allowed to consolidate new methodologies of teaching learning, through educational processes that involve ICT and together with the internet in search of an educational revolution that guarantees the generation of knowledge (Martínez, Ceceñas, & Martínez, 2014) being the human factor, fundamental pillar in the technological and economic growth of the towns.

Virtual environments are defined as blended learning, as a complementary learning method that combines a myriad of virtual resources coined in virtual platforms (Woodall, 2012), hence the technological platforms collaborate for the development of virtual learning environments, accompanied by content management systems, aimed at consolidating friendly resources that allow the synchronous or asynchronous accompaniment of activities (Bustos & Coll, 2010).

According to Salazar (2014, page10) Virtual education is understood as the use of digital technologies of information and communication in the different processes and educational functions" Iesalc (2006) finds support in information technology, while Ruiz & Dávila (2016) state that online training has become a viable educational alternative, a criterion shared by different educational institutions (Ibercampus, 2015).

The use of technological resources requires several elements such as: methodology, instructional design, specialized academic staff, technical personnel and software and hardware resources that facilitate the consolidation of information on virtual platforms.

1.2. Massive Open Online Courses (MOOC)

The platforms work in conjunction with the (ICTs) which are fundamental bases for the current pedagogical development, the educational concepts have evolved from the traditional teacher - student to consolidate a new facilitator - student concept, generating an educational revolution framed in collaborative teaching - learning environments (González, 2016). This through different tools such as:

The MOOC, coined by Dave Cormier and Bryan Alexander in August 2008 as an online collaborative learning tool (López, y otros, 2015) 2012 was declared the MOC year by The New York Times, thanks to the massive use of users as a complementary educational resource (Pernías & Luján, 2014). The educational revolution of the 21st century is linked to several events that have appeared in recent years, the emergence of the Internet, web resources and the wide range of content, MOCs have managed to reach anywhere on the planet as a complementary educational resource for the development of collaborative learning (Caballo, Caride, Gradaílle, & Pose, 2014).

So that MOOC are online courses, open, mass-use, composed of free web resources, Interact with social networks, the degree of participation of the participants is high and promote collaborative learning.

Educational Mooc are focused on interaction as an essential element of the teaching-learning process and it uses interactive presentations, videos, photos, wikis, etc. The fundamental characteristics are that they are freely accessible, on-line, free, mass participation specifically oriented to the pedagogical training of the student (Silva & Salgado, 2014). Framed to provide training to anyone, free access with a structure and methodology designed by an expert in the field, the scope is given based on the theme and objectives set (Roig & Fernández, 2015) from which we can find some advantages such as:

- Have high-level information sequentially structured in a course.
- Adapts to the specific needs of the student.
- It allows becoming involved in new fields of knowledge.
- It allows a constant improvement and updating of knowledge.

The main disadvantage is given in courses that lack a methodology, instructional design, and have accumulated information that prevent the adequate learning process of the student (Silva & Salgado, 2014). Web tools, on the other hand, allow the creation of online interaction and communication networks, making the Internet a place both to read information and to write information on it (Méndez Navarrete, 2003). These are applications that generate collaboration and services that replace desktop applications, (Jiménez, 2015) they are considered as a social and participatory Web that allows to create, collaborate and share intellectual content among all users (Méndez Navarrete, 2003).

For Hidalgo, there are 4 main components of web 2.0:

1.   Communication. - It is the one that allows the user to connect with others, to be able to carry out conversations and have a better knowledge of the web.
2.   Content. - It allows users to manage all the content that they want to receive.
3.   Interaction. – It allows users to have a more dynamic and interactive communication.

4.   Society. – It allows the user to have a relationship in partnership with one or more people at a time (Hidalgo, 2015)

1.3. Higher Education

Higher education must become true centers of formation and permanent updating of knowledge, placing the person at the center of his/her concerns, and occupying a central place in contemporary society. (Tünnermann, 2002)

In higher education, there has been a teaching technique that, due to the time and the number of students in a course, must have a method that could be randomly applied to one or two students and solved the doubts or deficiencies in the same class. (Fernández, Vivel, & Lado, 2015)

Likewise, we seek to work for collaborative learning that (Gross, 2000) states:

"It is a process in which the parties commit themselves to learn something together, what should be learned can be achieved only if they work together as a group and work toward this process". From what has been said, we conclude that the students by exchanging their ideas obtain common educational objectives to strengthen knowledge. In addition, one of the advantages of using this method of learning is to prevent students from depending on the teacher as an expert in the subject to deal with, which prepares them to face later in the work context (Lillo, 2013)

Significant learning has been directed primarily at the generation of skills and natural skills, of which educational innovation based on ICT is fundamental for educational development with direct benefits in the student (Barriga & Hernández, 2013).

The change in the educational culture lies mainly in the use and responsible management of technological instruments in the classroom, in order to achieve meaningful learning, accompanied by innovative teaching methodologies that encourage student continuity. (Cardozo, 2011)

1.4. Basic Skills

Let us understand as basic competences the skills and abilities acquired naturally based on experience. Therefore, learning and skills go hand in hand since they are the basis of knowledge which must be renewed continuously to avoid being obsolete. Furthermore, it is also important to consolidate the school of life as a fundamental basis for the development of the education of the future. Informal, open and unrestricted learning has shown to enable the student to acquire the same skills and abilities that are strengthened by experience; therefore, profound changes are needed to foster the school of life as a fundamental principle for the education of the 21st century. (Bolívar, 2009)

Digital competition, according to (Esteve & Gisbert, 2013), is the sum of all these skills, knowledge and attitudes in technological, informational, multimedia and communicative aspects, giving rise to a complex multiple literacy.

For the development of skills, we need practice, where the initiatives for teaching and evaluating the skills of the 21st century require new skills that enable the new citizens to do an effective work, both in the social and in their leisure time (Instituto de Tecnologías Educativas, 2010) After this study is born the need to know how the use of complementary MOOC in higher education will improve the generation of basic learning competencies.

2. MATERIALS AND METHODS

The methodological research principle of neopositivism is used which constitutes the study of the phenomena and properties of a variable. The research was carried out with the qualitative approach. It seeks to address the use of MOOCs in upper level students as an educational complement for the generation of basic competences. The type of research is exploratory since it allows complementing some of the mistakes generated in the curricular project of the students and descriptive because the research seeks to consolidate skills and abilities for the management of virtual platforms aimed at strengthening the teaching-learning process.

The population is made up of students who are properly enrolled in careers within institutions of higher education who are attending engineering, science or social careers. The sample considered is given in order to generate information that is clear enough to identify the interest of the participants and to guarantee the massiveness of a MOOC, taking at random 180 university students.

The questionnaire with questions of ordinal and nominal type was used as instrument. They were proposed in order to obtain information in the surveys and evolutions applied to teachers and students. The technique to apply the questionnaire were the same surveys that allows to know the opinion And/Or the level of knowledge for the questionnaire questions were used variables and their dimensions as can be observed in table 1. of teachers and students on the use and management of MOOC courses in the generation of basic learning competencies.

Table 1. Dimension of the variables
MOOC　　　　Virtual platform
Massive Courses
Web tools
Web Resources
BASIC SKILLS　　　　Significant learning
Learn to learn
Higher education
Skill development

The survey was applied to the students inside the classrooms in a pleasant moment giving the guidelines for conducting the surveys, for the processing of the information the SPSS program was used through the descriptive statistics, in this way the data was presented in an organized and summarized way.

3. RESULTS

After collecting data from the surveys conducted to a sample of higher education students, the results obtained were statistically analyzed and the most relevant data are shown. The table shows the basic competences that students are interested in mastering.

Table 2. Basic competences
Interest in using MOOC　　　　Percentage　　　　Accumulated percentage
Significant learning
Autonomous Learning
Language mastery
Competencias digitales
Skill development
Total 8,0
12,0
6,0
30,0
44,0
100,0 8,0
20,0
26,0
56,0
100,0

Fig. 2: ICT management of students:
Students interested in enrolling in a MOOC course:

Fig. 3: Enrolment in a MOOC
The following table will demonstrate the validation of data using chi-square:

Table 4. Chi-square tests
　　　Value　gl　　　Asymptotic Sig (bilateral)
Chi-square of Pearson　　　　10,929　4　　　0.0274

4. Discussion

From the results obtained in figure Nº1, it can be deduced that the majority of students of higher education have great interest in participating and learning development of digital skills and competences. This is due to the current technical careers that are characterized by applying this type of skills in the professional field, the other 3 competencies are oriented to administrative careers.

So also in the graph Nº2, it can be evidenced a high percentage of ignorance regarding ICT. This gives us the idea that it is necessary to accompany the learning processes with technological resources to familiarize the student with the benefits of technology in the generation of knowledge. In addition, there is a considerable percentage of students who require digital literacy necessary for 21st century education.

In the analysis performed in figure Nº3, it is possible to determine the great interest that students have in knowing and participating in a MOOC course, in addition it will be possible to execute strategies that allow the strengthening in specific areas of the knowledge and to take advantage of the benefits of the massive courses.

5. Conclusions

ICT in education has become an indispensable tool for pedagogical development inside and outside the classroom; therefore, collaborative work involving the use of digital resources should be encouraged in order to consolidate the knowledge of the higher academic community.

Adequate management of technological resources facilitates the incorporation of students into MOOC courses, and can be considered an effective support tool for the generation of specific competences that guarantee autonomous learning outside the classroom. The participation of the academic community will guarantee the success of the MOOCs raised, so that academic incentives must be incorporated to guarantee the massive participation of university students.

The MOOCs contribute to the development of education through the generation of competences at low cost and motivation for self-learning, contributing to the development of basic competences necessary for the inclusion in the labor field of university students.

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An Empirical Research On The Effects Of Text Choice On The Tolerance Levels Of Students

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Abstract

Tolerance, among the important notions of our age, is a merit that must be dwelled on in order to promote awareness. Tolerance is being taught to students in many ways; the importance of equality, honour, the value of human life, and respect for the lives of others through tolerance, cultural tolerance, and a programme which focuses on diversity and the opportunity to discuss about this subject. Tolerance is not a merely central value in education. It is a primary goal in many spheres of society. It is thought that tolerance education is important in departments in which foreign languages and cultures are introduced. In this paper, the impact of text choice in the study of the Turkish language and its literature on tolerance levels of students has been examined. The empirical model has been used in this research. Third grade students, who studied in the Turkish Language and Literature Department at the Adam Mickiewicz University of Poland through the academic year 2014–2015, constituted the study group of this research. The analysis results have put forward the meaningful differences between the scores that the experimental group's students obtained before and after the tolerance test. In this regard, it has been established that the tolerance education programme, which is prepared towards the aim of research, has formed a meaningful difference among the tolerance level scores of students.

Keywords: Turkish language and literature teaching, cross-cultural, teaching tolerance, Sufi texts.

3. Introduction

Tolerance is among the most basic values of man as a social being, who has the instinct to live together. The importance of tolerance, as one among the many source notions for the harmony of individuals in the society, has been increasing in our age. There are numerous meanings and definitions of tolerance. Vogt has defined tolerance as the path which an individual adopts with the aim of appreciating diversity (Vogt, 1997). On the other hand Walzer (1997), explains the term in relation to the concepts of power, class, gender, religion and civil religion. Unesco defines tolerance as a way to make the world more peaceful, more considerate place (Gutmann, 1994; Walzer, 1997). According to Walzer (1997), tolerance never means merely one thing and there is not only one true conceptualization of tolerance. Tolerance can be understood as an indivisible whole which contains following situations:

1) Resigned acceptance
2) Indifference (passive, relaxed, benignly) to difference
3) Recognition of others' rights (even if expressed unattractively)
4) Openness, respect (listen and learn)
5) Enthusiastic endorsement of difference (Walzer, 1997). With the emergence of more comprehensive, modern diversity, characterized by personal difference, scope of tolerance has broadened (Balint, 2010; Skeie 1998). Thus, when groups, individuals and societies don't agree with and approve each other, tolerance becomes a necessary policy and an admirable goal (Mendus, 1989; Mendus, 2000; Rawls, 1993). In this sense, teaching tolerance in education institutions comes into prominence as a value transfer. Students can reach further aims such as acquiescence of others, respecting others and finally approving the importance of other cultures through tolerance (Vogt, 1997). Nevertheless, Nieto claims that there is a difference between having single-cultural and multi-cultural perspective. He advocates that multi-cultural education has four support levels for cultural pluralism and defines them as tolerance, acknowledging, respect and approving, solidarity and criticism (Nieto, 2000).

Growing social diversity encourages growing racial, ethnical, religious and ethical conflicts. Hayden, (2002) This situation increases the need for individuals who have tolerant behaviors (Balint, 2010; Brown, 2006; Horton, John and Peter Nicholson, 1992). In order to locate tolerance into a society, society members need to learn exhibit "respect and appreciation" in the face of "world cultures" (Burwood & Wyeth, 1998). With a program which focusses on cultural tolerance and diversity, importance of respecting others' rights such as equality, honour and value of human life is taught to students and the opportunity to discuss this issue is provided.

As Vogt expressed: "Education programs may have strong, positive effects on beliefs, attitudes, values and behaviors of students. (Vogt, 1997). Students may improve intergroup relations and these improvements may continue long time after programs are completed and students are graduated (Elston, 2014; Engberg, 2004; Miville, Molla & Sedlacek, 1992).

Blommaert and Verschueren (1998), have stated that tolerance level, exhibited towards differences, may be important in affecting adopting and satisfaction levels during college experiences of students. Tiedt state that minimizing bias, dispelling cliches, bringing cultural understanding and constituting a remarkable difference in students' lives are in the responsibility of school (Skeie, 1998). Studies show that in the syllabus of primary school, secondary school, high school and/or higher education, in which tolerance subjects are included, the courses may have developed the tolerance levels of students towards different cultures and perspectives. Avery, Bird, Johnstone, Sullivan & Thalhammer, 1992; Avery, Sullivan & Wood 1997; Balint, 2010; Engberg, 2004; Gay, 2000). Jackman states that constituting a tolerance syllabus is necessary to provide students with needed information to make logical decisions out of classroom as well (Jackman, 1994). Avery states that when the syllabus is designed peculiarly to teach young people the role of tolerance in a democracy, tolerance level may increase (Avery, 2002).

Societies try to solve the intolerance problem, which is a main problem for many communities, through tolerance education (Agius & Jolanta, 2003; Galeotti, 2002; Gutmann, 1994; McKinnon, 2006). Handling tolerance as an inseparable part of education necessitates examining the effects of implemented programs on tolerance levels of students (Bretherton, 2004). It has been believed that education institutions must have the responsibility of increasing tolerance level (Burwood & Wyeth 1998; Elston, 2014; Jones, 2010; Miville, Molla & Sedlacek 1992). Importance of tolerance education is clearer especially in departments in which foreign languages and cultures are, taught. The world of thought, that will allow individuals who encounter with a foreign culture and language to evaluate new socio-cultural living style, must be given with language education. Thus, an individual who realize the differences will not otherwise the new culture that s/he encounters with and evaluate it in its own context. Universities may have an immense and positive impact on tolerant attitudes of students and more generally on student improvement (Blommaert & Verschueren, 1998; Miville, Molla & Sedlacek, 1992). There are many literary materials that will enable students who receive education of Turkish language and literature to acquire a perspective regarding tolerance concept. Texts in these materials contain a philosophical substructure at the same time. Especially texts that exist in religious-mystical Turkish literature deal with tolerance concept influentially. It is thought that students who study with these types of texts will develop a special sensibility towards values regarding tolerance. The impact of existing program on tolerance values is determined through implemented research. For this purpose it is assumed that a teaching that is conducted with chosen texts, belong to Turkish literature, will develop an awareness in students. In this paper, in Turkish language and literature education, the impact of text choice on tolerance levels of students is examined.

2. Materials and Methods
In this chapter, aim of studying, research model, studying group, analyzing and limitedness of data are mentioned.

2.1. Research Model
In this research empirical pattern is utilized. For this purpose, pre-test, final test and pattern with control group are benefited from. In this pattern, "Participants are measured before and after empirical

process with regard to dependent variable." Empirical research method is different from other methods with regard to observing the impacts of a variable in a case on the result and the opportunity to test cause and effect relation (Büyüköztürk, Çakmak, Akgün, Karadeniz & Demirel (2008).

2.2. Study Group

Third grade students, who study in Turkish Language and Literature department in fall semester of 2014-2015 academic year in Poland Adam Mickiewicz University, constitute the study group of research. 13 of the students who participate in the research are girls and they constitute %93.4 of the group, on the other hand, one of the students is male student and he constitutes %6.6 of the group. In the interviews conducted with students, it was consulted with them whether they confronted with a situation that would affect them in a negative manner about Turkey and the participants who might influence the study results directly were not included in the group. It was taken into account whether students met the condition of attendance to classes or not as well as participating pre-test and final test measurements. In determining study group, among possibility-based modelling methods, random modelling method was used.

2.3. Data Analysis

In the research, a measurement tool as a pre-test and final test was used that was developed by the researcher for teacher candidates with the aim of collecting data. Literature was examined in the process of constituting measurement tool and question structures in the studies of Çalışkan & Sağlam (2012), Elston, (2014), and Zengin and Yalçınkaya Zengin & Yalçınkaya (2016) were benefitted from. Measurement tool is a form, prepared in a likert type, consisting of 15 questions and 4 dimensions through examining the literature. In determining dimensions, the conceptualizations that Walzer determined regarding tolerance were taken into account Walzer, (1997). A question pool consisting of 32 questions was constituted and the questions that would reflect the aim of research were evaluated with linguistic and structural regards in the direction of views of 3 experts, consisting of 2 associate professors of Turkish language and literature and 1 assistant professor of Turkish education. Lecturers conducted their evaluations by using a form on which "appropriate", "must be corrected" and "must be ejected" expressions were written. In the light of evaluations and suggestions of lecturers, necessary corrections were made in the articles and 17 articles that were asked to eject, were ejected. A consensus was reached that remaining articles had the quality to represent the concept. Remaining 15 articles were structured as a five-graded Likert type rating scale and validity and reliability analyses were conducted on these article measurements. The table, demonstrating dimensions regarding form and question distribution, is below.

Table 1. Dimension regarding measurement tool and question distributions

Dimensions	Themes	Questions
1	To be able to demonstrate love	1,2,5,11,15
2.	To help	8,10,12
3.	Respect for differences	9,14
4.	To make sacrifices	3,4,6,7,13

According to Table 1, to demonstrate love sub-dimension consists of 5 articles (1, 2, 5, 11, 15); to help, 3 articles (8, 10, 12); to respect for differences, 2 articles (9, 14); to make sacrifices, 5 articles (3, 4, 6, 7, 13).

2.4. Process

This study, in which impact of chosen Turkish literature texts on tolerance levels of students who are in the experiment group, was completed in a 7 weeks study process. Planned course contents are limited to work, writer and indicated timing, demonstrated in Table 2. They were conducted by handling works with indicated year and page number.

Table 2. Descriptive data regarding tolerance education program

Timing	Work	Writer
1.week	Divan-ı Hikmet, Hoca Ahmet Yesevî, (2001; p. 5, 102).	Ahmet Yesevi
2.week	Divan-ı Hikmet, Hoca Ahmet Yesevî, (2001; p. 50, 74, 78).	Ahmet Yesevi
3. week	Yunus Emre Divanı, Yunus Emre, (2003; p. 9, 97, 118, 130, 132).	Yunus Emre
4.week	Yunus Emre Divanı, Yunus Emre, (2003; p. 112, 122, 255).	Yunus Emre
5.week	Makalat Hacı Bektaş Velî, (2007)	Hacı Bektaş-ı Veli
6.week	Makâlât-ı Gaybiyye ve Kelimât-ı Ayniyye (Hacı Bektaş Velî, 2004)	Hacı Bektaş-ı Veli
7.week	Mesnevi (Mevlana)	Mevlana

Firstly measurement tool was applied to students who were in experiment group and then information was given to them in the first class about which subjects and works would be studied in the direction of teaching plan. Throughout the teaching program, students were provided with the work which would be studied next week and they were asked to show incoherent expressions, word patterns and symbols on the text. During classes, studies to understand primarily text reading and then unknown word and word patterns were conducted. After conducting studies of subject, theme, sub-themes and text comprehension about the text, studies regarding thought production of students on texts were conducted with ranks of processes. For this process step, following structure was followed.

- Whether the thoughts in the text is up-to-date or not,
- How to transform these thoughts into behaviors in daily life,
- Likely problems that can be encountered during transforming these thoughts into behaviors,
- Likely positive reflections when transformed into behaviors.

Students were asked to write a composition concerning the subject of relevant day. In the first 15 minutes of next class, each composition was read by different students and then a word pool was constituted with the technic of brainstorming. Other than this, every student was asked to establish a sentence about the composition that s/he read. At the end of third and seventh week, a change circle was constituted that moves from individual to society, and starting with "If our tolerance was more…" for 10 minutes and likely results were reported. At the end of seventh week, these reports were shared with students and measurement tool was applied again.

3. Findings

Expert view and statistical processes were benefitted from for structure validity and reliability of measurement tool. Measurement reliability with data of studies is shown in Table 1.

Table 3**.** Cronbach Alpha value regarding measurement tool reliability

	General	To be able to show the love	To respect	To accept differences	To make sacrifices
Cronbach's Alpha	77	,78	,79	,75	,74

Cronbach-Alpha value was calculated for reliability of measurement results. In evaluating Table 3, general measurement result regarding measurement tool was established as 77, dimension of being able to show love as 72, dimension of respecting, as 78, to dimension of accepting differences as 75, dimension of making sacrifices as 74. After evaluating these results, it was established that measurement results were reliable.
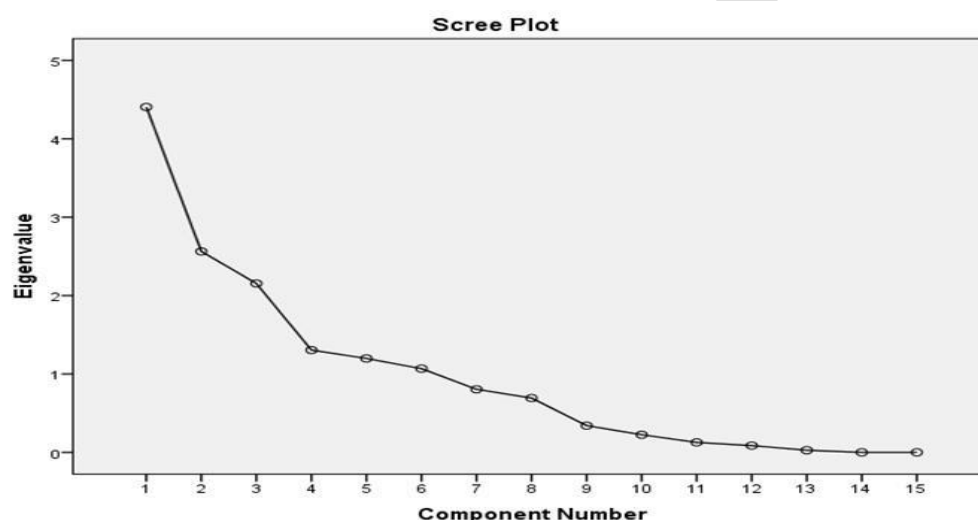
Figure 1. Analysis result concerning dimensions of measurement tool

Factor analysis conducted about question reveals that questions in measurement tool evaluate indicated sub-dimensions. It was determined that first factor consisted of articles 1, 2, 5, 11, 15, second factor consisted of articles 8, 10, 12, third factor consisted of articles 9, 14, forth factor consisted of articles 3, 4, 6, 7, 13.

With the aim of determining whether students' tolerance levels changed or not for experiment or control groups after conducted education, ranks tests marked as Wilcoxon were conducted and the results and descriptive statistics were shown following table 4.

Table 4. Question distribution regarding dimensions of measurement tool

Dimensions	Themes	Questions
1.	To be able to show love	1, 2, 5, 11, 15
2.	To help	8, 10, 12
3.	Respect for differences	9, 14
4.	Making sacrifices	3, 4, 6, 7,13

Wilcoxon signed ranks test results regarding whether tolerance levels of tested students showed a meaningful difference pre-test and after test, were provided in table 5.

Table 5. Wilcoxon signed ranks test regarding general average and sub-dimensions of pre-test and after test tolerance levels test points

Final test – pre-test	n	Ranks average	Ranks total	z	p
		General			
Negative ranks	0	,00	,00	2,214	,03
Positive ranks	6	3,50	21,00		
Ties	0				
Love sub-dimension					
Negative ranks	0	,00	,00		
Positive ranks	6	3,50	21,00	2,207	,027
Ties	0				
Sacrifice sub-dimension					
Negative ranks	0	,00	,00	2,060	,039
Positive ranks	8	4,50	36,00		
Ties	0				
Respect for differences sub-dimension					
Negative ranks	0	,00	,00	2,041	,041
Positive ranks	5	3,00	15,00		
Equal	1				
Help sub-dimension					
Negative ranks	0	,00	,00		
Positive ranks	4	2,50	10,00	2,000[b]	,046
Ties	2				

Analysis results Show that there is a meaningful difference among pre-test and after test tolerance level results of participant students (z= 2,214, p<.05). Taking into consideration ranks average of difference points, it is seen that this observed difference is in favor of positive ranks, namely final test points. According to these results, it can be said that conducted education program has an important impact on developing tolerance levels of students. On the other hand, an important difference was examined among pre-test and after test points for love, sacrifice, and respect for differences and help dimensions. Accordingly, love dimension was determined as z =2,207, p<.05; sacrifice dimension as z = 2, 060, p<.05; respect for differences dimension as z = 2,041, p<.05 and help dimension as z= 2,041 p<.05. Findings revealed meaningful differences for all dimensions. In this sense, it is observed that, the program that was prepared in the direction of research's aim, has created a meaningful difference on students' tolerance points. In the research, at the end of 7-week education, the change that took place in control group is shown in table 6.

Table 6. Wilcoxon signed ranks test regarding general average and sub-dimensions of pre-test and after test tolerance levels test points of control group

Final test – pre-test	n	Ranks average	Ranks total	z	p
		General			
Negative ranks	0	,00	,00	2,536	,71
Positive ranks	8	4,50	36,00		
Ties	0				
Love sub-dimension					
Negative ranks	0	,00	,00		
Positive ranks	5	3,00	15,00	2,060	,96
Ties	3				
Sacrifice sub-dimension					
Negative ranks	0	,00	,00	1,442	,096
Positive ranks	3	2,00	6,00		
Ties	5				
Respect for differences sub-dimension					
Negative ranks	0	,00	,00	1,732	,083
Positive ranks	3	2,00	6,00		
Ties	5				
Help sub-dimension					
Negative ranks	0	,00	,00		
Positive ranks	3	2,00	6,00	1,633	,102
Ties	5				

Analysis results show that there is not a meaningful difference among tolerance test points of control group students (z=2,536, p>05). On the other hand, meaningfulness among measurement points for love, sacrifice, respect for differences and help dimensions, was examined as well. Accordingly, love dimension was established as z =2,060, p>05; sacrifice dimension as z = 1,442, p>.05; respect for differences dimension as z = 1,732, p>.05 and help dimension as z= 1,633, p>.05. Findings show that meaningful differences don't exist in all dimensions.

This situation points out that education program applications, prepared with traditional method and with chosen works from Turkish literature, have different impacts on tolerance levels. It is understood that education program method, that was made more progress in tolerance points than pre-experiment, is more effective than traditional method in increasing tolerance levels of students.

4. Discussion and Conclusion

Analysis results have revealed that there is a meaningful difference between pre-test and after test tolerance points of participant students (z= 2,214, p<.05). It is seen that obtained point difference is meaningful in favor of final test point. It is observed that education program that has been prepared according to these results, has a positive impact in increasing tolerance level points of students. Similarly, it has been reached the finding that education program, that has been prepared with the aim of enhancing tolerance level, has been successful. (Avery,2002). Avery, Bird, Johnstone, Sullivan & Thalhammer,

(1992)Avery, Sullivan & Wood (1997)Blommaert & Verschueren (1998)Engberg, (2004).Nevertheless, Miville, Molla and Sedlacek have stated that universities may have an immense and positive impact on tolerant attitudes of students and more generally on student improvement. Miville, Molla & Sedlacek (1992) Meaningful differences have been observed between pre-test and after test points of "love, sacrifice, respect for differences and help" as measurement tool sub-dimensions. Accordingly, love dimension has been established as z =2,207, p<.05; sacrifice dimension as z = 2, 060, p<.05; respect for differences dimension as z = 2,041, p<.05 and help dimension as z= 2,041 p<.05. This finding reveals that tolerance values have a positive relation on each other.

Analysis results show that there isn't a meaningful difference among tolerance test points of study group students (z=2,536, p>05). Obtained findings show that the content of program doesn't constitute a meaningful difference on tolerance points, obtained from measurement tool, of control group students.

4.1. Suggestions

Tolerance education advances rapidly in the wake of constituting one of the basic spheres of our age. In this regard, course contents must be designed through constituting integrity with each other and through giving place to tolerance values.

It is thought that it is important to prefer materials that support tolerance values in literature and language teaching.

It is thought that studying on longer periods and different groups will be useful by developing similar program contents.

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Saadi and Attar the mystical interpretations of common in ghazals's

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Abstract
regarding the thinking and vision of our country special taste mystic poets Attar the horizons of the world, including the world perfumed with the scent of his beloved friend and Saadi also by taking the veil of obscurity that no one has seen it bud to reveal and express introduce he does the two fell in love with the cult of fire and alley right people to come through as the joiner's commitment to observe the condition is called. it is hoped that in the light of ethics, mysticism, poetry illuminating the two school student randy our own beyond with serving the people delve into their collective ideas of divine drinking benefit.

Key Words: ghazal - sufism - similar interpretation - Saadi - Attar- popular – joiner

Main text
    sufism is a school of thought that the way of the spiritual and speaks the truth and in receipt of means to allow the count Sonnet mystical poetry of persian literature with the rise of anonymous poet 6th century and speaking of the beloved Heavenly came to the fore interpretation a common mystical in ghazals the mystic Attar, Saadi represents the idea of the sublime, the two poet is able, Attar poet who in secret language rights and he expressed concerns ethics and mysticism of missing underlines one drop of diversity in an ocean of oneness seek the shadows like sun Janan so speak that sahebdel shiraz, following him word of wisdom himself from seasoned mysticism in introducing salvation to the virtuous exploits both poets Saadi and Attar spiritual journey with the melancholic and full of love is the message of the day and by cutting the non-right and removing rust from the mirror of the heart of the manifestation of god, whether in the form of explicit or disclosure nashkfth bud reminiscent of the popular, popular high hearts, digger, drinking vsalnd the reminder suhrawardi sufi mystic, and abu sa'id abu al-khair the behavior of the pioneers in the development of literary ideas with the poetic and mystical themes common to seek evidence of how his servants to god and say la ilaha hu expressed ahad Attar, Saadi spoke to the two poets over the centuries 6 and 7 with love passionate interpretations of their mystical ghazals the first ghazals and mystical concepts in sufi poetry to sing lyrical language founded Sanai and Attar after he Saadi language asa and jalaluddin with the roaring charisma and insatiability it to deliver peak irrecoverable
   (Dashti, 1339, 149)
   mystical interpretation (to deal of reason and love).
   because no place of reason really love to be entered again.
   Saadi says:
   speech is not a religion of knowledge from working with us
   we've mad a language that is wise
   (the Divan of Saadi, 41t, 10)
   if the presence of love entails the absence of wisdom (wise intelligence).
   Attar says:
   where is the wisdom of love BN
   to open the conundrum of love wisdom
     (the Divan of Attar, 412, 301)
   Interpretation of the mystical algebra :
   Saadi poems sufism ash'ari around us but it is Saadi wave so implies that the reader often except for the appearance of more human it is not the romantic. "
    (Movahed, 1378, 102)

yes, ironically giving people with a history of algebra of the judgment of the past.
Saadi says:
butler's ten that we've pub cache ailment with your introduction of alien, we own
(The Divan of Saadi, 41 t, 997)
Attar believes that anything in this universe is the will of the lord.
Attar says:
connect your hejr and i want it as soon as possible since the ten it is worthy of me that i have own!
(The Divan of Attar, 472, 332)
the mystical interpretation of being an inevitable rebuke in love being in love is an inevitable rebuke the gnostics on the ashart
so ashart Saadi says:
It's not that comes from the heart of its've and it's not the love that comes to lover John a speaker go on so previous knee health the rebuke comes into the hands of the fghan
(The Divan of SADI, 425, 289 b)
Attar says:
by the time I got brkhood rebuke the dell in october it deldar bstem I love it the day the name BRDM not his name Rostam and strap
(The Divan of Attar, 441, 316)
the wine is a monotheism that interpretation arefan Mansour jlah on reset
(on this celestial wine srahlghh mlametgar mahtsban the same breath) that is love and he only dated the ecstasy to the seeker cast. but the principle of his threat "
(Elahe ghomshei, quoting: "out of breath to love , 1387, 947)
Saadi says:
butler filling it the drug ecstasy to go from being the cause of the sufi
(The Divan of Saadi, 766, 524)
Attar says:
no, what you've got john to the obligatory wine alast drunk came to existence and they were not
(The Divan of Attar, 226, 205)
the mystical interpretation of winter dari (winter Subversion) the judgment of the winter the owner of ecstasy it sarghlbeh are available, and brkhood khrgh.
(Kashani, 1385, 140)
speaking in confident Saadi in the form of words because it is winter, and such that it must be from the head and or iodine
Saadi says:
bderm dmbodm of to the delight of the shirt that is my all he and I found this
(The Divan of Saadi, 409, 602)
Attar in Subversion tons of Winter Veil
Attar says:
because neither the head nor remains of winter not perfection winter and tasks with easy.
(The Divan of Attar, 573, 379)
the mystical interpretation of sema "the magnitude of the sema dance sofia it conscious of the booster passion and allure, and being doomed. (quoted by certified zadeh zeynalabdin motmaen 1356, 129) sema that, regardless of the language of self arefan password is on the language of the world and the hereafter Saadi such.
Saadi says:
love that it is quietly tasteful restraint of sema bella comes before somebody dance sword.
(The Divan of Saadi, 425b, 289)
Attar of sema to the foot of the tattoo, and not on a bun hui of j. friend says:
Attar says:

the foot of the kuban river, the woman in heaven and heavy drunk consecutive time, revolving around the time we of course

(The Divan of Attar, 573, 379)

the mystical interpretation of human hearts and there's mirrors (in the language of the mystery arefan prer, mirror, marking a clean dust from the heart of mystic that dell depends on opacity and the patina and the austerity of its worship and polishing dispelled it with tears eyes endo have washed up smooth and polished to be able to show to the beloved j ozoa).

(Ashraf zadeh., 1382, 184)

and Saadi of human hearts that the lord tells arefan.

Saadi says:

this indicates that the object in the wake of John amerha this indicates that our sweetheart at home and grdjahan

(The Divan of Saadi, 436, 642)

dell's place of divine manifestation of anwar al-Attar and shit like

Attar says:

enduro from the institutional hearts the unseen It is the combination of nganjd in the sky, if dell

(The Divan of Attar, 163, 175)

philosophy and spirituality:

Saadi said that "with its mystic and whose words should not be merely feeling and emotion abstract logic and reasoning-it is his way of philosophers and prodigious skill with artistry-both in the mixed and spoke in such a way said that the copyright of all the pundits of the people accepted the logic and reasoning and the owner's needs and explore intuition. (collected by unesco, quoted from the mozhdeh tidings, 1373, 225) the word reminder is right to note the mystic Saadi, no hope of heaven rather than the fear of hell! but sufism is a mystic-brashgh.

Saadi says:

sadness joy braarf what's the difference? give me a joy it cayenne grief azost

(The Divan of Saadi, 10-, 944)

Attar or satisfy the sigh of love right hrdoalm CHOW of the finger.

Attar says:

each be doalm chou fingeredrma

(The Divan of Attar, 526, 358)

Saadi says:

sadness joy braarf what's the difference? give me a joy it cayenne grief azost

(The Divan of Saadi, 10-th, 944)

Attar or satisfy the sigh of love right hrdoalm CHOW of the finger.

Attar says:

each be doalm Chou fingered

(The Divan of Attar, 526, 358)

Love aarfaneh agree with you

(accept suffering and pain and accept the world so that their orbits and move the world embed this lyrics (lyrics, Saadi) the presence of. In contrast to the mystical ascension in order to move the world moving up or break out of it, but trust in the cosmos and agreeing with it» .

(H. Lee, Manokian 1387 , 325 and 326)

the mutiny against the circulation of Saadi was in vain. the suffering and pain of living in the reality of worldly life signs count.

Saadi says:

now that the world is happily into the world of his happily ever aashghm over all the universe is the universe of all

(The Divan of Saadi, 10-, 944)

dlesukhth and derdmand also love Attar graduated from, which is the right search-Reza.

Attar says:

of all the pain and farghm of the world can not be combined except Reza

(The Divan of Attar, 149, 309)

The mystical interpretation of in the way of self love

the rejection of love and being rapidly off he is not on the altar that have said it is a love that you're in the middle of

(Elahi ghomshei, 1378 Page 117)

Saadi with feet up Brhsty (soul) to achieve control love.

Saadi says:

let us srhsty and kebria vrvnt

to violate scripture and the brhsty

(The Divan of Saadi, 522, 764)

Attar also knows through Joiner's ignorance of their existence merely through mouthing empty.

Attar says:

retarder have found the grateful

khvyshm are not news

(The Divan of Attar, 719, 446)

The mystical interpretation of witness

sofiye a variety of meanings of the term into account: in the first place is a psychological phenomenon in which an invisible object visible, image inward and then in a moment alzamiri mafi deputy minister on the mind to be dominant, and, finally, the beauty of the human person to love him in terms of this object, or that he is divine, jamal ovalaei and motejali and reappearance or because of her image (i.e. popular) Joined at the heart.

(Ritter, 1388, 191)

Saadi of hob to witness in ecstasy beheld bi-directional relationship (yohebbohom and yohbumah) in Sufism, intuitive says.

Saadi says:

mystic enduro wheels and Sufi sema. saw the cast in dancing and enduro afyun wine.

(The Divan of Saadi, 40-, 996)

Attar of aspire to witness joiner says:

Attar says:

wish sema and saw him of all lovers of fghan takeoff

(The Divan of Attar, 33, 111)

the mystical interpretation of love day Alast

love the day that its domain over the universe begins and all unlikely love life takes place . (Hassan LI, quoted Youssoufi, 1378, 427)

Saadi says:

boil the water before i was mhero I vogel. with your own brbestm from there

(The Divan of Saadi, 367 t, 539) Attar is also the day that the lord of spirits with alast day telling god ashart payan was bondage.

Attar says:

since the days of the past still mstem the craze is buzzing, sjoodm

(The Divan of Attar, 463, 327)

Interpretation of love pain

created the universe and all looking to experience pain is love. the pain of the situation from the viewpoint of sufism say that popular tari suddenly , in the future, suddenly on the creator publ physically carry it . (yaghmaei 1383 , 285) Saadi says: her keraeid did chu puts on Saadi forgo

because the dlaramet does darost tabibi, pain Attar, love retrieved from the pain.

(The Divan of Saadi ,162 p, 289, 239) Attar says:

pain is love pain boalajb janan candro can be useful to add so that i can cure

(The Divan of Attar, 1392, 529)

interpretation of the mystical unity of existence , helaj and abyati which represent the belief in unity of existence is abundant , including this

abyat that blunt on the unity of love and the beloved emphasized, is this bit:

i'm from ye, and ye i If absaratni I informed him   we the spirit that solved a hull. and if I saw it saw us

i am having dell to love my single mhaboobm with stowe data we dojanim that we commemorate in a body if you are going to decrypt the mhaboobm seen in the nose and if the comment to my ngaht fakni her to sew.

(Sayar, 17, 1386)

i have lost over Attar nishapuri of the drahq in the, sarkhood "is the word-driven, she even Hussein Mansour halaj who ran the tail of anaalhagh , raw and abajd reader narafth and moridi way.

(Ashraf zadeh., 1382, 17)

Saadi says:

like the kind of place that except god trampled behold how hadest of human being's locations

Attar in the complete elimination of Hadith disappears in the sun shadow tactical knows

Attar says:

the shadow looks braftab never oh this is working because i can

(The Divan of Attar, 190, 188)

 The mystical interpretation of bat and ball

the wicket is commonly used in sharhafz means aarfaneh polo in terms of spirituality and capture all the cum is through matters: algebra and force the ORB in terms of spirituality and you maghhori the seeker and say a sentence according to cum.

(yaghmaei, 1382 , 306)

 Saadi says:

fnad you kandar bent burnt hrdel zolf the ORB of derkhm it is impossible to see the Polo

(The Divan of Saadi, 466t, 685)

Attar says:

Everyone because sarzlf todid Polo Such as stay in Bend Polo

(The Divan of Attar, 267, 225)

The mystical interpretation of manifestation of the right to

manifestation of truth right, shams development and anesthesia c manifestation of the right to the essence of the certificate. « is vetabin right sights, right in the heart of sufi and owner ANVAR oaarf.»

(Sajjadi, 1372, 16)

 Saadi says:

a mirror of the end, " seen essence brkhood gamar For the right to ignore a few in the patina of hearts

(The Divan of Saadi, 35 kh, 987)

Attar says:

because of his epiphany cease to force aoftad she was suffering, mainly ba musi

 (The Divan of Attar, 236, 238)

the mystical interpretation of ghmsh ghmsh (look at closet lover) embodies the manifestation of Jamal. (ghmsh and obosh jzebat fiyuzat and next to the heart to say)

(Sajjadi, page 271)

Saadi says:

a buzzing betert intellect must be spent, wise of the blessed ghmsh mongoose beware kenny

 (The Divan of Saadi, 620 p, 905)

Attar says:

january riwiu june ghmsh to me, ago i bow to you on her bowstring zaber

 (The Divan of Attar, 649, 415)

the mystical interpretation of division and the difference was that it was attributed to you, and it was that you were kidnapped.

(Sajjadi, 1372, 264)

Saadi's poetry expresses the sum awarded to the soul, and divisive, belonging to the template.

Saadi says :

so you're distracted in sarzlf came no i don't know that you're not distracted by a total

(The Divan of Saadi, 127tb, 191)

Attar also collected and interpreted as a kasb crowd of distraught zelf has spoken.

Attar says:

joe I love you from the crowd zolf your distracted wine cup chu zolf

(The Divan of Attar, 397, 611)

The mystical interpretation of Darvish the so-called in sofia and she is someone who is ; del to happy the environment (location of descent) of the divine manifestation and anwar impatient the divine appearing of the light of his mortal remains has the right to survival.

 (Yaghmaei 1382, 269,)

a typical kings way, and have the appearance of their tattered ogard misty khlghan.

Saadi says:

not so beautiful slotanan on the magnitude of ghba. that this is a typical khlghan to the top of the grdalodeh

(The Divan of Saadi, 47b, 1007)

Attar says:

my foot over the period of the caper yara in the endless day falls doomed the razor head mixers for washstand

 (The Divan of Attar, 156, 172)

The mystical interpretation of Phoenix

sheikh-Attar of nishapur in effect their immortal phoenix time has and that will eventually make excellence c chicken to arrive at phoenix unity in plurality and unity in plurality is shown

(Yaghmaei 1382, 382)

Saadi addressed to Phoenix was to love eBay but Ahad says:

Saadi to connect its magnitude condemns

what is worthy of our phoenix crow ashyat toast

 (The Divan of Saadi, 56b, 87)

Attar says:

sadmard chu a day because the baby the following rule to the full glory of u of phoenix

(The Divan of Attar, 636, 409)

 The mystical interpretation of total-component

of the sun and the sea for the whole symbol interpretations (absolute) and shadow and drops to a symbol of the people (are) in spirituality. their existence Saadi to achieve truth and bazd says:

not to flood my existence is not when you're on the khacdan 'm dell mist

(The Divan of Saadi, 389, 574)

there is a total god and the existence of ' Attar's component. the man drops the sea is god and man to the sea will eventually revert.

(Hakimi, 1389, 133)

Attar says:

the sea cursor sink two invisible bbash its saddle over you because find

 (The Divan of Attar, 765, 466)

The mystical interpretation of shahneh and Mohtasab in terms of theosophy and mysticism shahneh or mohtasab-common and trivial.

 (Yaghmaei 1382, 536,)

Saadi says:

mohtasab if the fasghan deny the frustrated the dialogue we've come on the lived in the mask;

(The Divan of Saadi, 40t, 996)

Attar says:

the berserk's love her sodaei shahneh each breath because it takes involved in a bloody conflict

(The Divan of Attar, 240, 213)

Mystical interpretation shocked

LAU expressed astonishment at the alast that should reach to Allah during the utmost and wisdom and reasoning section and fromanden in the creation of the work.

Saadi says:

don't see any nghasht on the role and while the sight of a raift of banan astonishment;

(The Divan of Saadi, 50-b, 1013)

Attar of Wadi shocked such mystical homes says: Attar says:

i wonder culture and i am shocked at this raufi to learn something don't know

(The Divan of Attar, 514, 352)

The mystical interpretation of Butler the butler's in terms of qasov and spirituality refers to the absolute master of the old and popular was the grace and meaning that their lovers would love to conditions the administration.

(Yaghmaei 1382, 506,)

Saadi also addressed to butler's halaot straw sugar called for.

Saadi says:

butler tell Isabelle loves something, jami, added singer on the lips of the mouth not to ney ney bbashd sugar

(The Divan of Saadi, 18 kh, 956)

water will be the life of Attar's butler

Attar says:

i thought butler u come and not a water jug brio

(The Divan of Attar, 749, 459)

The mystical interpretation of the event but it means a big event and it's a huge event that man of the alien and his ebay news. in terms of" alvaqah "za oghet arefan a reference with him.

Saadi says:

that way it gives the news to zdost the owner of the news sections and my khbrshedm

(The Divan of Saadi, 374t, 549)

Attar says:

it was because the mirror object i've seen it the mirror of John bertaut the permanent of the apothecary i've seen gary tears to make volcano

(The Divan of Attar, 434, 313)

whatever the direction of what is good to learn the name of of sarayan aarfaneh they tell butler office kosar. sofia poetry onthr english from the monopoly of the privileged classes, the nobility, and brought out the minorities and it MTO centers and among the people and create a new language in order to create a style and prose , and that brought up it the time was unprecedented. it is enough to the poems of rumi, Saadi, Attar, sanaei and keeper, etc. the theoretical Look

(Verde, Farshid ,1382,331)

the outcome of that mystical concepts ghazals Saadi funds account and our understanding of speech mthoraneh nadi these two mystic poet, help combat oppression and Justice has led the way and Joey is truth beyond them, the taliban put joey is taken. say yes with smoothness and divine lead to the divine being.

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The Impact of M-learning on Second Language Learning Process among University Students

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Abstract
Mobile learning (M-learning) may influence the process of language learning. Nowadays, the usage of mobiles or smartphones has been drastically augmented in almost all communities and several researches have been conducted to evaluate the effects of mobiles on learning. The present study investigates the impact of M-learning on the learning process of German as a foreign language among university students enrolled in the Department of German of Panjab University. The main purpose of the present research is to find out the extent to which mobiles can be effective in the process of language learning, specifically in the process of learning German as a foreign language. It was observed that mobiles effectively influence the process of German language learning and help the learners to improve their language skills and language systems.

Keywords: German language learning, M-learning; language skills, language system, receptive, productive skills.

Introduction
   Mobile learning (M-learning) is one of the recent developments in e-learning that effectively makes use of and takes advantage of mobile for learning processes. Smartphones now constitute a substantial proportion of mobile phones in most countries of the world. M-learning can be developed in a variety of formats; it can be an interactive mobile application which uses all the significant functions of e-learning like assessment quizzes, or it can be a short video which can be watched at any place while moving. As Dudeney and Hockly (2007) state, M-learning is a set of new technological devices such as smartphones, hand-held computers, MP3 players which can have effects on language learning. The usage of new technology becomes widespread in almost all countries. Therefore, different types of mobile device and application are available for users. However, there is still a debate on the extent to which mobiles can be effective with regard to second language learning.
   M-learning potentially has various advantages for learning languages, particularly when it comes to learning German. One of the advantages can be the possibility of downloading certain German applications and programs which may be helpful to learners to develop their language skills, such as communicative skills, grammar and vocabulary. If a learner makes use of these applications, this may help his/her German language experience. In addition, there are several free e-books, some of them related to German language, which the German language learners can use in order to improve their language skills in German.
   M-learning appears to be increasingly a subject of research among researchers, as there are several studies on mobiles with regards to education and other fields. However, there are relatively few studies of the impact of mobiles on language learning, particularly German language learning. The present study aims at filling this gap. Thus, the finding of this study might be useful regarding future trend of research in relation to M-learning.

Methodology
   The data was collected from 28 German language learners studying at the Department of German, Panjab University, India. All the students were enrolled in a part time certificate course of German language. Due to insufficient research in this area, specifically German language among adult learners, this research was conducted to evaluate the importance of M-learning in the improvement of second/foreign language skills, particularly improvement of German language skills. In the present research a focused group was used for data collection. With the help of focused group discussion,

authentic and accurate data can be collected since the researcher also participated in the discussion in order to note down or record the participants' views. Most of the questions used in the focused group conversation were designed to collect qualitative data. Random sampling was used amongst 41 German language learners and out of them 28 students were chosen for the study. Random sampling was used in order to collect unbiased data for the present research.

Discussion

As previously mentioned, the main purpose of the present study is to evaluate the extent to which mobiles can be effective in second/foreign language learning by adult German language learners at the university level. In order to explore and examine reasonable answers to this question, some of the questions related to the effects of mobiles and mobile learning were addressed by the informants of the focused group discussion.

Not surprisingly, all the 28 participants were using mobiles in general. However, due to the significant advantages which they can get from the use of smartphones, all of them preferred to use smartphones; advantages such as: offline and online dictionaries or in general since the smartphones are portable devices, either within the German class or even outside the classroom environment.

Encouraging factors for using mobiles or smartphones in German class were due to the fact that, in the first session, the instructor of the course had clearly mentioned that using smartphones is allowed and mobiles and any other digital devices can be used in the classroom; in fact he encouraged the learners to use mobiles and get advantages from them in their process of learning which can finally result in language development. Using smartphones can perhaps improve language skills since they are portable devices and can be carried to any place and can be used anytime and in many environments; in other words, they can be accessed by the language learners and they can be used easily and independently. Therefore, mobiles were used for German language learning by almost all of the informants of this study.

To prove this fact, it is necessary to find out about the favorite applications which learners use for learning German language. This may indicate whether or not the applications are relevant to the purposes of German language learning. If the applications are closely connected with the area of German language skills, it manifests that the language learners engaged themselves with the applications and the mobiles effectively influenced German language learning. Therefore, majority of the students mentioned various kinds of application relating to German language learning which can improve language skills and language systems. The most significant ones are mentioned in the subsequent sections.

German language skills

Language skills can be classified into productive skills and receptive skills. Productive skills refer to speaking and writing, whereas receptive relates to reading and listening. On the basis of participants' views, it was found that smartphone applications influence their productive and receptive skills. Moreover, language systems present both grammar and vocabulary. Thus, the applications which they usually use to develop their German competence can be classified according to productive and receptive skills, incorporation of language skills and systems, and grammar and vocabulary.

3.2 Productive skills applications

There are some applications which were used by the participants for improving speaking and writing skills such as "Learn To Write German Words", "Learn German Writing by WAGmob", "Learn German with WordPic", spell checking applications, etc. Except the application "Learn German Writing by WAGmob" which is to be paid for, the rest of the mentioned applications are free and learners can easily use them in the process of language learning to improve their writing and speaking skills. These applications can be effectively used for the development of writing and speaking skills by the participants. For example the application "Learn German Writing by WAGmob" can help the German language learners to improve their competence in various ways, include visual dictionary, phrase book, writing and vocabulary, as shown in the following picture:
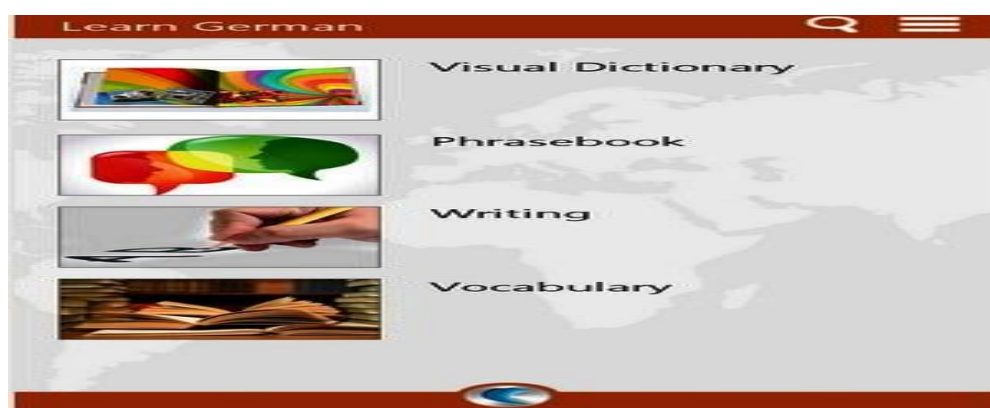
Learners can use this application's interactive dictionary to look up words. Each word has an image and recording in order to hear the pronunciation of the word. As illustrated in the following picture:

The learners can also use an interactive phrase book; they can practice writing the German alphabet and numbers as shown below:
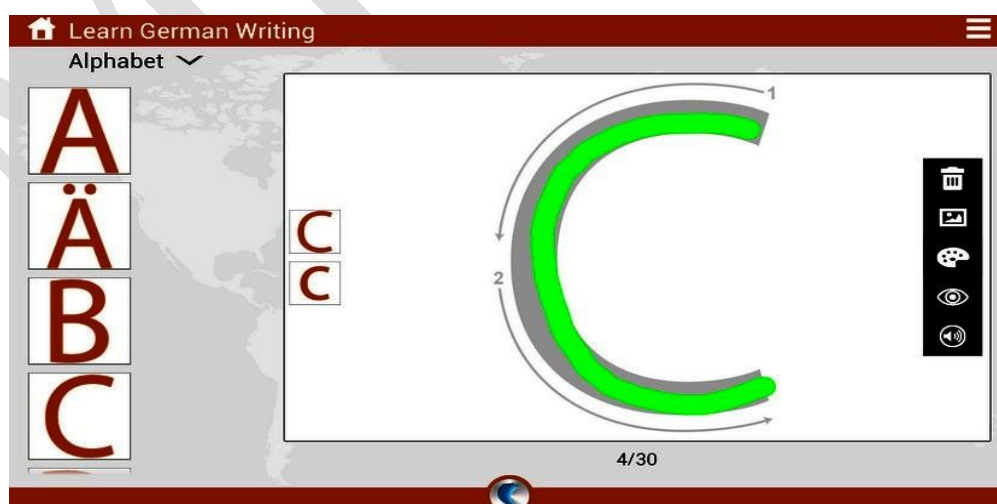
3.3 Receptive skills applications

As Harmer (2007) asserts, language skills can be highlighted and focused in Communicative Language Teaching (CLT). Downloading various types of radio programme to listen to live streams, German songs, free e-books relating to the German language, various articles and texts about German novels and poetry, were among the reading and listening applications that the majority of participants used in the process of learning to develop their German language skills. According to Richards (2006), listening and reading are two significant skills used in order to understand other individuals, since they provide input and activate the students' schemas to speak. Therefore, such applications not only provide a better comprehension, but also are useful for improving communication skills. The mentioned applications effectively influence and reinforce participants' reading, listening and speaking skills. Therefore with the help of smartphones language learners are able to improve their receptive skills systematically.

3.4 Integration of language skills and language systems applications

There are some other applications which are useful for both language systems and skills that were used by the majority of the participants of this study. The applications such as "Learn German", in which the learners can practise and learn more that 800 commonly-used German phrases and words are useful for beginners; the learners not only can improve their German vocabulary, but also with the help of this application they can practise listening and speaking as well. As shown in the following picture:

"Learn German 6000 Words" and "Learn German with Bubble Bee" were other similar applications which were used by the participants of this study. These applications are also relevant to German language learning as they offer the learners opportunities to understand and communicate. The "Learn German 6000 Words", for example, provides the learners with 6000 useful words which are with images,

phonetic transcription and pronunciation recordings by German native speakers; as shown in the following picture, the application has three difficulty levels include: beginner, intermediate and advanced; therefore, the learners can use the application based on their language levels.
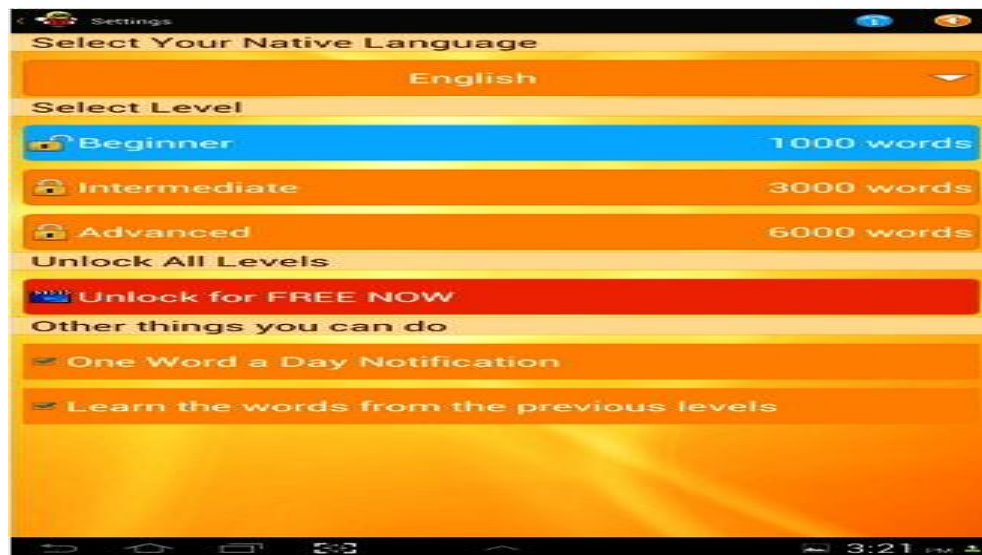
With the help of "Learn Germen with Bubble Bee", the learners can improve German competence. They can understand, write, speak, play games, listen to dialogs, engage with quizzes and finally improve their vocabulary of German.

The learners can get the most advantages of these applications and they can effectively interact with the applications which finally lead to improvement of their vocabulary and their speaking skills. Thus, their language systems (vocabulary) and speaking/listening skills can also be practised using smartphone applications. That is why this can be regarded as a combination of both language systems and language skills. It should be mentioned that the majority of the participants were mostly using grammar and vocabulary applications. Applications like "German Grammar" and "German Class Demo" were also used by the participants to learn German. When the mentioned applications are used with some sort of activities, they can promote the grammar and vocabulary of the participants. This fact is in line with Liu and Leina (2012) who discussed the importance of mobiles in increasing Chinese vocabulary in various contexts.

Moreover, these applications are not only useful for developing speaking skills, but also they are useful for improving the knowledge of grammar. As both grammar and vocabulary can be considered integral parts of writing, the applications effectively influence and improve writing skills as well. Therefore, they are useful for speaking skills, writing skills and language systems.

The Effectiveness of Smartphones

In order to understand the attitudes of adult German language learners who participated in the present research, towards the efficiency of smartphones in developing their language competence they were asked about the extent to which they think smarphones were effective. Their responses are illustrated in the following figure:

Participants' attitudes towards the effectiveness of smartphones in developing language competence

	a	b	c
a) To a great extent			89.29
b) To some extent			10.71
c) No change			0.0
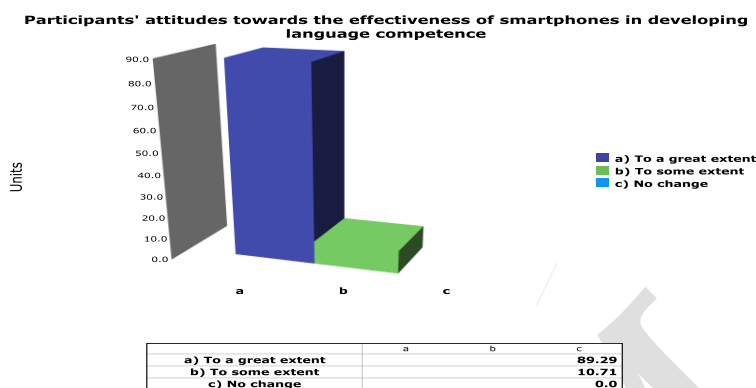
As seen above, a large number of participants (89.29) believe that mobile phones (smartphones) to a great extent were effective in the development of their German language skills, while out of 28 participants of this study, 3 (10.71%) think that smartphones to some extent were effective. Surprisingly, none of the participants considers the smartphones ineffective in the process of German language learning. This demonstrates that smartphones positively influence the process of German language learning. The fact that various mobile applications, useful for the improvement of different language skills and the German language system, were used by the learners strengthens this finding. Making use of these applications confirms their effectiveness in terms of language learning experience as they are about learning German. If the learners use the above mentioned mobile applications, it can be claimed that learners should take advantage of the use of smartphones when it comes to the development of their German competence.

Conclusion

Mobiles, specifically, smartphones, were used by all the adult German learners who participated in the presented study; as they easily can be carried and used in different situations. Smartphones are regarded by the German language learners as a useful tools for the development of German language skills. A large number of applications can be found in smartphones regarding German language learning. Therefore, applications such as "Learn To Write German Words", "Learn German Writing by WAGmob", "Learn German with WordPic", "Learn German 6000 Words" and "Learn German with Bubble Bee", "German Grammar" and "German Class Demo", were used by the adult German language learners. That is to say, by using these applications they were trying to improve their German language competence. They have demonstrated a highly positive attitude towards mobile learning (M-learning). Therefore, it can be concluded that the independence of M-learning, its user friendly nature, accessibility at anytime and anywhere and handy nature, are amongst the significant features of mobiles that manifest their effectiveness and encourage learners to use them in the process of language learning.

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Effect of a six-year long extensive reading program for reluctant learners of English

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Abstract
English as a foreign language (EFL) education in Japan especially in engineering major had suffered its ineffectiveness for several decades. Engineering students were reluctant to learn the language and the graduates had to struggle long after the graduation. One reason for the failure was the absolute lack of exposure to the target language. Learners used English only in the classroom, and English grammar and vocabulary were taught as knowledge using Japanese for the explanation.
To guarantee the necessary exposure to English, we added extensive reading (ER) lessons once a week through the year from second to seventh grade to our seven-year engineering course in 2004. The effect was measured by the TOEIC tests, which the third and sixth graders took every year. As the graduates in 2009 and later academic years received the full advantage of the six-year ER lessons, we could compare their TOEIC scores with the ones of former students.
The effect was rather fragile in the third grade, however, we found significant TOEIC score increase in the sixth or seventh grades, which was comparative to the score increase caused by studying in English speaking countries for 10 months. After a certain threshold, around four years or later in our program, the students become free from anxiety, relaxed in reading and listening, and eager to speak or write in English. In this paper, the authors would like to share the role of comprehensible input upon EFL learners, installment and practice of ER programs, and improved attitude of reluctant learners through ER.

Key Words: Extensive reading; English as a foreign language; Total words read; Duration of the program; TOEIC

Main text
   Japanese students' English proficiency is generally low as is shown in the national average scores of the Test of English for International Communication (TOEIC). The TOEIC is a standardized proficiency test of receptive English skills for non-native speakers of English (Woodford, 1982) widely used in Japan. The test scores are categorized in five levels: A (860 - 990); B (730 – 855); C (470 – 725); D (220 – 465); and E (10 – 215) by the proficiency scale (IIBC, 2015: 23). From the description of the can-be lists on the proficiency scale, we call the level C as lower-intermediate, the level D as elementary, and the level E as beginner in this study. The institutional program of the TOEIC had 1.29 million test takers in 2014 academic year (IIBC, 2015: 5), where 62% belonged to the score zone almost match to the beginner or the elementary levels (10 - 490) and 31% stayed in the score zone almost match to the lower-intermediate level (495 - 740). While the average score of university students major in English improved to the lower-intermediate level in their fourth grade, average scores of students in National Institution of Technology (NIT) colleges and university students major in Science, Engineering, and Agriculture stayed in elementary level for almost the decade.
   One possible reason for the low English proficiency of Japanese Engineering students was the absolute lack of exposure to the target language. The students learnt English as knowledge for examinations, used grammar-translation as the default method, and did not use the language outside the classroom. Because Japanese students had little experience of actually reading English books without translation or listening English narrations and did not use English in daily life, they naturally lacked the exposure to the language necessary to read or listen it fluently. Their reading often meant translating English texts into Japanese word by word, and they did not believe it possible that they were able to comprehend English texts without translation.
   Extensive reading (ER) was a potential remedy to increase the students' exposure to the language in English as a foreign language (EFL) settings, where the language was not used outside the classroom. Day

and Bamford (1998) clarified ten characteristics of successful extensive reading programs, two of which were "students read as much as possible" and "reading materials are well within the linguistic competence of the students in terms of vocabulary and grammar" (pp.7-8). However, the influence of ER on English education in Japan was limited until the beginning of 21st century when Sakai (2002) proposed one million words as a milestone for ER, Sakai and Kanda (2005) proposed a detailed methodology of conducting SSR programs, and Furukawa & Itoh (2005) published an introductory guidebook of ER for adult learners. They stressed the importance of the amount to be read along with the easiness of the English texts as the means of comprehensible inputs.

The benefits of ER should also be shown quantitatively because Japanese teachers were wondering if the benefits of ER were large enough to alter the current teaching practices. They were especially uncertain if the promised benefits would transferred to their students' academic performances at school, or scores at high-stake examinations or standardized tests. They also needed to know the quantity and quality of their students' effort to enjoy the benefits, in other words, how many total words elementary EFL learners should read and start from which readability levels.

There were several studies, where the benefit of ER was measured with standardized tests. Mason (2004) evaluated the effect of ER with reading section of TOEIC. 104 Japanese college students majoring in English had read about 500 thousand words in three semesters (1.5 years). 88 students' TOEIC/Reading scores were measured as pre-test and post-test, and the average was 121 and 157 respectively. If we assume the same score ratio of reading part and total score: 0.446 (123.64/277.26) was kept, their TOEIC total score was estimated to be 272 and 353 respectively. The score of the post-test, however, remained still in elementary level (< 470), and thus a half million words may not be large enough.

Nishizawa, Yoshioka, and Fukada (2010) reported students' TOEIC score increases in a 4-year long ER program. Their average TOEIC scores were 435 for a group (N = 9) who had read 310 thousand total words in median, 498 for another group (N = 13) who had read 660 thousand words, and 604 for the last group (N = 8) who had read 1.8 million words. For achieving a large enough score gain in the TOEIC test, the students in elementary level had to read a million total words or more in an ER program that lasts more than several years.

A million total words were proposed by Sakai (2002) as a milestone for ER in Japanese EFL settings based on the experience of his ER program for university engineering majors, and were about eight to ten times of the total words read by the university students in Robb and Susser's ER project (1989) who had read 641 pages in average.

There were a few ER programs in which the students actually read the amount close to a million words. Mason's (2004) students, college English-majors read an average of 2,300 pages (about 500 thousand words), and a group of students spent 150 hours reading. Furukawa (2008) reported the average total words read by ninth graders was 680 thousand words in 2.2 years of his ER program. And the average total words were extended to 1.2 million words by 12th graders staying in the sixth-year form of his program (Furukawa, 2011). Nishino (2007) followed the ER of two third-year junior high school students for 2.5 years and they read 36 or 42 graded readers. Their estimated total words by Beglar & Hunt (2014: 31) were 333 and 402 thousand standard words, or 392 and 473 thousand words calculated by the coefficient binding two measures: 0.85 (Beglar & Hunt, 2014: 45). Kanda (2009) studied the ER of a university student for three years, who had read a million words. Nishizawa, Yoshioka, and Fukada (2010) reported that their students' median total words read was 690 thousand words in their 4-year long ER program.

Based on the background, we would like to answer the following practical research questions to evaluate the six-year long ER program for reluctant Engineering students:

• Is it possible to improve Engineering students' average English proficiency from elementary level (TOEIC 300): the estimated level of K9 students to lower-intermediate level (TOEIC 550): the expected level for newly employed university graduates (IIBC, 2015: 23) in a six-year long ER program?

• How many total words of English texts do the students need to read to achieve the target TOEIC score?

•   Does the duration of an ER program effect on the students' achievement?
2. Method

The ER program was conducted at one of NIT colleges that was a specialized institution for early engineering education in Japan. There were 57 NIT colleges and their new students occupy about 1% of all K10 students in Japan. The NIT college had five Engineering departments, and each department had a 5-year foundation course (class size from 1st to 5th grade was 40 students each) and a 2-year advanced course (class size for 6th and 7th grade was 4 students each). The college accepted graduates from junior high school, where they had already learnt English for three years. Fresh students' English proficiency was estimated to be around TOEIC 300. From 10 to 20 % of graduates from the foundation course, whose English skills were in middle range of the class, proceeded to the advanced course.

The subjects of this study consisted of twelve cohorts who had entered the foundation course from 2000 to 2011, stayed in the college for seven years, and graduated from the advanced course from 2006 to 2017, which were called from 2006 cohort to 2017 cohort in this study. All of them belonged to the same Engineering department, and attended the ER lessons from three to seven years. The students who had studied abroad or stayed in the college shorter or longer than seven years were excluded from this study. Two students who had read extraordinary amount of English books in the program were also excluded.

English education in the college consisted of traditional and ER lessons (Table 1). The ER lessons had been introduced in 2004 for all six grades from the second to the seventh grade of the course, and 12 students of group A (cohort 2006 – 2008) started their ER in different grades, from the fifth grade for cohort 2006 to the third grade for cohort 2008. From 12 to 19% of their total lessons was ER. 14 students of group B (cohort 2009 – 2011) started their ER lessons in the second grade and attended from five to six units of ER lessons, which was from 18 to 22% of their total English lessons. The students of group C (cohort 2012 – 2013) and group D (cohort 2014 – 2017) stayed in the ER program through the first six or all seven grades in the college. The students of group C took 6.7 units of ER lessons (23 – 25% of their total English lessons), and the students of group D took from 8 to 9 units (29 – 33% of their total English lessons). One unit was a 45-minutes weekly lesson through the year or a 90-minute weekly lesson for half a year. Traditional lessons were five units in the first grade, three or four units in the grades from the second to the fourth and the sixth grade, and one unit in the seventh grade. The units varied by student from zero to two in the fifth grade, which made the variation of lesson units in Table 1.

Table 1. Subjects and English lessons.

Group	A	B	C	D
Cohort	2006 – 2008	2009 – 2011	2012 – 2013	2014 – 2017
N of subjects	12	14	13	11
Units of English lessons Traditional	21 – 23	21 – 23	20.3 – 22.3	18 – 20

ER   3 – 5
(12 – 19%)
from 5th – 3rd grades 5 – 6
(18 – 22%)
from 2nd grade   6.7
(23 – 25%)
from 1st grade   8 – 9
(29 – 33%)
from 1st grade
        Total   24 – 28 26 – 29 27 – 29 26 – 29

* One unit is a 45-minute weekly lesson for 30 weeks or a 90-minute weekly lesson for 15 weeks

Main ER activity was sustained silent reading (SSR), plus some shadowing, and reading while listening (LR). Shadowing was conducted mostly at the first grade for the students to familiarize English sound. LR was a practice to read English texts along with listening to audio narration of the text. Students were not supposed to pause or interrupt the narration and were force to read the text at the same speed of the narration. They comprehended the story mainly from the texts but not from the narration at first. The narration decided the reading speed, and was expected to protect the students from their habit to analyse English texts grammatically or translate the English texts into Japanese. It made a good introduction to ER. Around 30% of the students in from second to fifth grades did LR as the in-class activity. Typical reading rate of the third-grade students was around 120 words per minute (WPM).

ER lessons from second to fifth grade were done in the college library where the books and portable CD players for LR were kept. The students were not allowed to talk aloud in the library but they could select their books to read directly from the bookshelves and also check them out for out-of-class readings. We have introduced output activities such as writing and speaking into the ER lessons for the sixth and seventh grades since 2015 academic year. They aimed to encourage out-of-class reading because the theme of activities was to talk about a book they had read during the week.

All the students had recorded their reading histories in and out of the class in their logbooks, which were periodically reviewed by the teachers. Typically they were collected a day or two before a lesson, examined by the teacher and added a comment or a message, and returned to the students at the beginning of the lesson. Each record contained the date, title, series name, readability level and word count of the book, cumulated total words, five-graded subjective evaluation of the story, and short comment describing what the students thought about the story or how they felt about their reading.

We used the total score of TOEIC tests to evaluate English proficiency of the students because the test had high reliability necessary for a long-term study and was sensible to English skills of elementary and intermediate levels, and students' scores of reading section and listening section increased in balance in the past studies (e.g., Nishizawa, Yoshioka & Fukada, 2010). All the students took at least two TOEIC tests in the middle of their third and sixth grades. From the date of the tests and total words at the tests recorded in student's reading log, we could analyse the relation of each student's total words and TOEIC scores to estimate the expected TOEIC scores when they would read a million words. We also analysed the influence of duration the students stayed in the ER program.

3. Results

The total words read by the students were shown in Table 2. They were expressed in median to avoid the influence of a few students who had read outstanding amount or skewedness.

Table 2. Total words read (Median, thousand words).

Group	A	B	C	D
Cohort	2006 – 2008	2009 – 2011	2012 – 2013	2014 – 2017

N of subjects	12	14	13	11
3rd grade	–*1	410*2		
(in 1.5 years)				
273 / year	484			
(in 2.5 years)				
194 / year	679			
(in 2.5 years)				
272 / year				
6th grade	372			
(in 1.5 – 3.5 years)	629			
(in 4.5 years)				
140 / year	1,000			
(in 5.5 years)				
182 / year	1,220			
(in 5.5 years)				
222 / year				
7th grade	770*3			
(in 3 – 4 years)	1,060*4			
(in 6 years)				
177 / year	1,300			
(in 7 years)				
186 / year	2,240*5			
(in 7 years)				
320 / year				

*1 no record was available, *2 three students of cohort 2011, *3 two students of cohort 2006 and four students of cohort 2007, *4 one student of cohort 2009 and three students of cohort 2010,

*5 one student of cohort 2014 and three students of cohort 2016

The students of group A, who had joined the ER program from the third to fifth grades, read 372 thousand words of easy-to-read English texts during from 1.5 to 3.5 years until they took the TOEIC tests in the middle of the sixth grade. Six students continued the ER lesson in the seventh grade and read 770 thousand total words in the program. The students of group B joining the ER lessons in the second grade read 629 thousand words in 4.5 years. Four students continued the ER lesson to the seventh grade and read 1.06 million total words in the program. The students of group C had joined the ER lessons in the first grade, read 484 thousand words in the first 2.5 years, 1.0 million words until the middle of the sixth grade, and 1.3 million words until the end of the seventh grade. The students of group D had taken five units of ER lessons in the first three grades, read 679 thousand words in 2.5 years and 1.22 million words until the middle of the sixth grade. Four students continued the ER lesson to the seventh grade and read 2.24 million total words in the program.

All the students took the TOEIC tests in the middle of the sixth grades, and the students of group B, C and D took the test also in the middle of the third grade (Table 3). There were no significant differences among the average TOEIC scores of three groups in the third grade. Additional 269 thousand words of ER cumulated by transforming 2.5 units of traditional lessons into ER in the first 2.5 years did not increase the average TOEIC score of group D compared to group B.

Table 3. TOEIC score (average ± standard deviation) and yearly increase rate.

Group	A	B	C	D
Cohort	2006 – 2008	2009 – 2011	2012 – 2013	2014 – 2017
N of subjects	12	14	13	11
3rd grade	–*1	378 ± 59	348 ± 29	380 ± 68
6th grade	411 ± 58	491 ± 74		
+38 / year	484 ± 51			

+45 / year   490 ± 80
+37 / year
7th grade
(N)   468 ± 70
(6 *2) 540 ± 32
(4*3) 548 ± 69
+43 / year   575 ± 54
(4*4)
*1 TOEIC tests were not taken, *2 two students of cohort 2006 and four students of cohort 2007,
*3 one student of cohort 2009 and three students of cohort 2010,
*4 one student of cohort 2014 and three students of cohort 2016

(a) TOEIC 412 at a million words
(b) TOEIC 484 at a million words   (c) TOEIC 525 at a million words

Fig. 1. Relation of total words read and the TOEIC score.

In the sixth grade, the differences of the average scores of group A and the other groups were statistically significant (t < 0.01), but the differences among groups B, C, and D were not. 591 thousand words of ER, which was added by transforming three units of traditional lessons into ER in the first three years, did not increase the average TOEIC score of group D compared to group B. In the seventh year, there were differences between the average score of group A and the other groups B, C, D (0.014 < t < 0.032) although the sample sizes were small except group C. Comparison between group B and D was inappropriate because of the small data sizes of both groups.

Although the student who had read more tended to get higher TOEIC score, there was also an influence of the duration of an ER program. To clarify the influence of the duration more in detail, we divided the samples into three ranges of ER duration and analysed the distribution of the total words read and TOEIC scores separately (Fig. 1). First range of ER duration was from 1.5 to 3.5 years (Fig. 1(a)). Three samples from group B and all samples from groups C and D in the third grade belong to this range. All samples of group A in the sixth grade and six samples of the seventh grade also belonged to this range. Second range was from 4.0 to 5.5 years (Fig. 1(b)), and all samples from group B, C, and D in the sixth grade belonged to this range. Third range was from 6.0 to 7.0 years (Fig. 1(c)). Four samples from group B, all samples from group C, and four samples from Group D in the seventh grade belonged to this range.

The students who stayed in the ER program longer tended to have higher TOEIC scores than the students who stayed shorter period if they had read the same amount. The regression lines of three ER durations in Fig. 1 were far apart, and the expected TOEIC scores when a student would read a million words were 412 for the duration of 1.5 – 3.5 years, 484 (+72) for the duration of 4.0 – 5.5 years, and 525 (+41) for the duration of 6.0 – 7.0 years. The students stopped to hesitate in speaking or writing about their recent reading experiences when they stayed in the program for six or more years. Their phases or sentences were not always accurate but they did not need long pauses, which many EFL learners needed for translating what they wanted to say in English. They did not seem to have anxiety for using the language.

4. Discussions

The ER program in this study demonstrated it was possible to improve Engineering students' average English proficiency from elementary level (TOEIC < 400) to lower-intermediate level (TOEIC 550). It needed, however, the duration of seven years as shown in the average score of group C in the seventh grade (TOEIC 548). Six years were not long enough, as the average TOEIC scores of all four groups did not exceed TOEIC 500 at the sixth grade, and an additional year made an apparent difference.

Increasing ER lesson units from once a week to twice a week in the second and third grades did not increase the TOEIC scores measured in the sixth grade as the TOEIC score of group D (490) was not higher than the one of group C (484) even though the total words read increased from 1.0 million words of group C to 1.22 million words of group D. The yearly reading pace of group C (186 thousand words

per year) might be high enough because the proposed yearly pace by Nation (2014) was 171 thousand words per year for meeting 2nd 1,000 word families twelve repetition in average and learn the vocabulary incidentally.

The duration of the ER program had larger influence upon the students' achievement once the reading pace was kept through the ER program. ER duration of seven years was also supported by the questionnaire to nine students in 2013 cohort (Nishizawa and Yoshioka 2015) that "they felt that that they could read English texts fluently when they had read 821,000 words in 4.0 years, and they felt that they could avoid Japanese in reading English texts when they had read 876,000 words in 4.3 years in average. To either of the questions, the slowest learner answered that they needed 6.5 years to feel that way."

Table 4. Comparison of the learning histories of three groups.

Group	A	B	B
Grade	6th	6th	3rd
N of subjects	12	14	14
Duration of ER	1.5 -3.5 years	4.5 years	1.5 years
Units of English lessons Traditional		19 – 21 19 – 21	12
ER*1	1.5 – 3.5 4.5	1.5	
Total	20.5 – 24.5	23.5 – 25.5	13.5
Total words (thousand)	372	629	410*2
TOEIC	411 ± 58		
base	491 ± 74		
t = 0.002	378 ± 59		
t = 0.08			

*1 the units of ER lessons are equal to the duration of ER lessons for group A and B,
*2 three students of cohort 2011

One million total words was not enough to achieve the target TOEIC score (550) because the students of group C needed to read 1.3 million words in median to receive TOEIC 548 in average at the seventh grade. 1.3 million total words could be reached at the end of seven years with the reading pace of 186 thousand words per year.

It was hard to explain the higher TOEIC scores of elder students by the increased units of concurring traditional lessons. Of course, the students of group B at the sixth grade had longer duration of ER and more units of traditional lessons than the students of group B at the third grade (the middle and right columns of Table 4).

However, the comparisons of the students of group A at the sixth grade with the students of group B at the sixth and third grades showed larger influence of the duration upon the units of traditional lessons. Firstly, significantly higher (t < 0.01) TOEIC average of group B (6th grade) over group A (6th grade) could not be explained by the same units of traditional lessons but the longer duration of ER program or larger total words read by the students.

Secondly, the difference of TOEIC average between group A (6th grade) and group B (3rd grade) was insignificant (t > 0.05) even though group A (6th grade) had 58 – 75% more units of traditional lessons. The duration of ER lessons of both groups were shorter than four years and the total words read by the students were almost the same. More (7 - 9 units) traditional lessons of group A (6th grade) could not cause significantly higher average TOEIC score than the one of group B (3rd grade).

Limitations of this study are firstly its sample size. We have to assume the estimation is rather inaccurate. Further studies may find shorter or longer duration of an ER program necessary to achieve the TOEIC 550 target as five years or eight years instead of the seven years. Secondly, this study assumes that the concurrent traditional lessons, at least their effect on TOEIC scores, stayed the same for more than ten years. We do not count the unknown effect of improvement in concurrent traditional lessons. We only presume the same small change as the small change of national average in TOEIC scores (IIBC, 2015). Thirdly, the recommended duration of an ER program may depend on the initial English proficiency of

the students. It is highly probable that more proficient EFL students need shorter duration than seven years to achieve the same goal.

5. Conlcusions

A long-term ER program at a Japanese technical college demonstrated it possible to improve engineering students' English proficiency from elementary level to lower-intermediate level with 45-minute weekly ER lessons for consecutive seven years. The students who had read 1.3 million total words of easy-to-read English texts with a yearly pace of 186 thousand words had the average TOEIC score of 548 at the end of the program. Six or seven years of the duration had an apparent advantage upon shorter duration of three years. They became free from anxiety and eager to use the language for their communication.

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Assessment of Fatima Al-Zahra University campus student's attitudes on Teaching Codes of Ethics

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Abstract
Evaluation of content and style of teaching is one of methods to understand effective transfer and training concepts for learners. It defines needs of students and weaknesses and strengths of the training system. So far professional ethics, with emphasis on Islamic obligation, has been taught in Farhangian University of Fatimah AL Zahra. Understanding of Students about moral values (rights and obligations) that governs teaching profession in educational opportunities is the logic of this course. The purpose of this study is to assess Student's opinions about situation, content and achievements in educational system. In this descriptive study, 133 of 428 education, counseling, theology and physical education students responded to the questionnaire, adjusted by the researcher. The findings of this study showed that professional ethics, proportionality, organize and usefulness, has been proportional to learning needs of students. Empowering teachers, student-centered teaching methods, active learning methods, practical aspects of theoretical lessons, use of responsible teachers and greater emphasis on Islamic sources is recommended.

Keywords: Students, professional Ethics, Curriculum, Assessment

1.   Introduction
"He is who has sent the illiterate apostles among them to show his signs and keep them away from behavioral and ideological wrongdoings and teaches them wisdom and religion". (Juma Surah, verse 2)

"The Teaching is the Job of the Prophets" (Sahifeh Noor, vol. 2, 291), we have heard this statement over and over and it has been stated by someone who has been the teacher, the leader and the model of an Islamic society himself. I also believe that the teaching is the most important profession in the world because making differences in human life is so exciting and satisfying that creates a sense of a double life in teacher which can never be ignored.
The duty of a teacher is making responsible citizen with knowledge and wisdom. Commitment, love, loyalty to human values and spirituality, self-consciousness, escape from the mysterious forms of inner and outer prisons and reaching to a divine life are all elements in achievement of happiness, and the teacher is the cultivator of learner's abilities in achieving these elements (Faramarz Gharamaleki and Barkhordari, 1395: 28). Of course, on the other hand, the importance of being a teacher is increasing risk of this profession. For being a good teacher, a commitment and a high level of professional ethics are needed. The teaching's foundation is the interaction between the teacher and the learner, and the result is the growth of both sides of the interaction. Teaching is not limited to the growth of the student, but the teacher himself also grows in this process (Ibid, 29). Therefore, this interaction will bring perfection and prosperity in the light of the attention paid to the growth and excellence of the teacher and the student. Knowledge increases the teacher's power in the classroom and school, and certainly, if there is no ethical control function in this path of power, some parts of this interaction will be oppressed and dominated.
According to Michel Foucault, a contemporary French philosopher and historian, it is impossible to apply power without knowledge, and it is impossible that power is not the origin of knowledge. He believes that no power is exercised without the acquisition of knowledge. Thus, at this level, on the one hand we have knowledge and on the other hand, the society and this is one of the fundamental forms of "power / knowledge" (Mills, 2010:110). The emphasis on the role of knowledge is applied because it is one of the elements that determine the performance of power. Certainly, any power tend to corruption and deviation. The power can eliminate wisdom, reduce its insight and accelerate actions. Education and cognition with the rights and duties of any profession or organization, or in other words the professional ethics, will play an effective role in controlling the influence and dominance of power (Sanjari, 1373). One of the important components of any profession is moral commitment. This suggests that professions are

integral to ethics. In an organization's definition of ethics, it is defined as a responsibility for the rights of individuals in a 360-degree environment; and professional ethics is responsibility for all who are present in the professional environment (Faramarz Gharamaleki, 1395:70).

Earlier it was pointed out that teaching is an interactive learning and educating process. This definition does not adequately cover all aspects of the profession of teaching. Teaching is a set of Teaching-Learning, evaluation, training and growth processes. The teacher can not only teach and do not evaluate, nor can he be indifferent to the growth of morality along with the development of science in learners, because his professional career demands this. All the processes that have been mentioned are interconnected and have a significant cause and effect impact. In general, the educational environment is affected by these processes. Educational situations cannot be defined independently of moral situations, since the nature of education is essentially ethical.

Teachers need to have a deep understanding of the moral values (rights and duties) governing the educational situation in order to be able to correct or improve these situations in the pursuit of ethical goals. The rule of ethics with a focus on the education process may cause the moral development of learners and provides conditions for excellence in other areas of education. Therefore, the familiarity of teachers with the rights and duties of the teaching profession helps them to adopt appropriate personal and organizational actions and identify educational and decision-making positions based on professional principles and values. Based on this approach, it is necessary to provide teacher students the course "Teacher's Professional Ethics" in the form of a 3-unit.

Much of the available research suggests that teachers primarily carry out their professional work without being fully aware of the moral and ethical implications of their actions. (Campbell, 2003:1). These researches have concluded that familiarity with professional ethics is one of the requirements of teaching and any other profession. Many people believe that the beginning and end of doing ethics is to act in good personal conscience. They are right that this is the beginning, but wrong that it is the end. We all need to do ethics and, therefore, to learn how to do it. But doing ethics is not always a simple task: It is a process, not an event, and, in many ways, a life-long learning experience (Ibid, 137). In a research conducted in 1394 on the importance and role of professional ethics in teaching to teachers, Azizi Nezhad believes that it ensures the health of the teaching-learning process and increases the commitment of teachers in responding to the students' needs (Azizi nezhad, 1394).

Researchers consider it necessary to establish ethical rules for the teaching profession because it is a criterion for assessing the teacher's right work and behavior and assesses his behaviors easily and transparently both by himself and others. By defining the principles and rules of teaching ethics and the familiarity of teachers with it, they can be used to frame and review the principles and ethical rules introduced for the profession of teacher in the education laws of our country, which, according to the studies, are not complete and coherent (Safaei Moghadam, 1395).

According to the findings of the researchers about the existence of relationships between ethics and education, one can claim that ignorance of professional ethics obligations can be the root of existing unethical behaviors in school. Therefore, the familiarity of teachers and Student-teachers with the moral obligations of education vocation will be a major step towards achieving the educational objectives of the education system. The assignment of a teacher's professional ethics course to the teacher-students does not mean that employees of educational institutions are bound to observe rules other than well-known moral principles. A teacher is committed to the same ethical rules that everyone else meets in the community. The nature of the moral rules does not change, but it varies in different occupations. For example, secrecy is a moral virtue that the people of society adhere to in varying degrees, but the degree of secrecy that a teacher is expected to show is far more than the other people, Or if lying is disproportionate, telling lie by a teacher is more lenient and unfavorable. According to the above statements, the need to educate the professional ethics of the teacher at the Farhangian University for the teacher students becomes evident.

After defining this curriculum for teacher-students based on the above mentioned necessity, content assessment and teaching methodology to understand the effective transferability of the concepts and

effectiveness of learning to learners is another step that should be taken into account. This is done in order to meet the needs of learners and identifying the weaknesses and strengths of the targeted learning system. So far, the teacher's professional ethics course (with emphasis on Islamic assignments) has been presented to the undergraduate students of Fatemeh Al Zahra Campus of the Farhangian University of East Azarbaijan two tomes. The purpose of the present study is to evaluate the educational experience, or, in other words, to evaluate the students' opinions about the determination of necessity, proportionality, usefulness, executive requirements and the extent to which educational goals are defined in the course of this lesson.

In this research, we are going to discuss the necessity, proportionality, perceived usefulness, probable usefulness, executive requirements, and organization the teacher's professional ethics curriculum and answer the basic question about the level of utilization of each of these components.

2.   Research methodology

The present study is a descriptive-survey one and is applied in terms of purpose. In this study, the statistical population is consisted of all faculty students at Fatemeh Al Zahra Campus of Farhangian University of Tabriz, who completed the ethics course in the semester of Bahman 1395-96. Of these 428 people, 200 people were selected according to Krejcie and Morgan table (Morgan, 1970) by random sampling. Finally, out of 200 selected students, 151 responded to the questionnaire. All students were undergraduate in Bachelor of Science in Education.

The used instrument was a researcher-made questionnaire containing 25 questions in the Likert scale (with 5 options from very low to very high range). The questionnaire consisted of 7 items of necessity (4 items), proportionality (6 items), perceived usefulness (4 items), probable usefulness (4 items), executive requirements (4 items) and organization (3 items). To determine the validity of the tool, the scale was provided to professors in this field. Meanwhile, the reliability of the questionnaire was verified by using the Cronbach's alpha, in order to ensure that the scale has the ability to measure reliability and repeatability. According to Table 1, its value for the whole scale was (0.89) and separately for categories necessity (0.74), proportionality (0.73), perceived usefulness (0.85), probable usefulness (0.77), executive requirements (0.67) and organization (0.66) were obtained. Therefore, considering the alpha value of the whole scale, the reliability of the questionnaire is estimated at a desirable level.

Table 1. Reliability of the Teacher's Professional Ethics Course Evaluation Questionnaire

Components	Cronbach's alpha coefficients
Necessity	0.74
proportionality	0.73
Usefulness	0.85
Probable usefulness	0.77
Executive requirements	0.67
Organization	0.66
Whole scale	0.89

In this research, ... processed by ... Inferential ... used to test the ... through a one- ... the data were ... SPSS software. ... statistics were ... hypotheses ... Sample T-Test.

3.   Research findings

In order to confirm the description of the data and generalization of the results of the research to the population that was extracted from the sample based on research questions that were designed for the research components, a one-Sample T-Test was used, the results of which are shown in Table 2.

Table 2. Descriptive statistics of professional ethics curriculum evaluation

	Numbers	Average	Standard deviation	Standard Error
Necessity	149	4.1611	0.67099	0.05497
Proportionality	146	3.6701	.060314	0.04992
Usefulness	150	3.7433	0.78308	0.06394
Probable usefulness	149	3.5906	0.72551	0.05944
Executive requirements	148	3.9510	0.73924	0.06077
Organize	148	3.2432	0.78689	0.06468

The table above shows the amount of descriptive indexes related to the test of research hypotheses, according to which the mean of necessity is 4.16 and its standard deviation is 0.67, the average appropriateness is 3.67 and its standard deviation is 0.6 and the average usefulness of the course Professional ethics for teacher students are 3.74 and their standard deviation is 0.78. Also, the average usefulness of this course is 3.59 and its standard deviation is 0.72. The measures to improve the curriculum were 3.95 on a standard deviation of 0.73. The average rate of organization in teacher's professional ethics curriculum is 3.24 and the standard deviation is equal to 0.78.

The results of Table 3 show that all research hypotheses are meaningful in terms of the t value and the degree of freedom (df) observed at the alpha level (000), and the resulting average is greater than 3 in all hypotheses. In other words, it can be concluded that all the research hypotheses are confirmed and the components of necessity, proportionality, perceived usefulness, probable usefulness, executive requirements and organization of the teacher's professional ethics curriculum are more than average in the Fatemeh Al Zahra Campus of East Azarbaijan.

Table 3. The results of one-Sample T-Test for evaluation hypothesis in teacher's professional ethics curriculum

	Average of test-3					
	T index	df	Significance level	dm	Confidence interval	
					Lower bound	Upper bound
Necessity	21.122	148	0.000	1.16107	1.0524	1.2697
proportionality	13.424	145	0.000	0.67009	0.5714	0.7687
usefulness	11.626	149	0.000	0.74333	0.6170	0.8697
Probable usefulness	9.937	148	0.000	0.59060	0.4732	0.7081
Executive requirements	15.651	147	0.000	0.95101	0.8309	1.0711
Organization	3.761	147	0.000	0.24324	0.1154	0.3711

Table 4 illustrates the abundance of student's feedback on the various dimensions of the teacher's ethics course as follows. The findings showed that among the 151 participants, 93.9% of the students considered this course to be necessary for the students of the faculty and all other specialized fields. The content of the course is reported at a high rate of about 64% in relation to teachers and students' rights and duties. More than 89% of these students know teacher's professional ethics course has a beneficial impact on them; 88.3% of them believed that familiarity with the principles of ethics in teacher education would be

highly influential in examining the status of rights and duties assignments in the teaching environment. Executive suggestions to increase the effectiveness of this lesson were necessary for 88.6% according to teacher students, more than 78% of them agreed on how to organize and plan this course. More than 90% of students believe that the instructors of this course themselves should have specialized training in the field of familiarization with professional ethics. The ethical and modeling nature of the instructors was so important to the students that even more than 86% of them believed that this course should be taught by ethics professors. Considering the title of this lesson which is the teacher's professional ethics, with emphasis on Islamic assignments, 79.5% of the students believed that the specialized source for this course is not adequate and believed that the teaching of other Islamic moral sources was also required along with this source. It is noteworthy that 95% of the participants believed that we should go beyond traditional teaching-based approaches and use active teaching methods in order to increase the effectiveness of classroom education and productivity.

Table 4. The frequency of teacher students' opinions about Teacher's Professional Ethics course

Row	Component / item	Very high	High	Average	Low	Very low
	Necessity					
1	The need for a teacher's professional ethics course in the teacher's curriculum	58.9	31.8	6.6	1.3	1.3
2	The necessity of having this lesson for all specialized disciplines	60.3	23.8	13.2	1.3	1.3
3	The impact of this lesson on the growth of moral values of teacher- students	18.5	39.7	29.8	9.3	2
4	The Necessity of continuing Professional Ethics Training after Graduation of teachers-students	42.2	36.4	14.6	4	2
	Average	45.0	32.9	16.0	3.9	1.6
	proportionality					
5	Appropriateness of course syllabus with substantive topics in teacher education	10.6	29.8	44.4	12.6	2.6
6	The proportion of the content taught with the teacher's rights and duties	11.3	42.2	36.4	8.6	7.0
7	The proportion of the content of the book with students' rights	11.3	27.2	40.4	16.6	3.3
8	Appropriately determine the 3 educational units for the content of professional ethics lessons	18.5	27.8	32.5	17.2	3.3
9	Matching the content of the Teacher ethics course with Islamic resources.	24.5	45.0	24.5	4.0	2.0
10	The teacher's commitment to professional ethics	72.8	15.9	7.9	2.0	7.0
	Average	24.8	31.35	31.0	10.1	4.2
	Perceived usefulness					
11	The Effect of Ethics Curriculum on Students' attitudes and awareness towards Students' Rights	21.9	45.7	22.5	7.9	2.0
12	The Effect of Professional Ethics on Students' attitudes and awareness toward relations with Colleagues	17.2	43.0	30.5	6.6	2.0
13	Increasing student awareness of ethical issues in teacher education	17.9	48.3	23.8	7.9	2.0
14	The effect of the lesson on the performance of graduates on the teacher's legal and ethical responsibilities	27.8	37.1	24.5	9.3	1.3
	Average	21.2	43.5	25.3	7.9	1.8
	Perceived usefulness					
15	students' interest in further studying the ethics and professional standards of the teacher	11.9	37.1	37.1	11.9	2.6

16	Analyzing the status of Students' rights on ethics and professional standards of teaching	24.5	41.7	27.2	6.0	7.0
17	Increase the ability of students and graduates to analyze the status of ethics and professional rules in schools	13.9	49.7	26.5	7.9	1.3
18	The applicability of the content and themes of the teacher's professional ethics course	17.9	31.1	35.1	9.3	6.0
	Average	17.0	39.9	31.4	8.7	4.2
	Executive requirements					
19	The need for professors to take specialized trainings in professional ethics	53.0	25.2	15.2	4.6	2.0
20	Necessity to teach the topics of professional ethics courses, only by the professors of the Islamic Ethics	42.2	25.8	18.5	9.3	4.0
21	The need to teach other Islamic resources along with the determined source	17.9	30.5	31.1	14.6	6.0
22	Using active teaching methods	49.0	29.8	16.6	2.0	7.0
	Average	40.5	27.8	20.3	7.6	4.7
	Organization					
23	Observe the sequence of content from simple to difficult	11.9	24.5	49.7	11.3	2.0
24	Sufficiency of defined Course descriptors	15.9	25.8	40.4	11.3	5.3
25	The ease of the content vocabulary	9.9	20.5	38.4	19.2	10.6
	Average	12.5	23.6	42.8	13.9	5.9

4. **Discussion and interpretation**

This study was designed to fulfill the needs of learners and to identify the weaknesses and strengths of the targeted system of professional ethics curriculum training. This study is aimed at examining students' viewpoints. Therefore, it is important. Also, since the second experience of teaching a teacher's professional ethics course (with an emphasis on Islamic assignments) has been evaluated on the campus, its results can be used by curriculum designers and relevant masters.

According to the results, students generally had a positive view about necessity, proportionality, organization, perceived usefulness, probable usefulness, and organization of the course. In the area of executive requirements associated with this lesson, student suggestions have been emphasized on the use of Islamic books as complementary contents to professional ethics. They consider the use of active teaching methods and non-lectures to effectively and effectively address the teaching of ethical professionalism. Also, students believed that the professors of the course should be empowered by the use of specialized training and themselves be a human model of professional ethics.

One of the other results of this study was the opinion of the majority of participants about the need for a great deal of professional ethics lesson in the curriculum of teacher education. Other studies have pointed to this necessity too. Myyry believes, for example, that sensitivity to ethical issues can be promoted through professional ethics education, which is necessary for all students and for each degree. In his view, technical knowledge has little relation with moral sensitivity and is necessary to be adequately trained through the formal program to create the necessary sensitivity to the ethical issues of the profession (Myyry, 2003: 93-94). Though there are few reports and doubts about the effectiveness of education on professional ethics learning, in general, evidence suggests that the existence of a formal education program is very effective in improving students' ethical attitudes (Mozaffari, 2011).

Another part of the results suggests that instructors are in a good position to observe individual professional ethics. In important lessons such as professional ethics, more important than academic education are included the higher education and academic field. In these cases, professors and faculty in addition to their academic education should be committed to the principles of professional ethics for teachers. In other words, the professor, in addition to the ethical duties that he plays as a teacher, must focus on ethical duties that are in the direction of his educational role. Imani pour also points out that a professor should be required to adhere to professional ethics in two dimention; first, due to the position of influence on the behavior and thoughts of the learners, he must be adorned with a virtuous environment and consider the most effective way of transferring positive moral values, they are revealed in the teacher's real behavior. Second, in order to meet the educational needs of students, they have to fulfill their educational responsibilities in the best way possible, observing the maximum ethical principles in performing their professional duties (Imani pour, 1391).

Earlier it was noted that the study found that the majority of students believed that they were using active teaching methods in ethics education. Today, traditional methods of teaching and learning, namely the passive position of learners in the educational environment and emphasis on the filling of the mind of the information, no longer answers to the present the needs of present and the future generation, and for the correct education of learners, they need to think independently, creatively, critically and scientifically. In Iran, curriculum development is essentially based on traditional and subject-oriented approaches and the structure of the curriculum have a discipline and subject form, and in the codification of curriculum, the dominant approach is the same behavioral approach, which its goal is the transfer of information and process completely passively. Therefore, it is important to pay attention to education system and to take reasonable measures for improving the professional education of teachers (Fazeli, 1394).

Several studies have shown that there is a weakness in the student's ability to teach, and in particular their lack of cognition with the use of active teaching methods makes them unable to create an active classroom. In one of these studies that measures the professional skills of elementary teachers; it has been found that there are many failings in teaching approaches in a traditional method (teacher-centered) in which students and classroom interactions are not common. Most of these teachers face some problems with basic teaching skills and they need to be trained and often do not pay much attention to active teaching methods that bring students into educational activities and play an important role in their learning (Daneshpazhouh, 1385) and (Ahmadi, 1391). In contrast, there are several studies found that the use of new methods of education based on active and innovative participation of students leads to a facilitated, systematic and sustained learning process (Mahdavi, 1390) and (Zare, 1395) and (Rostami Malkhalifeh, 1390).

Another important finding of this study is to increase the students' awareness and ability to address the ethical issues and dilemmas and solve them after training. Campbell, with years of teaching experience and numerous studies, believes that, teachers, as well as many other professionals, experience challenges and the complex and difficult situation or at least are aware of them, during the course of their career. Many of them are good characters with the good will who attemp to resolve the conflicts, but fail in interpreting and understanding positions (Campbell, 59). Thus, it can be inferred that although professional ethics training is necessary for students but is not sufficient; while the educational environment, students, teachers, colleagues and etc. are present, contradictions, conflicts and

incompatibilities are inevitable; therefore, the correct and ethical confrontation with conflicts in educational environment during the course of a professional school emphasizes the need to continue to teach professional ethics even after graduating students.

5.   Conclusion

The results of this study showed that the teacher's professional ethics curriculum was in accordance with the needs of Student-teacher's learning at the Fatemeh Al Zahra Campus Tabriz Farhangian University and based on their interest in terms of necessity, proportionality, usefulness and organization. However, it is necessary more emphasis would be placed on Islamic resources in its educational content. According to the findings of this study, the so called curriculum not only amplifies the awareness and attitude of teachers about their rights and duties of the educational environment, including students, colleagues and teachers, but also increases their ability to analyze the status of ethics and professional rules in schools. Therefore, it can be said that the inclusion of this course in the curriculum of teachers and even many other majors affects their professional future. Considering that the impact and application of this lesson are highly evaluated in the teachers' future, it is therefore necessary to continue postgraduate professional ethics training in society.

It is also recommended that modern and active teaching methods should be used in professional ethics training and instructors would be selected who in addition to having the necessary expertise, can be considered as a human model in terms of professional behavior. Another result of this study is to empower professors in the field of ethics and strengthen their specialized and high level components in teaching this course. Most of these findings are supported by the results of other studies and existing evidences.

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Effective Factors Stimulating The Academic Achievement Of Rural In High Schoole Stiudent In The Border Area And Mahroum Helylan Ilam Province Year Of Education 2016/2017

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Abstract

This paper examines the factors influencing academic achievement and its relationship to academic success and aims of writing due to the need to motivate education and effective communication with the learning and problem of student academic drop farm boyand Ashayry areas and Mrzy Iran country has been deprived. The population of male students at the high school with a population of 4,000 people from 15 schools and a sample of 360 students from schools in the city Chardavol, Halianl and mrzy deprived area of the province of Ilam That procedure Descriptive is used and sampling is selected randomly.

Motivation is a dynamic force and a dynamic state and a willingness to do something and is one of the basic prerequisites for learning. Be The motivation for academic achievement is the internal force that leads the learner to a comprehensive assessment of his or her performance in accordance with the highest standards for success in his or her performance, and relates to the particular attitudes and goals of the individual and to the behavior of the direction and intensity. improve and maintain content to the learner's help and through social processes to be learned and the need for academic achievement rooted in the attitudes of parents towards the success of their children's academic success closely with the incentive and motivation factors such as intelligence, aptitude, mental ability and learning, information and status of previous and educational factors Economic and social impact on families and between motivation and academic success and achievement are related.

Keywords: motivation, progress, achievement, learning.

Introduction

This article has been done with regard to the needs of the community and a broader understanding of the reader on the impact of motivation on academic achievement and on learning and identifying the factors affecting the motivation of learners to progress. Academic progress is one of the key indicators in the evaluation of education, and all the efforts of this system are considered to be essential to this.

The motivation for academic achievement is a comprehensive tendency to evaluate its performance according to the highest standards of effort to succeed in performance.

Research available Can pay attention to the creative minds to invent new methods and techniques and to educate the community, especially parents and teachers, and ways to grow and motivate progress.

Today, one of the problems that educational systems are involved with is the lack of interest and motivation of students to study. Perhaps the drop in academic or academic levels in schools that currently threatens the quality and quantity of community education is one of The consequences are this.

In addition to the role of motivation in academic achievement and learning, it will have an impact on the future of a society and the development and development of a country. However, considering the vital role of motivation in academic achievement and the learning and future of the country as much as possible, optimal social and cultural conditions , family, economic and education to improve it be provided to enable dynamic community and civil society to foster and tries to figure out that achievement motivation and academic achievement are linked in other words, students who are motivated by achievement as well as well.

problem statement

It seems that identifying the effective factors that stimulate academic achievement in students has a beneficial effect on their success and future education, and recognizing and removing barriers saves time and costs futile.

Considering that one of the most common problems in the educational system is the problem of educational failure, the identification of effective factors in academic achievement and the provision of strategies and actions to reduce the damage caused by academic failure requires a lot of research in this regard.

Necessity and importance
Considering the effective relationship between motivation in the education and educational achievement of students and the ways of strengthening and solving the problem of educational failure in current schools and identifying the factors that are effective in motivating academic achievement. And given the fact that the economic, educational and social and cultural status is directly related to the academic achievement motive, it is essential that the factors affecting academic achievement be considered seriously.

Relevant Studies
The correlation coefficient between motivation and academic achievement of research carried out at about 5 thousand secondary school students've reviewed have shown that the average correlation coefficient of 34 + is the relationship between motivation and academic achievement by a factor of 34 percent has (Moradi and Saif al, 2008). And other researchers in (2007) in a study of the effect of teaching and learning and motivate achievement to have concluded that the ability of learners and proper education directly to the academic achievement of a positive relationship and student motivation a high level of educational activities to accept and do more homework (Rezai, 2007).

Theories of motivation in learning academic achievement
Violent behavior theory: behaviorists believe that between stimulus and response there is a variable or organisms and motivate specific behavior is specific mode.
Humanistic theory: this view believe that motivation is considered to be an active force that makes people grow and evolve as human beings and their power leads.
Parents play a vital role in motivating their children's education (Hamachk, 1993). He has shown how parents' behavior can have a dramatic effect on the educational motivation of children, and children learn to enhance the attitudes of influential people (parents and teachers) in advancing their potential and their ability to accept this assessment as a fact. And here it seems that the need for academic achievement is firmly rooted in the parent's attitudes toward academic achievement and their behavior towards their children in advancing positions.
Psychologists motivation and success as motivation acquired one knows and in terms of motivation when it comes to a person to stimulate and to a certain leads and coordinates and one of the motives that determine behavior Human is "the motive for progress or the need for progress."
Research suggests that people are motivated great progress in doing things such as learning on people with high motivation, benefiting surpass, indicating a difference in a lot of people in need is (Amyrafshary, 2005).
Previous research has shown that high-motivated individuals have the characteristics of being more interested in being superior and more in public affairs, and jobs with a high level of responsibility, self-esteem and curiosity, and greater mental and physical health. Alborz research, Saif, Latifian in 1988 shows the relationship between achievement motivation and academic achievement.
Advancement motivation is one of the characteristics of personality that its occurrence in individuals depends on parenting practices and the feeling of independence and the relationship between the heart and the child are positively related to the motive of high development (Atkinson, 1978).
(Rush, 2005). Studying the motivation is the most excellent, they take the assignments seriously and do more than they want.

The motivation for progress comes from the growing desire of the child. In this theory, those who are motivated to progress are said to prefer a career that is more likely to succeed (Berlanier, 1997).

Goals
Factors impulses determine student progress according to economic factors - social, cultural, educational, intelligence and talent.

theories
Describe and explain the factors influencing motivation intelligence (Zayq components and gifted people)
Describe and explain the economic factors affecting the motivation for progress (factors such as income and family facilities)
Describe and explain the educational factors affecting the motivation for progress (using facilities and training centers)
Describing and explaining the social and cultural factors affecting the motivation for progress (the level of culture and social relations governing individuals)
According to the study variables, intelligence, economic, educational, social and cultural structures are linked and that this status variable better and more powerful motivation higher and the low quality of education and lack of sufficient income families with lower academic motivation related and educational failure and low self-esteem of individuals and the researchers concluded that the training programs of wrong lack of motivation are effective and learning should be based on the interests and abilities and their quest to freely decide Take

Methodology
For this article, a description of the methodology used and sampling is random. The population of male students in rural secondary Vshayry city of Ilam County, Halil Vmrzy deprived region in the academic year 96/95 is number 4000 out of a total 15 schools were randomly selected sample of 360 persons. To collect data, questionnaires (Herman) is used when the questionnaire based on 10 characteristics of people with high motivation and low motivation specifies questionnaire is designed for Sentence Completion The statistical method of data analysis is descriptive statistics (frequency, mean, standard deviation) of variance analysis and regression.

Achievement Motivation Questionnaire (tMA) Hermance

One of the most common Pencils and paper questionnaires to measure progress needs to be made by Herman initial questionnaire has 29 questions based on ten feature that distinguishes those with high achievement motivation of people with low achievement motivation was prepared as follows:

The basis (1) of the high wish level

Basis (2) Strong motivation for upward mobility

Basis (3) long resistance in the face of assignments medium difficulty level

Basis (4) tends to retry homework Semi

Basis (5) understand the dynamic of the time.

Basis (6) foresight

Basis (7) according to the criteria in selecting friends and colleagues

Basis (8) recognition through good performance at work

Basis (9) work well done

The (10) lower risk behavior

Hermes chose these ten qualities as the basis for selecting questions:

Final questionnaire

In the form of incomplete sentences and options, they are scored in terms of the intensity of the motive of progress from high to low or low.

Grading method

Given the characteristics of the questions on which they are based, some are positive and some are negatively designed, and the range of changes in A, B and C and D is from 29 to 116.

Interpretation of the test

The total score, ie, the score obtained from the sum of questions, if (above the average) indicates the motivation for high improvement and scores (lower than the mean represents the motivation for low progress).

Results and findings
Hypothesis No. (1)

Attention to intelligence and talent factors	Abundance	Average	Standard deviation		Sum of squares	Df	Average squares	F
little	61	2/42	0/21	Intergroup	17/82	2	8/91	
Average	238	2/81	0/24	Intergroup	22/26	357	0/06	
alot	61	3/18	0/29	Total	40/09	359		142/94
Total	360	2/81						

According to the data in Table 1: The mean of responsiveness that attracts attention to intelligence and talent factors is 3/18 more than the average response rate, which has a low mean of 2/42 and a mean of 2/18, and a difference between the average of 3 95% of respondents are meaningful, ie, motivation that much attention to talent agents. More than other respondents.

Hypothesis number (2)

Attention to intelligence and talent factors	Abundance	Average	Standard deviation		Sum of squares	Df	Average squares	F
little	87	2/49	0/21	Intergroup	7/21	2	8/61	
Average	243	2/86	0/25	Intergroup	22/87	357	0/06	
alot	30	3/32	0/30	Total	40/09	359		143/39
Total	360	2/81	0/33					

According to Table (2), the average response rate to economic agents is 3/32 higher than the average respondents who have a low economic significance of 2/49 and an average score of 2/86.
In other words, the motivation for the development of respondents who pay attention to economic factors is more than other respondents.

Hypothesis No. (3)

Attention to intelligence and talent factors	Abundance	Average	Standard deviation		Sum of squares	Df	Average squares	F
little	64	2/44	0/21	Intergroup	15/34	2	7/67	
Average	280	2/86	0/26	Intergroup	24/75	357	0/06	
alot	16	3/42	0/34	Total	40/09	359		110/63
Total	360	2/81	0/33					

According to the data of Table 3: Average of respondents who have an interest in the education of 3/42 more than the average respondents is low due to educational factors of 2/44 and an average Note 2/86 and the difference in 3 Posts f test at 95% is significant.
In other words, the motivation for respondents to develop educational factors is more than other respondents.

Hypothesis No. (4)

Attention to intelligence and talent factors	Abundance	Average	Standard deviation		Sum of squares	Df	Average squares	F
little	48	2/39	0/18	Intergroup	18/59	2	9/29	
Average	262	2/80	0/24	Intergroup	21/49	357	0/06	
alot	50	3/26	0/27	Total	40/09	359		154/39
Total	360	2/81	0/33					

According to the data of Table 4: Average respond to social and cultural factors are considered much higher than the average respond 3/26 to 2/39 Factors little attention to the difference between the average test 3 f at 95% means In other words, the motive for the development of respondents who pay much attention to social and cultural factors is more than other respondents.

Table (5) The regression analysis table is the motivation for progress

Variables	Beta	T	The correlation coefficient	The coefficient of determination
Attention to intelligence and talent factors	0/37	16/69		
Attention to economic factors	0/33	14/41	0/923	0/85
Attention to educational factors	0/31	12/1		
Attention to social and cultural factors	0/27	13/83		

The results of the above table shows that the correlation coefficient between independent variables associated with 0/923 and the coefficient of determination 0/85 and this means that 0/85 of variances in achievement motivation by the independent variables were determined and this means that 0/25 of variances in analysis of the remaining and the reasons for this is that variables other than the dependent variable is effective with respect to the value obtained on the role of intellectual greatest impact on the dependent variable And after that, according to the factors of economic factors, socio-cultural factors are influential on the dependent variable. .

Table 1: Personality difference of students according to the level of motivation for progress

People who are motivated to progress	People whose motivation is poor.

High self-esteem and moderate homework assignments	Selecting easy assignments and limiting efforts to carry out assignments.
Having an incentive to achieve the goal and position	Having an incentive to avoid failure
Activist - Perseverance Tracking	Anxious, weak self-esteem
Independent and trying to achieve a higher goal	Passive, reluctant, uninteresting
They attribute success or failure to effort	Attribute success or failure to external factors.
Long-term goals are the responsibility of learning	Short-term goals are overlooked.

Table (2): Individual and Environmental Factors Influencing Student Advancement

Individual factors	Environmental factors
The amount of learner participation in the learning process	Provision of resources and social support
The learner's perception of the fitting of homework with her interests	Incentives and incentives like boosting and rewarding
The attribution style attributes success with failure to your ability	Impact of peer group and learning environment
Past experiences and experiences	Practices and measurement and assessment of learners
Personality features such as anxiety and self-concept	Teachers 'and Parents' Skills
Having goals or awareness of your plans	Objectives are clear

Discussion and conclusion

In summary, among the various factors influencing the performance and academic achievement of learners, the role of motivation plays a prominent role, and academic achievement has a high degree of solidarity with learner motivation and promotes mobility and learning, and the results of the discussion show There is a meaningful relationship between the motivation for progress and academic achievement.

The findings of the research show that there is a relationship between the motivation of progress and the factors of intelligence and talent of the economic factors of educational factors and socio-cultural factors. As a result of increasing the factors influencing the economy, the motivation for progress also increases, or the reduction of economic factors is also the motive of progress. Finds other factors such as educational, social and cultural factors. There is a significant difference between these factors and the increase in these factors, the motivation for further progress and the reduction of these factors motivates progress.

According to the results of the above factors have the highest impact factors talents in motivation and academic success of students show the economic, educational, social and cultural motivation are significant and the results show that students Having high motivation motivation is more effective than lower-level students in doing serious and perseverance lesson tasks. In this research, the role of family-based economy and facilities and insufficient family income, as well as the low quality of educational factors associated with reduced academic motivation Is And cause academic failure and self-esteem in individuals, and as a result, the factors and hypotheses mentioned above motivate academic achievement in solving the problem of academic failure.

Interpretation of the results shows that the correlation coefficient between independent and dependent variables 923/0 and the coefficient of determination 85/0. This means that 85/0 of variances in achievement motivation by the independent variables is determined and the difference in average based F test is significant at 95%.

Limitations
1. Lack of co-operation and accuracy and patience by some students in answering questions.
2. Students' weakness in understanding and understanding some of the questions

Offers

Regarding the role of economic factors and factors in academic achievement and motivation, the need to educate families in this field is emphasized.
1. As the results of the research indicate that the motivation for progress is related to academic achievement, it is suggested that teachers and parents' awareness of progressive motivation methods be promoted.
2. Students are accustomed to being able to evaluate themselves and be able to express their feelings because expressing feelings is one of the ways to motivate progress.
3. Using new teaching methods and strengthening confidence in the subject and developing self-awareness skills in learners.

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In Search of an Alternative Public Policy Framework for Globalization

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Abstract

Globalization is a modern phenomenon affecting many countries around the world. Much of its concepts such as free trade, market economy and limited government have been derived from the capitalist ideas of classical economists like Adam Smith and David Ricardo. As a counterpoint to these teachings, sociologist Karl Marx theorized the socialist thoughts which advocated worker ascendancy, centralized economy and strong state. Amidst the society's technological advancement and modernity, Marx's thoughts have apparently become the anathema of Smith's and Ricardo's ideas including the common notion and present practice of globalization today. This study would apply the social, political and economic thoughts of Marx, in order to offer an alternative public policy framework that can be adopted by any country in dealing with the issue and concern of globalization.

Keywords: Globalization, Public Policy, Marxism, Capitalism, Karl Marx, Adam Smith, David Ricardo

Introduction

Society is a unique framework which binds and segregates individuals and groups of people. For all the concepts and contexts under which it has developed and evolved through the years since the time of classical philosophers such as Plato and Aristotle, society serves as a focal point of interrelated fields of study like sociology, economics and political science under the academic discipline known as the social sciences. As many different countries all over the world undergo modernization, understanding modern societies in the 21st Century and even beyond has become central to the reflection in making public policies. Various public policy approaches that have transpired in the 20th Century appear to be insufficient and inadequate in their capacity to explain modernization and predict shifts of socio-economic and political processes both on global and local scales. To better utilize socio-economic and political development in harnessing modern society, this paper offers an alternative public policy framework to address the current trend of globalization all over the world. As such, globalization is analyzed by crossing disciplinary boundaries through the use of social, political and economic thoughts of Karl Marx.

Globalization: A Way of Manifesting Modernity

Many substantial and crucial issues have been discussed and debated on since the start of the 21st Century. Amidst the continued existence of modern societies during this century, globalization has been often mentioned, quoted and referred to. According to Anthony Giddens, modernity can be characterized as a shorthand term for modern society normally associated with: world transformation through human intervention; complex economic institutions (especially industrial production and a market economy); and certain range of political institutions (including the nation-state and mass democracy) (Giddens, 1998: 94). Following Giddens' ideas on modern society, globalization can be viewed as a way of manifesting modernity.

By definition, globalization is "a process that encompasses the causes, course, and consequences of transnational and transcultural integration of human and non-human activities" including the interchange of world views, products, ideas, and other aspects of culture (Al-Rodhan and Stoudmann 2006: 2). In a more general and encompassing sense, it includes "all those processes by which the peoples of the world are incorporated into a single world society" (Albrow and King 1990: 8). As a modern

phenomenon, however, the basic notion and the most common definition of globalization hovers on the economic aspect coupled with some political and social elements. Scribd, the world's largest digital library, defines globalization in an economic, political and social sense. First, it comes up with an economic definition of globalization as "the increasing unification of the world's economic order through reduction of international trade barriers such as tariffs, export fees, and import quotas" (Cultural Economy and Globalization 2013: 1) Next, it describes globalization with some political character related to the efficient increase of material wealth, goods, and services catalyzed by international relations, specialization and competition (Cultural Economy and Globalization 2013: 1). Finally, it qualifies globalization as a social process by which regional economies, societies, and culture become integrated through communication, transportation, and trade. (Cultural Economy and Globalization 2013: 1).

Much of the theoretical origins and ideas of globalization have been derived from the capitalist thoughts of classical economists like Adam Smith and David Ricardo. Both Smith and Ricardo are considered pioneers of classical economics which mainly theorizes and assumes that: 1) free markets regulate themselves when free of any intervention; 2) markets move towards their natural equilibrium without requiring any outside intervention; and 3) prices both in the case of goods and wages are flexible (Keynes 1936: 3). As classical economists, Smith and Ricardo developed their thoughts and ideas using capitalism, an economic system which advocates private ownership as the means of production with the goal of making a profit (Jenks 1998: 383). Out of these theoretical origins and ideas, the most relevant attributes that are applicable to today's globalization are free trade, market economy and limited government.

Foremost, free trade is one feature of globalization that can be directly traced from the thoughts and ideas of Smith and Ricardo. For his part, Smith has enriched the relevance of trade to the concerns of people. In The Wealth of Nation, Smith argued that human beings have propensity to barter or exchange goods with their fellow human beings. As such, Smith has maintained that they should exchange surplus goods – goods that are part of the produce of labor but are over and above one's own consumption. Through barter, the practice of trade is enhanced because: 1) it encourages every person to specialize; 2) it stimulates division of labor (operation that is subdivided into separate operations carried out by a different person); and 3) it promotes free market (market where prices are determined not by government but by independent decisions of buyers and seller without anyone being able to determine outcome especially prices beforehand) (Bennagen 2002: 151-153). Meanwhile, from his end, Ricardo has laid out the foundation of free trade that is being approximated and emulated by present day globalization.   As demonstrated by his opposition to the Corn Law implemented by the British Parliament in the early 1800s, Ricardo has set the idea that imported goods/products (grains/corn in the case of Corn Law) should not be imposed with taxes/tariffs (Heilbroner, 1992: 79-80). His advocacy of free trade has advanced his famous Theory of Rent. As defined by Ricardo himself, rent is the portion of the produce of the earth which is paid to the landlord for the use of the original and indestructible powers of the soil. For him, imported products should be allowed to access local markets because scarcity of such imported product (just like corn/grain) would lead producers to put money on their lands, even the least productive ones. When such a scenario happens, rent increases as less fertile lands are tilled. Ultimately, capital accumulation slows down since: 1) landowners are not concerned with capital accumulation itself because they just want to get as much rent as possible from their properties; and 2) workers cannot contribute to capital accumulation since they do not have any surplus earnings to save (Bennagen 1992: 165-166). Less or no capital accumulation does not sit well in capitalism. Hence, imposition of taxes/tariffs on imported products is not beneficial to a capitalist economy.

Next, market economy is another facet of globalization that can help in increasing material wealth, goods, and services of global community members through efficiencies catalyzed by international relations, specialization and competition among themselves. At the center of Smith's capitalist thoughts and ideas lies his theory of market economy. Smith's market economy follows the so called Law of Supply and Demand. This law is determined by market forces, the mechanism of which is run by the invisible hand. As devised by Smith, invisible hand denotes "the way in which the market mechanism is

capable of coordinating independent decisions of buyers and sellers without anyone being able to determine outcomes" which in turn acts as the automatic equilibrating mechanism to maintain the competitive nature of market, maximize individual welfare and keep the economic activities efficient (Pass et al 1991: 275). This invisible hand serves as conduit of individual member countries to beef up their own material wealth, goods and services to improve their international relations, specialization and competition in the global arena. Relative to Ricardo's capitalist thoughts and ideas, market economy plays a vital role on labor and wages. These labor and wages are the ones creating the material wealth, goods and services of a nation. In effect, international relations, specialization and competition of these nations in the global arena depend on labor and wages. Ricardo's Labor Theory of Value has postulated that wages and labor are affected by the market economy simply because wages of laborers are a function of natural price of labor (determined by price of food, necessities and conveniences which workers need to support themselves and their family members) and of market price of labor (the price that is actually paid for labor depending on the demand for and supply of it) (Bennagen 2002:167-168). Abundance of labor results into low market price which cuts the labor wages. With the opposite effect, scarcity of labor translates into high market price which augments the labor wages. Fundamentally, market economy, as devised by Smith and built upon by Ricardo, affects the economic activities of individual players and group stakeholders in globalization.

Lastly, limited government is an essential characteristic of globalization where regional economies, societies, and cultures can become integrated through communication, transportation, and trade. Aside from free trade and market economy, limited government is one of the core values of capitalism put forth by Smith. Limited government stems from the doctrine of laissez faire, as developed also by Smith himself. Meaning "let things alone," laissez faire advocates free trade and market competition. As the means of production in the capitalist system are privately owned by individuals and firms, market forces work on their own without any intervention from government. Nonetheless, as acknowledged by Smith, capitalism should still have a government albeit at a limited capacity (Curtis 1981: 107). It should not be totally abolished but instead kept to a minimum to play the roles that it can perform alone, such as: 1) protection of societies from violence and external attacks; 2) protection of everyone from injustice or oppression; and 3) erection/maintenance of public institutions, public works (bridges, roads, canals) and public programs (including education) (Bennagen 2002: 156). Moreover, it has some limited power of taxation but most definitely, it has no power or authority in the economic sphere. With such limited government, integrating regional economies, societies, and culture through communication, transportation, and trade looks very conducive to the full realization of globalization. Like Smith, Ricardo also advocates laissez faire or hands off policy particularly on foreign trade. To this effect, Ricardo originates the Law of Comparative Advantage. Such law theorizes that international trade between countries would be beneficial for any two countries if each country specializes in the production of the good at a lower resource input cost than the other country (Pass et al. 1991:79). Hence, Ricardo's Law of Comparative Advantage reinforces integration of regional economies through trade as a valuable aspect of globalization. Furthermore, it harnesses global production of goods and services though specialization in international relations.

Reactions to the processes and activities of globalization in its current inclination and disposition have been varied. Individual persons, groups of people, sectors of society, nation-states and international organizations have become either proponent or opponent of globalization. Generally, proponents of globalization support it primarily due to its necessity and desirability to the well-being of human society specifically in terms of economic growth, expansion and development (Sen 1970: 131). They believe that globalization promotes economic liberalism, free trade, global democracy, international cooperation and global civics/philanthropy. On the other hand, opponents of globalization block it mainly because of its detriments to the social well-being of stakeholders both on global and local scales, as suggested by: questions on social/natural sustainability of long-term continuous economic expansion; social structural inequality caused by globalization processes; and the cultural superiority (colonial, imperialistic, hegemonic ethnocentrism), cultural assimilation and cultural appropriation that underlie such processes

(Sen 1970 131-151). As such, they see the unfavorable consequences of globalization like "social disintegration, breakdown of democracy,   more rapid and extensive deterioration of the environment, spread of new diseases, increase of poverty and alienation." (Capra 2002:83-84). Most importantly, critics of globalization argue that unrestricted free trade gives advantages to the rich at the expense of the poor since the rich themselves have more financial leverage (Faux 2004: 1-2).

If only for its great potential and realizable ability as an innovative and forward looking phenomenon, globalization could have been adequate and sufficient enough in understanding socio-historical development and modernity. Its capability to plan and direct the international community to a more cooperative, interdependent and harmonized future cannot be discounted or set aside. The capitalist ideas of classical economists Smith and Ricardo involving free trade, market economy and limited government help so much in making globalization achieve this end. Nevertheless, valid concerns and substantial issues raised and highlighted by the critics and opponents of globalization against the very same thought of Smith and Ricardo necessitate that an alternative means in studying globalization be utilized in order to see its overall value in the analysis of modernity. In this regard, a corresponding alternative public policy framework is pursued by crossing disciplinary boundaries and delving into the social, political and economic thoughts of the most famous critic of capitalism and classical political economy – Karl Marx.

Marxism: An Alternative Means of Studying Globalization

Developed by German sociologist Karl Marx, Marxism is a doctrine which encompasses sociological, political and economic ideas such as worker ascendancy, centralized economy and strong state, among others. Being a reaction, commentary and critique of capitalism, it is perceived as the anathema of globalization. As an alternative means of coming up with a public policy framework to better understand socio-historical development and modernity, Marxism can be ironically used to dissect and evaluate globalization itself specifically the social, political and economic thoughts of Marx in the following areas of concern: 1) Materialist Theory of History; 2) Critique of Classical Political Economy (Division of Labor, Alienation and Importance of Working Class); and 3) Class Struggle (Capitalism, Socialism and Communism as the End of History).

Socially, Marx has advanced the Materialist Theory of History which holds that the existence of a person is determined by his/her material condition. This view has been reflected in The Communist Manifesto, a collaboration of Marx with another social scientist and German political thinker/theorist/philosopher, Friedrich Engels. Theoretically, the Materialist View of History is a perspective which looks at human problems by studying the real conditions of human existence especially those related to the satisfaction of simple economic needs (Ebenstein and Ebenstein, 2000: 645). According to him, the social existence of human beings determines their consciousness based on their material condition that is shaped by the structures and processes that confront them in their everyday existence. For him, a person's existence and manner of living coincide with what and how they produce to satisfy basic human economic needs. Such production, as studied by Marx through the course of history, focuses on the mode of production that exists at a particular time in history. By mode of production, Marx refers to both means of production (anything in external world used to produce material needs and maintain existence) and relations of production (the link between how a society produces and the social roles of individuals in production process) (Bennagen 2002: 210-211).

As it exists in the 21st Century, globalization can be discerned by relating it to Marx's Materialist Theory of History. Globalization is either supported by its proponents or contradicted by its opponents, be it individual persons, groups of people, sectors of society, nation-states and international organizations, based on their own respective material conditions (means of production) as well as the structures and processes (relations of production) that confront them as a consequence of globalization. As it cuts along the North-South Divide, globalization widens the disparity between rich and poor nations. Being the richer and more developed region (comprised of US, Canada, Western Europe, Japan and South Korea), the North maintains 1/4 of the world population, controls 4/5 of the world income and

owns/houses 90% of manufacturing industries (Mimiko 2012: 47). As the poorer and less developed region (consisted of Africa, Latin America, Eastern Europe and Asia), the South carries 3/4 of the world population, shares 1/5 of the world income and serves as s source of raw materials for the North (Steger 2009: 31). The North, along with China and the Newly Industrializing Economies (NIEs) of Asia like Singapore, Hong Kong, Taiwan favors globalization through their more liberal economic policies because they benefit from free trade and borderless economy around the world. In contrast, the South remains more critical of globalization through their more protectionist economic policies since they bear more of its costs than benefits. In terms of structures and processes, globalization perpetuates and reproduces unequal relationships and opportunities between the North and the South by favoring the privileged and further marginalizing the disadvantaged (Kacowicz 2007: 565). Moreover, Karowicz suggests that social and economic gaps between countries are enhanced since globalization requires economies and societies to adapt in a very rapid manner. For him, such adaptation almost never happens in an equal fashion. Hence, some nations grow faster than others. Consequently, the North (developed/richer countries) engages the South (less developed/poorer countries) to a point where less developed societies become dependent on the developed ones for survival. In addition, globalization also favors the richer countries. They have the more highly skilled and educated workers who occupy professional, managerial and technical positions in a global community and market setting. Trade wise, they are also at a more advantageous position as they sell technically advanced industrial products and high value manufactured goods like defense and electronic equipment. In contrast, poorer countries have less skilled laborers who perform tasks in factory/assembly lines and service related jobs. In international trade, the products that they offer are normally semi-processed goods, agricultural products and raw materials that have less valuation in the global market. Usually, the scope of trade and area of economic activities of richer countries are broader as they set their sight on global markets to accommodate their extended if not expanding economy. For poorer countries, they do not have the luxury and much capacity to be as active and aggressive in international trade because of their own domestic woes, issues on self sufficiency and concerns on global competitiveness on trade, capital and investment movements.

Politically and economically, Marxism is a critique of classical political economy specifically the system of capitalism. Instead of mode of production, capitalism is concerned only with means of production and not on relations of production. With means of production in private hands operating under free market economy and run by invisible hands (earlier discussed under the thought and ideas of Smith and Ricardo), Marx has analyzed capitalism as being wasteful and exploitative. For him, capitalism has inherent contradictions especially in the development of labor that would bring about its own downfall. Among these stark contradictions is the concept of division of labor which capitalism fosters and the resulting alienation that stems from extreme or extensive division on labor. Undeniably, Smith's idea of division of labor increases labor efficiency through specialization. As they have specialized tasking in the division of labor, workers also increase their productivity through: 1) promotion of their dexterity (indefinite repetition of tasks); 2) reduction of their idle time (eliminates loss of working time in changing from one task to another); and 3) stimulation of technical progress (facilitates invention of machineries) (Bennagen 2002: 152). However, Marx's critique of Smith's division of labor is also valid. Through division of labor, workers are robbed of their own skills as such skills become a dependent property of combined division of labor. As harnessed by capitalism to increase productivity and maximize profit, division of labor is normally put in its extreme or extensive condition. Such condition, as theorized by Marx, brings alienation to the workers themselves in four (4) basic forms: 1) alienation from production of labor (objectification) as they cannot relate to their outputs; 2) alienation from productive activity (forced labor) as they cannot relate to the process/function/pursuit of their work; 3) alienation from human species (physical existence) as they cannot relate to human life itself; and 4) alienation from fellow human beings (service to other persons) as they cannot relate to other persons. Subsequently, alienation disrupts cooperation and undermines the importance of the working class. As acknowledged by Smith and Ricardo in the Labor Theory of Value, workers create labor that determines the value of goods and the wealth of nations. But then again, as put forth by Ricardo in Principles of Political Economy and

Taxation, wages of laborers depend not only on the value of goods and products that they produce but also on the supply and demand for laborers themselves. Coupled with more machines and technology due to division of labor, the market price for wages of laborers can be lower due to lesser demand for them.　　If such a condition happens in capitalism, the result would be unemployment and underemployment of workers, lowering of their wages and oversupply of goods.　　As workers get exploited, worsening condition would exist that may lead to the collapse and overthrow of the capitalist system by the frustrated workers.　　To correct this inherent contradiction of capitalism, Marx has put importance to the working class above all others to the extent of calling for the abolition of families, countries and nationalities.　　It is by this premise that Marxism has become famous for its battle cry "workingmen of the world, unite!"

Capitalism's means of production and Marxism's relations of production (as another factor of mode of production aside from means of production) do not sit well together in 21st Century globalization. Similar to capitalism's means of production, traditional metrics like Gross Domestic Product (GDP) -- the market value of all officially recognized final goods and services produced within a country in a given period of time, together with balance of trade, foreign direct investment and capital flow are used by proponents of globalization to emphasize economic growth, expansion and development.　　Analogous to Marxism's relation of production, other indicators beyond traditional metrics like GDP et al are considered by opponents of globalization to measure the impact of globalization processes and ascertain human costs. These indicators include:　Gini Coefficient, a measure of inequality of income or wealth; and Happy Planet Index, an index of human well-being and environmental impact.　　In effect, the perceived incompleteness of capitalism's means of production in appraising the probative value of globalization is addressed by Marxism's relations of production. Such probative value of globalization can also be fully examined by connecting division of labor to the dynamics of globalization. The different specialized tasks operating in the division of labor can be likened to the various countries interacting in the process of globalization.　　These countries offer in exchange of getting something out of globalization.　Similar to alienated workers in the division of labor, the poorer countries hold the losing end and bear the brunt of globalization. They suffer in carrying a lot of its costs as richer countries enjoy in reaping most of its benefits.　　　Richer countries have more wealth, income, capital, goods/services and technology which enable them to generate industrial products and manufactured goods. Meanwhile, poorer countries have lower economic growth and development which relegate them to stick to yielding agricultural products and supplying raw materials to richer countries.　Poorer countries just cannot keep up, more so compete with the richer countries in the international trade and the world market of globalization. Like suffering alienated workers in the division of labor, poorer countries are often at the behest of the richer countries which, in turn, act like the controlling capitalist owners of production and set the overall dynamics of globalization. Just like Marx's belief regarding the importance of working class in the overthrow of capitalism, poorer countries are very relevant indeed in prognosis and future direction of globalization. For sure, these poorer countries are needed whether to preserve the status quo and continue the present form of globalization or to change the existing system and overhaul its current form to make it more acceptable, equitable and suitable to them.　It would be a struggle for both poorer and richer countries as they plan, develop and follow through with their own respective social needs, political interests and economic priorities pertaining and relating to globalization.

The envisioned struggle between poorer and richer countries in the issue of globalization is not very much different from the idea and belief of Karl Marx in his view and concept of class struggle.　Marx's class struggle is a reflection of his converging social, economic and political thoughts about society. As argued by Marx in The Communist Manifesto, class struggle exists on the following conditions: 1) formation of a class when its members achieve class consciousness and solidarity; 2) members of the class become aware and conscious of their exploitation and the conflict with another class; and 3) upon realizing their shared interests and a common identity, the class takes action against another class that exploits them.　　In his analysis of society, Marx identifies two main social groups/classes: 1) labor (the proletariat or workers); and 2) capital (the bourgeoisie or capitalists). The proletariat is the ruled class

which includes anyone who earns their livelihood by selling their labor power and getting a wage or salary as payment for their labor time. They have little choice but to work for the bourgeoisie since they typically have no independent way to survive. The bourgeoisie is the ruling class which includes anyone who gets their income not from labor as much as from the surplus value they appropriate from the workers who create wealth. As described by Marx in Das Kapital, surplus value roughly refers to the new value created by workers that is in excess of their own labor cost as appropriated by the capitalists to accumulate capital and generate profit. Marx's class struggle involves the exploitation of the proletariat by the bourgeoisie which leads to class war, overthrow of the bourgeoisie as ruling class by the proletariat and ultimately establishment of communism. Communism is a process of class conflict and revolutionary struggle, resulting in victory for the proletariat and the establishment of a classless, socialist society wherein private ownership is abolished with the means of production and subsistence belonging to the community (McLean and McMillan 2003: 96). In Marx's theory, communism is a consequence of Georg W.F. Hegel's historical dialectic and his own (Marx's) idea on evolution of socio-historic development and mode of production. Hegel's historical dialectic advances the concept of thesis (the initial view as prevailing idea), antithesis (the contradictory idea pitted against prevailing idea) and synthesis (the best of the old and new ideas brought together and becomes new thesis) which form part as elements of a cyclical process in search of arriving at the absolute truth (McClelland 1998: 528-529). In the Hegelian sense, communism for Marx is the end of history, a final synthesis that will no longer be contested or contradicted by any other system (Bennaggen 2002: 207). Based on Marx's own idea on evolution of socio-historical development and mode of production, communism is the final result in a series of class struggle which linearly develops across time in the following stages: Table 1. Marx's Evolution of Mode of Production

StageStruggle For/Between   Means of Production
1) Tribal   Existence and Survival   Gathering and Hunting
2) Agrarian System   Citizens and Slaves   Private Property
3) Feudalism Landowners and Tenants   Land Ownership
4) CapitalismBourgeoisie and Proletariat   Capital
5) Socialism   Centralized Economy, Strong State   Collective Ownership
6) Communism   Classless, Moneyless, Stateless Society   Common Ownership

Marx's idea of class struggle, especially his view of class conflict between the proletariat and the bourgeoisie in capitalism that would transitionally result to socialism and ultimately lead to communism, can be very much related to the present form of globalization in the 21st Century. The conflict between proletariat and bourgeoisie in capitalism, as depicted by Marx, can also be interpreted as a conflict between those who benefit and suffer from globalization. As globalization spread around the world, the different countries in the international arena can also be branded as part of either proletariat or bourgeoisie on a global scale. By virtue of their superiority in terms of wealth, income, capital, goods/services and technology, richer countries (North in the North-South Divide) sets, controls and even dictates the rules and regulations in the four basic aspects of globalization identified in 2000 by the International Monetary Fund (IMF), as follows: 1) trade and transaction; 2) capital and investment; 3) migration and movement of people; and 4) dissemination of knowledge. These four basic aspects serve as the means of production in globalization. The poorer countries (South in the North-South Divide) usually follows the dictates of the richer countries out of necessity and own survival. They have the majority in sheer number but they do not have much voice in internationally because they have less in the overall means of production in globalization. As the poorer countries struggles with the richer countries in the current set up of globalization, the occurrence of a class (poorer countries) taking action to overthrow and rule over another class (richer countries) that exploiting them, as per Marx's theory of class conflict, remains to be seen if at all it will happen in the future, immediate or otherwise.

Linking Marxism and Globalization: In Search of an Alternative Public Policy Framework

Towards a Common End of Understanding Socio-Historical Development and Modernity

In search of an alternative public policy framework as a conceptual framework in learning and appreciating socio-historical development, any researcher can use the social, political and economic thoughts of Marx. Marxism itself is a theoretical framework grounded on the study of both sociology and history. As a sociologist himself, Marx has developed his doctrine of communism based on the social existence of human beings and their social roles in the production process in the society. In his efforts to understand, change and revolutionize society, he has put a social dimension to Smith's definition of means of production by coming up with his own definition of relations of production and putting these two definitions under the concept of mode of production.   His revolutionary communism even advocates fundamental social and economic change attainable only through class war, violence and revolution. In his theory of class struggle/evolution of mode of production, the social relationship between conflicting classes (the ruling and the ruled classes) serves as the defining mechanism of such a theory. His penultimate call for the unification of the workingmen of the world has posed a great challenge in overhauling the society and social relationship through his idea of abolishing families, countries and nationalities. In the same light, using Marxism as a framework would reinforce any researcher's knowledge and sense of history since Hegel's historical dialectic and Marx's Materialist Theory of History are important features of Marxism. Moreover, Marxism has paved the way through time to be tested and applied to many countries all over the world, most notably in Eastern Europe, Latin America and Asia. In the course of world history, it has even spawned some ideological variants like Leninism, Trotskyism, Maoism and the like.

Aside from socio-historical development, modernity can also be understood and learned better by using globalization as the subject of this alternative public policy framework. In theory and practice, globalization has evolved tremendously. It has brought people, cultures, markets, beliefs and practices into increasingly greater proximity to one another through a complex web of forces and factors (Sorrells, 2012). As a phenomenon, it reflects modernity because it is transformative, encompassing, affecting, dynamic and forward looking with capabilities of changing global structures and processes, altering international relations and re-setting policies and priorities in the world stage.

By linking them together, Marxism and globalization can be utilized as a powerful tool towards a common end of understanding both socio-cultural development and modernity. Although they are and they can stand alone as separate and distinct social science phenomenon with different nature and purpose, they can be closely brought in together as interrelated phenomena, either positively or negatively.

Since they seem to be diametrically opposed to each other, Marxism and globalization can be interrelated negatively. They can be used side by side to debunk one another by highlighting each other's weaknesses and downplaying each other's strengths. Through their negative interrelation as opposites, each of them can promote and work on the failure of the other in order to validate and strengthen its own success. For example, globalization's failure would validate Marx's belief of capitalism's inherent contradictions that would bring about its own downfall.

In another way, Marxism and globalization can also be interrelated positively. The requirement here is to find a point of convergence between the two phenomena through refinement of definitions or reinterpretation of concepts involved. To illustrate this point, the disposition and scope of globalization can be recast in such a way that it could fit in even one idea or thought of Marx. Thus, a possible alternative public policy framework can reinvent the relationship of Marxism and globalization in such a way that it would favorably and solidly adhere on a premise or proposition that the genuine success of globalization for all parties concerned would indeed strengthen and even validate Marx's call for the ultimate unification of all workers of the world

Conclusion

Superficially, Marxism appears to be unsuited and inappropriate in studying and understanding globalization due to their inherent differences in terms of origins and purpose. But, if any researcher would only take a second hard look and delve on the probative value of these two phenomena, he/she would discover and realize that Marxism and globalization are not and need not be completely incongruent and inconsistent with each other. As elucidated by the conflicting thoughts and clashing ideas of Marx/Engels and Smith/Ricardo, Marxism and globalization definitely have more points of divergence than convergence. Nevertheless, by linking them together, either positively or negatively, Marxism proves to be a sufficient public policy framework that can adequately explain globalization's possible success or failure in the future.

Finally, the social, political and economic thoughts of Marx immensely illuminate the national security concerns of individual state players that participate in the process of globalization. Such concerns, as dictated upon by their own social, political and economic interests, well-being and priorities, would determine the extent of their participation, adherence and commitment to globalization now and in the years to come.

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Abjection in Alice Walker's The Color Purple

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Abstract

In Alice Walker's The Color Purple, wounded female bodies are a frequently used metaphor for the central characters' severe identity crisis. The characters, especially the main female characters do not have stable identity, but their identity is fluid and dependent on their own language and desires and other characters speech and emotions. In order to maintain the illusion of a stable identity, the characters often disavow parts of themselves and surrender to a subversive memory that plays all sorts of tricks on them. However, these "abject" aspects (j. Kristeva, Powers of Horror) cannot be repressed and keep returning, threatening the women's only seemingly unified selves: in this novel, for example, the protagonist suffers emotional numbness. The female protagonist struggles to gain linguistic self-definition within the framework of a paternal restriction of silence that configures the self against the other and to position herself in patriarchal society. This paper attempts an analysis of Walker's novel The Color Purple on the basis of Julia kristeva's theory of "Abjection". Just like Walker, Kristeva is concerned with marginality both in terms of femininity and nationhood. The phenomenon of abjection, however, is central to this novel. It has been developed by Julia Kristeva in her essay Power of Horror (1982) and links language to the development of identity, providing a powerful lens through which Walker's novel can be read. In this paper, I will look at various representations of " wounded bodies and wounded minds" in samples of Alice Walker's The Color Purple, focusing on the importance of language in the search for linguistic self-definition, identity, and (un) consciousness and analyzing the strategies for healing that Alice Walker offers.

Keywords: Afro- American Literature; female identity; abjection; letter-writing; healing strategies

4. Introduction

Alice Walker, who published The Color Purple in 1982 assert the socio-political subjectivity of black mother figures whose relationship with the nation has been one of abjection, ridicule and suspicion, without capitulation the constraints of respectable femininity or compulsory heterosexuality. Alice Walker essentially emphases on blacks, particularly black women to show how they act and communicate with each other. She has confirmed that "I am preoccupied with the spiritual survival, the survival whole of my people. But beyond that, I am committed to exploring the oppressions, the insanities, the loyalties, and the triumphs of black women" (Bloom, 2009, p.75). Black women cannot discover their female beauty and value, lose self-respect and dignity, and thus lose their female identity. "Identity gives us a sense of who we are and to some extent satisfies a demand for some degree of stability and security. Crises occur when an identity position is challenged or becomes insecure" (Woodward, 2002, p.xi). In this novel the exploration of female identity refers to the rediscovery of black female's particularity.

This article looks at the manifestations of personal and political "colonialization" in Color Purple and analyzes the black female protagonist's struggles to come to terms with her (self-imposed?) role as a victim. The complex subject matter of identity formation can certainly not be treated without also considering the closely related phenomenon of language. So this article attempts an analysis of Walker's novel The Color Purple on the basis of Julia Kristeva's theory of "abjection." (Kristeva, Powers) phenomenon of abjection is central to this novel. It has been developed by Julia Kristeva in her essay Powers of Horror (1982) and links language to the development of identity, providing a powerful lens through which The Color Purple can be read. In the process of subjectivity the protagonist goes through language and desire to construct her own identity and the darkness in which her spirit reveals itself, alienation, silence, and finally the complexion of racism and sexism, all of them are presented as being

prior to language in Celie's story. It depicts the importance of language in the search for linguistic self-definition, identity, and (un)consciousness before the entrance to desire

2. The Crisis in Celie's Identity

As the novel opens, Celie confides in God and addresses him. Celie's supposed to be father threatens her "you better not never tell nobody but God. It'd kill your mammy" (Walker, 2004, p. 3) in a world of disturbed signs and to move from the paralysis of being an object to the plentitude of being a subject. As that marginalized heroine, Celie is "imprisoned, alienated, sexually abused, and driven in to semiotic collapse" (Castle, 1982, p.182). Celie, like an infant, is silenced and Others speak so the concept of the lack is engendered by the subject's alienation in the Other but Celie is reserved to the closure of the solitude of her experiences.

It is hard for a girl to be abused by any man, especially when she considers him as her father. It is hard for Celie to be the object of her father's abuse. The repeated rapes influence Celie's psyche a lot, so that she does not consider herself a good, pure and innocent girl anymore. Besides, her father threatens her not to tell anyone about the rape. The revision of her sentence makes it clear for the reader that she no longer feels good about herself or her identity. In fact, Celie is so ashamed that she was raped by her own father that she does not intend to talk about it with other people.

The survivor [of rape] most often, nearly invariably, becomes silent about his victimization, though the experience nevertheless, in every case remains somehow fundamental to his existence, and to his unfolding or enfolded conception of himself. This silence is an internal one in which the victim attempts to suppress what is recalled, or finds it repressed by some part of himself which functions as a stranger, hiding self from the same part of which functions as stranger, hiding self from the self 's experience according to unfathomable criteria and requirements (Culbertson, 1995, p. 169).

As the victim of the rape cannot express her feeling within language, she prefers to keep silent. As Gieni notices:

The survivor of sexual violence may experience a sense of linguistic powerlessness. In the immediate moment and in the long term, sexual violence can be seen as having an oppressive hold on the voice of the survivor, such that the experience remains unspeakable (p. 2).

Julia Kristeva's notion of the abject is particularly useful for understanding the lack of women who experience rape. The principal characteristic of the abject is its formlessness, meaning the abject "disturbs systems" and neglects "positions, and rule" (Kristeva, 1982, p. 4). Kristeva suggests that all abjection is actually a reflection of the lack or want in one's self and is the foundation of all sense of being and meaning. Abjection can be viewed as "a kind of narcissistic crisis" (Oliver, 2002, p. 240) in which the abject upholds the "I" by constructing the opposing Other (Oliver, 2002, p. 241). When Celie was confronting this kind of violence and rape by her step father, the response "is empathy, a sense of loss, and a desire to help, but there is also a recognition of powerlessness and an attitude of disgust. Helplessness … impinge[s] on any sentimentalized or purely empathetic response to violence" (Coulthard, 2006, p. 133).

As a result of the traumatic experience of rape that her father forced upon her, Celie is afraid of all men. "I don't even look at mens. That's the truth. I look at women, tho, cause I'm not scared of them" (Walker, 2004, p. 7). Celie considers a man as a person who violates women sexually because all the men she had confronted invoked fear and physical harm to her when engaging in sex with her (Hale, 2001, p. 19). The Other is "a set of discourses through which the dominant group defines itself" (Kitzinger and Wilkinson, 1996, p. 9). The male community is observed as the prominent source of fear and violence for Celie that she claims that "wherever there's a man, there's trouble" (Walker, 1983, p. 203), which indicates her entire frustration with men. As Jacques Derrida observed, one is usually dominant, and includes the other in its field of operations. (Hall, 2003, P. 235)

Celie is forced to marry Mr._ as her father does not let Nettie, her younger sister, marry him. She is not a subject who speaks for herself, but she is moved to an objectified position in which other people talk about her. Her father states "she ugly. He says. But she ain't no stranger to hard work. And she clean.

And God done fixed her. You can do everything just like you want to and she ain't gonna make you feed it or clothe it" (Walker, 2004, p.10). "Celie is handed over like a beast of burden, identified with the cow that accompanies her"(Abbandonto, 1991, p. 1111). Mr._ is always after fulfilling his own sexual desires and never thinks about Celie's emotions. Unlike Mr._, Celie does not have any sexual desire and it is obvious when she thinks about her sister while "he on top of" her (Walker, 2004, p. 14). Her sexual desire withers as she was the subject of rape. Celie is not only sexually but emotionally numb and she reacts neither to Mr _'s children's misbehavior nor to sexual affairs. She is emotionally traumatized by the repeated rapes and "mourns for her lost" virginity (Sabo, 2010, p. 50). Celie "endures a barrage of rapes and brutality that causes her to experience her body as fragmented and as being possessed by others, namely her victimizers" (Pifer & Slusser, 1998, p. 47). As Gabriele Griffin observes we can see that "the body constitutes the site of oppression and become the source of permanent anxiety. The body dominates the novel… The central character has no control over her body and her physical environment. Victimized from an early age she is the object of perpetual abuse (1993, p.21). A similar comment is voiced by Deborah Mc Dowell in her essay „Regarding Family Matters in which she cautions the ways in which black women's bodies are reduced to the terrain upon which white and black men enact a struggle for power and control over literary landscape.In the words of Elizabeth Gross, abjection is "the body's acknowledgement that the boundaries and limits imposedn it are really social projections – effects of desire – not nature." (1990, p. 90). Celie is not comfortable in her husband's house as well, as Mr. _ beats Celie without any reason and when he beats her "I make myself wood. I say to myself, Celie, you a tree. That's how come I know trees fear man" (Walker, 2004, p. 23). She denies her body and her subjectivity as she intends to tolerate the beating. In other words,"Celie protects herself by denying the reality of her own flesh and emotion" (Byerman, 1985 p. 167). "Readers sympathize with Celie when she compares herself to a piece of wood, which is insensitive to pain. She demonstrates by such reference that her husband treats her as an object"(Matunda, 2009, p. 125). Besides, "Celie's descent from rage to hysterical illness to numbness speaks of the extent to which she has internalized the social-sexual order" (Gieni, 2006, p. 26).

According to Kristeva's theory of abjection, Celie is unable to draw a clear line between her own body and the "unproper/unclean" substances that one must exclude and keep at bay in order to define oneself as subject. (Gross, 1990, p. 87) She cannot establish this clear border because her identity as a separate subject does not exist. She is horrified because she perceives herself as dirty, as excrement or refuse. Kristeva defines this as Abject. It is something rejected from which one does not part, from which one does not protect oneself as from an object. Imaginary uncanniness and real threat, it beckons to us and ends up engulfing us. It is thus not lack of cleanliness or health that causes abjection but what disturbs identity, system, order. What does not respect borders, positions, rules.The in-between, the ambiguous, the composite. (Kristeva, 1982, p. 4) Celie's lack of centered self and her other-directedness is a result of her inability to delimit herself from others. In other words, the permeability of her ego-boundaries does not allow her to differentiate between I and other –subject and object. This differentiation, however, is a precondition for identity development and subjectivity, a lack of which causes abjection. Kristeva explains this inability to distinguish between subject and object on the basis of the works of Sigmund Freud and Jacques Lacan. She argues that a child first experiences abjection at the point of separation from the mother. The child has to break away from the symbiotic relationship in order to see her as m/other. It is about to take up a position in the symbolic order. Yet, as a precondition, a clear borderline between subject and object, self and other has to be established. Kristeva argues that the acquisition of identity in the symbolic order only becomes possible through the delimitation from what is considered 'improper' and 'unclean'. As Elizabeth Gross maintains, Kristeva is fascinated by the ways in which 'proper' sociality and subjectivity are based on the expulsion or exclusion of the improper, the unclean, and the disorderly elements of its corporeal existence that must be separated from its 'clean and proper' self. […] The subject must disavow part of itself in order to gain a stable self, and this form of refusal marks whatever identity it acquires as provisional, and open to breakdown and instability. (1990,p. 86)

Kristeva notes that "the traumatic memories of a loved relative … are repressed but constantly evoked" (1980, p.46). One day, Celie waits in the shopping center for her husband; meanwhile she sees a girl "I think she mine. My hearts say she mine. But I don't know she mine" (Walker, 2004, p. 15). The little girl is in her mother's embrace and Celie thinks that the girl is her lost daughter. She is traumatized by the memory of her lost daughter. This is Celie's time of evocation of the traumatic memory. She intends to take the memory of her lost daughter back in words, but she cannot express it out loud. "The depressed person, overwhelmed by sadness, suffers from a paralysis of symbolic activity.In effect, language fails to fill in or substitute for what has been lost at the level of psyche" (Elliott, 2012, p. 357).

3. Celie's Reliance on Letter Writing

In The Color Purple, Celie begins to write against all odds, and it is her confusion about her sexual victimization and pregnancy that compels her to take up the pen. The first entry in her collection of letters recounts the horrors of her fourteenth year, beginning "last spring," when Celie's ailing mother starts refusing sex with "Pa." (Walker, 2004, p.14). Pa turns his sexual interests toward Celie, rapes and impregnates her. After writing about these events, Celie ends her first letter by writing: "And now I feels sick every time I be the one to cook" (Walker, 2004, p.2). Shifting from the past to the present, Celie describes the morning sickness that is often an early sign of pregnancy. It is significant that she begins writing at this point in her life; not when Mama dies or she leaves the house to marry Mr., but as she discovers that she is pregnant. Alienated from her body, she asks God in the first letter to "give me a sign letting me know what is happening to me" (1). She then spends the next several letters detailing and commenting on the reproductive lives of the black women in her community. The narrative begins to establish that "what is happening" to her is an initiation into a troublesome cohort of black mothers that includes her mama, Pa's second wife, and Mr._ 's first wife. Celie's short early letters put her story into a context of these women's lives that include successive, forced pregnancies, oppressive child rearing duties, physical exhaustion, reproductive illness, lack of sexual control, and punishment for sexual agency. Limited though they are in terms of structural, institutional critique, Celie's early letters, like her early literacy show a rudimentary engagement with powers that control her life and, importantly, they show a desire for autonomy that parallels her desire for her stolen babies.

Though the scope of Celie's earliest letters seem almost claustrophobic in their concentration within her domestic, private world and that of her relatives, even her earliest letters show a critical consciousness about gender inequality. Her observations are not racialized, nor are they concerned yet with the wider politics of the world. She does, however, gesture toward the institutions of the church, the home and the school as sites of subjection for women like herself. Gradually, the letters provide more detail that demonstrates Celie's budding awareness about social inequalities and how they affect her and other women.

Letter-writing is a provoking action for her. It can help her to reveal whatever she has in her hidden side of her mind that encourages her to move from trauma to self-knowledge. Since the protagonist's energy is directed inward, letters give the reader the opportunity to access the characters private thoughts, emotional real and their psychological development. Walker effectively uses letter writing to convey her female protagonists' desire to break with the oppressive situations. "Writing is the dynamic mechanism of healing and creativity"; it helps Celie to achieve a fixed identity (Su, 2005, p. 177). With the help of writing she overcomes the linguistic barrier, which her step father imposed on her; i.e., "Celie in her letters writes herself into being" (Gates, 1989, p. 243). If her step father insisted on her silence, she uses writing, which is a talking book, to tell everyone about her life, and through it she gains her total self and her voice. In addition, "writing also enables Celie to transcend the forced silence and break the marginal position imposed upon her" (Lare-Assogba, 2011, p. 52).

Celie's letters to God reveal a process of self-examination, self-realization and self-discovery. They are letters of self-exploration, enabling her to become connected to her thoughts and feelings. In her isolated state, Celie is ashamed to tell anyone about her life of brutality and exploitation at the hands of men. The story unfolds through many letters that the lonely and despairing Celie writes to God and later to her sister Nettie, who is a missionary in Africa. She has no one to talk to and share her problems, so she

writes about all her problems in the form of letters to God. Her entire life's happenings are shared and revealed to God and this sharing makes her comfortable. Celie's experiences are so horrifying even to herself that she can only write it to God. Celie has to survive against all odds, in spite of all the sufferings and oppression. She endures a series of trials that threaten psychic extinction, a death-in-life situation. She is moved by another person's love that acts as a catalyst to begin to love and value herself. Walker's ultimate aim in making her write these letters either to God or Nettie is that Celie must tell someone the truth and confirm her existence. These letters have no hidden secrets since they are addressed to God and so Celie has no inhibitions in revealing the events of her life. And the character's speech is black folk English that allows room for Celie to express her feelings completely. The unreciprocated letters written to God eventually gives her the strength she needs to fight back. As Winchell writes, "In writing to God she is writing to the part of her personality growing progressively stronger until she is able to acknowledge the God within herself and demand the respect due her" (1992,p.89).

It is significant to note that none of the letters addressed to God is signed. In their anonymity, their namelessness, the letters underscore Celie's lack of individuality and courage to reveal her identity. Celie's thoughts are fused with her feelings, actions and words, causing the letters to assume a quality of force and authority. Through them, Celie expresses the impact of oppression on her spirit, body and soul as well as her growing strength against it and her final triumph over atrocity. She pours out the physical and psychological abuse she suffers in her letters. The letters reveal the apparent hopelessness of her life as well as a situation that is contrary to her instincts. Celie is uneducated and psychologically abused. Celie's letters momentously replicates the progression of her personality and the transformation which she undergoes. By putting down her thoughts, it is possible for Celie to discover the pain and victimization that she is undergoing. By writing about her humiliation, she proclaims to humanity that she is not a mere cipher. Whatever identity the patriarchal order denies her, she is trying to find. She finds an inner life and a concrete history and an identity other than one which is stamped on her. Her letters subvert oppression in the process of affirming it. The letters addressed to Nettie are alternately signed "Your Sister, Celie" and "Amen," as expressions of ratification, of approval, of assertion and of validation. The suggestion is explicit: Celie is now ratifying, asserting and validating her own words, her own worth, and the authority of her own experience.

Eventually, late in the novel, having achieved a measure of emotional and economic independence, Celie signs a letter to Nettie in a manner that shows she has both a name and an address It is only after the transformation does even Mr._ gain his name, Albert. By her adoption of the epistolary form, Walker allows Celie the freedom to shape her existence. Anyway, the traumatized past extends the action of revelation in letter-writing These actions suggest different kinds of revelation that is the time when something is revealed in the psyche of the protagonists to find trauma in their mind and get the new identity. The changes in Celies's style during the course of the novel reflect her growing sense of worth. As Elizabeth Fifer puts it, "By using dialect, the only language she knows, when all public communication is forbidden, she discovers and exploits a powerful tool in her development of awareness through self-expression" (158). Walker explains that she had made Celie express her thoughts and experiences in her own language. She feels that to make her speak in the language of the oppressors would be to murder her and to attack all those ancestors who spoke her language. Her language expresses the intensity of the brutal sexual violence Celie as an illiterate black woman has suffered. Celie has written down her experiences as she has perceived it and in her point of view. They are part of the self that Celie that eventually accept.

4. A New Life Plan for Celie

Along with the act of writing letters Celie's quilting with Sofia helps her to gain some more strength to be recognized as a human being. The cooperating atmosphere between Celie and Sofia, provides a strong base for an unrelenting alliance between the two women. Meanwhile Shug who is blues singer and beloved mistress of Albert enters Celie's life. She is brought to Albert's house and Celie is expected to nurse her, till getting her disease cured. In this process Shug gives psychological strength to Celie by saying "I am here to help you get on your feet." (191) So, Celie considers Shug as an archetype of

female power and strength. Celie's desires and thirsts are exactly mirrored in the actions and character of Shug. This, in turn, develops the process of Celie's transformation with the guidance of Shug. Mae Henderson speaks of the difference between the two women as , "Unlike Celie, who derives her sense of self from the dominant white and male theology, Shug is a self-invented character whose sense of self is not male inscribed. Her theology allows a divine, self-authorized sense of self." (1988, p.16).

The sisterhood with Shug and Sofia permits Celie to move from a fragmented state of self to the state of self- possession (Pifer and Slusser, 1998, p. 47). When Shug and Celie become sexually intimate and Celie feels comfortable, she talks about her past when her supposed to be father has raped her.

But one time when mama not at home, he come. Told me he want to trim his hair. He bring the scissors and comb and brush and a stool. While I trim his hair he look at me funny. He a little nervous too, but I don't know why, till he grab hold of me and cram me up tween his legs. (102)

Celie confides in Shug and talks about the moment her father has raped her. She cannot talk about this experience in the past, but sisterhood with Shug helps her to get rid of the long repressed memory of rape and its traumatic influence. By talking about her past, she starts to mend her emotional wounds and put her fragmented subjectivity together (Fiske, 2008, p. 152). Shug acts not only as confidante but also as a mother. When Shug provides love, comfort and warm condition, Celie feels as if she is in her mother's embrace. Phillipa Kafka describes Celie as an ideal fairy-tale heroine, pitilessly victimized, simple, passive, defenseless, good, patient, enduring and is desperately in need of a fairy godmother. "Shug is Celie's fairy godmother" (1993, p.199)—who rescues her by the miracle of love and transforms the contemptible ugly self-effacing woman into a woman of self-esteem and self-sufficiency; who transforms Celie from a woman of servitude into a woman who lives with honor and respect.

The sisterly communication begins to call Celie up from her inactivity. She cast off her old self and is prepared for the regeneration required to define her Self and identity. Celie realizes how powerless and subservient she is. While she is with Shug Avery, she recognizes the precious value of self. Shug's recuperation helps Celie too, to recover. Celie allows herself to luxuriate in the nourishing influence of Shug. Shug prompts her to know about her anatomy and her ability to appreciate her own body is an initiation to the acknowledgement of her own identity. when Shug Avery teaches Celie to learn to love her body, claiming that she looks "like a good time" (Walker, 2004, p. 53). Celie then acts and feels like "a little lost baby" (Walker, 2004, p. 71) which depicts her abjection before entering in the symbolic order stage. The change of Celie's perception about her body, soul and sex signifies the beginning of Celie's transformation of mirror stage to find her own identity and entering to narcissism phase and reveals she learn to love herself.

With the new-found identity, as E. Ellen Barker remarks, "Celie is able to break free from male domination and join a community of women for support, and she begins to establish identification through a network of female relationships with Shug" (1999,p.61). By discovering and then accepting her own body, Celie is able to initiate a desire for selfhood. The mirror reflection of her own body opens the door for possibilities in herself, and with her new-found identity. Even though Celie has come to terms with her body, she is still a "virgin" (69), Shug exclaims, because she has never had a satisfying love relationship. Self-awareness of her body and exposure to Shug's love has stimulated sexual desire in Celie. "Shug teaches Celie what she never learned from her own mother—how to find pleasure in one's body and how to give pleasure in return" (Wilentz, 1992, p. 71). Shug becomes the object of desire for Celie. This is a very important stage of her development

When Shug supports Celie emotionally and encourages her to go with her to Memphis, Celie resists Mr._'s complain. The turning point of Alice Walker's the Color Purple occurs when celie, the principal character, asserts her freedom from her husband and proclaims her right to exist: " I'm pore, I may be ugly, and can't cook… But I'm here" (187). Celie's claim is startling because throughout her life she has been subjected to a cruel form of male dominance grounded in control over speech. For the first time it is he who loses control. The roles have suddenly changed and Celie feels stronger than ever. In Memphis, Shug encourages Celie to pursue her creativity. Celie shows her exceptional creativity by making

different sorts of dresses. Shug not only invests her time and her money in Celie's business, she invests her love: "I brought you here [Memphis] to love you and help you get on your feet" (Walker, 2004, p.191). Shug encourages her to make some pants. Shug supports Celie in more than personal terms. With Shug's aid Celie becomes economically independent, something that puts her on equal footing with her husband, Albert. It is noteworthy that the pants that she quickly becomes famous for are equally appropriate for men and women. Thereby, Shug Avery helps her remove the terrible "nothing" from Celie's life. Through their love, both Celie and Shug come to redefine and rearticulate their values in more holistic, familial, and community terms.

5. Conclusion

The Color Purple begins in abject desolation and ends in extreme joy. The black female protagonist struggles to gain linguistic self-definition within the frame work of paternal restriction of silence that configures the self against the other. In order to come to terms with her female identity, the female protagonist has to acknowledge that she has to confront oppression and the mechanisms at work that victimize her. This active participation also lead to self-discovery and emancipation, thus facilitating creative non-victimhood.

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Teaching Strategies for the Alleviation of Tourism Students' Oral Presentation Anxiety

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Abstract

Personal Report of Public Speaking Anxiety (PRSA34) and Personal Report Communication Apprehension (PRCA 24) questionnaires by McCroskey (1970) are employed to identify the level of Thai EFL students' oral presentation anxiety. Moreover, the present study uses a stimulated recall interview and a semi structured interview to gather informative descriptions from two Thai EFL lecturers about the difficulties in teaching oral presentation and the teaching strategies used to decrease their students' oral presentation anxiety. The findings of the quantitative data show that Tourism students experience high levels of anxiety, which made them unable to deliver their oral presentation naturally. Furthermore, the findings from the qualitative data show that the two EFL lecturers employed effective strategies to decrease Tourism students' oral presentation anxiety: (1) using various inputs and activities in class in order to give the students opportunities to speak in class; (2) using rehearsal strategy;(3) engaging in bilingual education with computer-assisted instruction; (4) engaging communication-orientation modification (COM), guided visualization and skills training to decrease their oral communication apprehension ; (5) employing online speeches and replicating a good oral presentation. The implications of the results indicate that Thai EFL lecturers should expand their repertoire of teaching strategies to alleviate students' oral presentation anxiety.

Keywords: Oral Presentation Anxiety, Stimulated Recall Interview, Teaching strategies

Introduction

In current EFL instruction contexts, it is recognised that many students display fear of foreign language speaking. In Asian EFL classrooms, students manifest less anxiety dramatically in the reading class than the conversation class and this leads to the intuitive feelings of both teachers and students that language classrooms requiring oral communication are found to be more anxiety-provoking than those requiring less speaking (Kim, 1998). In the Thai EFL context, addressing speaking skill has become a critical part of the processes of learning and teaching because it has been found to be extremely hard for Thai learners to master fluent speaking (Khamkhien, 2010). This can be attributed to the unnatural language often used and the lack of genuine interaction in the language classroom. Chan (2011) claimed that the instruction of oral communication in specific fields of study is crucial in preparing students to be outstanding in both academic areas and in their future career. Thai EFL students at university level are required not to be only adept in technical perspectives, but they are also required to master the communication of information in their future careers. Giving an oral presentation in English is vital for university students to deliver their ideas in academic setting. However, Thai EFL students at tertiary level are unable to give oral presentation effectively. Both ESL and EFL students at the university level often face problems in the use of ESP linguistic forms and appropriate features in delivering oral presentations, as a result inadequate language teaching approaches in the past, especially in oral presentation skills, some research studies (Apaibanditkul, 2006; Yaikhong, & Usaha, 2012; Plangkham & Porkaew, 2012) have explored and demonstrated how oral presentation can be enhanced by using effective strategies to cope with Thai EFL students' oral presentation anxiety. There is a crucial need to better understand the explicit difficulties students experience when delivering oral presentations. However, there is a dearth of research on oral presentation difficulties that mainly concentrated on the reduction of oral presentation anxiety. Therefore, it is essential to explore the use of effective strategies in order to reduce students' oral presentation anxiety. However, the awareness of this cognition has not been modified into effective strategies for instruction at the university level. Moreover, research studies on oral presentation anxiety in Thailand are insufficient resulting in a lack of insights about the difficulties that Thai EFL students face in oral

presentation tasks. Furthermore, the results of this study make some recommendations and suggestions to enable other university lecturers in Thailand to improve their teaching strategies to help their students overcome oral presentation anxiety.

2. Literature Review

Aiguo (2007) shed light on the ESP course in Aviation English in a Chinese setting. Aviation English is an ESP courses which has recently been developed in China. The course teaches the English language skills used by personnel in the aviation industry such as pilots, technical people and flight attendants. He asserted that the low English proficiency and the lack of English language competences among the ESP students impede them from engaging in classroom activities. He proposed bilingual education with computer-assisted instruction to overcome the problem. It is believed that ESP learners will develop their skills more from this teaching strategy. On air communication such as briefing, announcements and flight deck communication are included in the oral components of an Aviation English course. Other contents such as writing, listening, reading skills and aviation linguistics are also included in the course.

In the same vein, Dominguez and Rokowski (2002) carried out the research with employees of a famous Spanish company. The findings showed that 70% of the employees accepted that oral communication skills must be provided in ESP courses. Cowling (2007) designed a Business English communication course for employees at a well-known Japanese company. A needs analysis was carried out. The findings showed that the oral communication competences required by the employees are as follows: business meeting, business presentation, describing products, and business negotiation skills.

McCroskey (1982b) found that the problems could be alleviated by engaging in communication activities. On the other hands, appropriate suggestions should be provided to enhance student competences in communication particular circumstances, or to reduce the level of anxiety when taking part in presentations (McCroskey, 1982b). The three systematic approaches, systematic desensitization, cognitive modification and skills training, are adopted by psychologist to reduce Oral Communication Apprehension (OCA) for individuals who experience high levels of anxiety.

Kostic- Bobanovic and Bobanovic (2007) suggested affective strategies to 202 Croatian Economics and Tourism students to overcome their public speaking anxiety. During the semester, students were acquainted with nine affective strategies to reduce the fear of public speaking. It is believed that laughing can reduce nervousness when students deliver oral presentation. Moreover, making encouraging statements stimulates learners by building up their confidence to deliver the speech. Statistical analysis illustrated that these affective strategies were effective and favourable to reduce learners' high level of oral presentation apprehension.

Dupagne, Stacks and Giroux (2007) explored the influences of technology in the reduction of public speaking anxiety. 72 students in a Public Speaking class participated in this study. A PRCA-24 questionnaire was employed to gauge their oral communication anxiety. The participants were asked to deliver a total of 5 oral presentations with consisted of an introductory, informative, persuasive, a special occasion, and a final oral presentation. All oral presentations delivered by students were video recorded, uploaded and could be viewed through streaming links via the course website. The majority of the learners stated that online oral presentations were beneficial to them. However, statistic analysis illustrates that video streaming did not significantly reduce the fear of public speaking and communication anxiety.

Francis and Miller (2007) examined the learners' levels of oral communication anxiety and their ways of reduction oral presentation anxiety. Students engaged in different strategies such as communication-orientation modification (COM), guided visualization and skills training to decrease their oral communication anxiety. The COM technique assists students in observing public speaking as a conversation instead of delivering an oral presentation which requires more effort. The learners found it a very beneficial way to control their communication anxiety in public speaking. Furthermore, being adequately prepared for oral presentation delivery and practicing adapted physical response such as taking a deep breath during the speech delivery was found to build confidence for oral communication and to increase the chance of public speaking success. Furthermore, skills training and humour are also

believed to be helpful to learners in reducing their fear of public speaking.

From the literature above, it can be concluded that many research studies conducted on oral presentations mainly concentrated on the students' levels of anxiety, the difficulties encountered by the students in giving oral presentations and mediations for the reduction of oral communication anxiety and oral presentation fear. In the current study, the research will investigate the Tourism students' level of oral presentation anxiety. Moreover, the researcher also needs to explore the teaching strategies to reduce students' anxiety while they deliver the oral presentation as a tour guide.

2.1 Oral Presentation Instruction in ESL/ EFL Contexts

In the area of second and foreign language instruction, teaching oral presentation skills has always been a controversial issue. Despite the fact that, there are many approaches for oral presentation instruction in English as a Second Language (ESL hereafter) or English as Foreign Language (EFL hereafter) teaching, many ESL/ EFL oral presentation instructors do not have much insights into oral communication skills. Therefore, much of their teaching concentrates on a traditional approach which is largely associated with knowledge about the model of oral presentation and the imitation of examples provided by the instructor. However, it is a difficult to control anxiety when delivering an ESL/ EFL oral presentation. This difficulty arises in providing essential and accurate information in tourism settings and to have sufficient confidence to give oral presentations. Furthermore, an ESL/EFL oral presentation is considered as an ESP course for tertiary students. However, Thai EFL students experience high levels of anxiety which is the main barrier in delivering presentations effectively. Derakshan and Eysenck (2009, p.168) viewed anxiety as "an aversive motivational state that occurs in situations in which level of perceived threat to the individual is high". Anxiety can make students unable to give a presentation. Teaching about effective oral presentation is the duty of lecturers, researchers, programme coordinators and course book writers in the field of ESP teaching, but writing a course book for most ESL/EFL students is a hard task because oral communication skills requires knowledge of cognitive and Tourism industry linguistics about which ESL/EFL students are not instructed.

2.2 The Challenges in Delivering Oral Presentations

Delivering oral presentations is a common task for students at the university level which requires students to give oral presentations in English. Most students at the tertiary level struggle to deliver oral presentations in English. An oral presentation aims to inform the audience and involves finding information about the tourist attractions to attract the audience. To deliver a convincing piece of oral presentation is difficult for most EFL/ ESL students. Delivering an oral presentation begins with making a welcoming speech and providing information about the tourist attractions to enhance the tourist experience. Chan (2011) noted that "delivering an oral presentation is a challenging communication task that needs adequate preparation for speaking." Likewise many research studies have made the claim that giving oral presentation is the hardest task for both EFL and ESL students. Most Thai EFL students at the tertiary level are incapable of giving oral presentation because of their lack of readiness to speak and insufficient practice speaking in their past classroom study.

Oral presentation skills are most important in academic speaking particularly at the university level. Students are required to focus on their knowledge to provide information to their audience. However, most ESL/EFL students have difficulties in giving oral presentations. They are unqualified to communicate as a result of their inadequate skills in giving oral presentations.

2.3 Thai EFL Students' Oral Presentation Anxiety and Communication Apprehension

Sethi (2006) asserts that generally Thais do not reach a level of proficiency high enough to perform well in speaking English. Boonkit (2010) reveals that in the Thai context undergraduate students are not able to speak English with confidence to communicate, especially in real situations with international speakers because they are anxious about making errors. Thus, strengths of English speaking skills are attributed to confidence and competence for them. Forman (2005) states that the unwillingness to communicate on the part of Thai EFL students is that Thai EFL students tend to lose natural feeling of meanings of what has

been spoken, leading to the lack of confidence to perform in the medium of the target language, and according to Wariyachitra (2003), the lack of an opportunity to learn English in an English environment or the tendency for students to avoid interaction in daily life makes learning in Thailand unsuccessful. As such, foreign language classroom anxiety has been proven to affect EFL learners' language performance depending on each individual's anxiety level in different learning situations (Young, 1986; Horwitz & Young, 1991; MacIntyre & Gardner, 1991; Phillips, 1992; and Aida, 1994). To measure the anxiety levels, the Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz et al. (1986) has been most frequently used to determine overall foreign language anxiety in the classroom, while in public speaking the most frequently employed scale has been the Personal Report of Communication Apprehension (PRCA-24) by McCroskey (1970), which measures anxiety in different dimensions, such as public speaking, talking in meetings or classes, talking in small groups, and talking in dyads. Accordingly, no research studies have been conducted to determine anxiety levels using a developed scale to tap into speaking anxiety in the public speaking class setting, specifically in the context of Thailand. Therefore, a Public Speaking Class Anxiety Scale (PSCAS) was developed to refine public speaking class anxiety in the Thai EFL context. 2. Language and Speaking Anxiety in the Thai Context For anxiety regarding English speaking, Udomkit (2003) stated that the communication anxiety of the Basic Signal Officers in the English classroom at the Signal School was caused by the insufficient opportunity for students to participate in classroom communication, lack of confidence when communicating English in the classroom, and also by affective factors like interpersonal evaluation, classroom activities and methods, as well as self-esteem. Bunrueng (2008) investigated levels of anxiety and factors affecting anxiety in taking English for Communication course at Loei Rajabhat University. The findings concerned seven aspects: (1) English for Communication subject; (2) speaking anxiety; (3) listening anxiety; (4) reading anxiety; (5) writing anxiety; (6) teaching-learning activity anxiety, and (7) teaching media and evaluation anxiety. Of these, speaking anxiety was rated at a high level, whereas the others were rated medium. Specifically, it was found that students felt most anxious to speak English in an English class without preparation, did not brave to volunteer to answer questions, felt troubled when asked by the teacher, worried about the use of grammar, were embarrassed when they made mistakes, lost confidence in speaking, and were shy when speaking English with friends. When students' anxiety levels were compared based on their majors, the English major students and the Business English major students were found to have anxiety at a moderate level. Tasee (2009) studied the overall speaking anxiety of 963 Rajabhat University students majoring in English and revealed that Rajabhat University students majoring in English manifested speaking anxiety at a moderate degree and felt most anxious when they had to speak English. Tananuraksakul (2011) examined 69 Thai undergraduate students' levels of confidence and anxiety in spoken English in different speaking classes and reported that the students' confidence and anxiety were moderate because they felt shy to speak English to both Thai and foreigner professors. In addition, students' revelation that "they did not think they could speak English well" was ascribed to their very low level of confidence in speaking English and that statements such as "I worried about speaking with errors, taking oral tests, earning grades, and learning English" were ascribed to the high level of anxiety. Clearly, previous studies in language and speaking anxiety in the Thai context confirmed existing speaking anxiety experienced by Thai students.

2.4 Personal Report of Public Speaking Anxiety (PRPSA-34)
The PRPSA-34 arose from McCroskey's (1970) perspective that Personal Report of Confidence as a Speaker by Gilkinson (1942) forced responses to fit on a true-false scale. Thus, McCroskey constructed PRPSA-34 so as to increase precise measurement of communication apprehension in this area of studies. The PRPSA-34 was a uni-dimensional questionnaire with 34 statements concerning feelings related to giving a speech and its presentation in a public context. Each item expressed a degree of communication apprehension with a Likert-type scale: strongly agree, agree, undecided, disagree, and strongly disagree, respectively. Based on McCroskey and Richmond (1992), the score of this scale was divided into five levels of anxiety: a score of 34-84 indicated low anxiety, 85-92 moderately low anxiety, 93-110 moderate anxiety, 11-119 moderate high anxiety, and 120-170 high anxiety, respectively. Arguably, the PRPSA-34

was designed and used primarily to identify highly anxious students. According to Pribyl, Keaten and Sakamoto (2001), discrepant results using PRPSA-34 were found and that public speaking anxiety and English ability were not significantly correlated. Theoretically, the finding did not support the claim that there was a significant correlation between English ability and public speaking anxiety. In addition, the PRPSA-34 was heavily weighted with items on communication in public speaking contexts. Most importantly, these items were employed to measure public speaking anxiety in real situations rather than in the public speaking class setting.

2.5 Personal Report Communication Apprehension (PRCA-24)

The PRCA originally varied in forms used as a self-report to measure trait-like communication apprehension. Those original forms were 20-item (McCroskey, 1970), 10-item (McCroskey, 1978), 25-item (McCroskey, 1978), and 24-item (McCroskey, 1982) scales. The 10, 20, and 25-item versions were found to contain a disproportionate number of items designed to tap trait-like communication apprehension across multiple communication contexts. The PRCA-24, the latest version, extracted from PRPSA-34, included 6 items for each of the four dimensions: public speaking, talking in meetings or classes, talking in small groups, and talking in dyads. McCroskey et al. (1985) stated that the items on PRCA-24 represented common communication situations in four dimensions. The first dimension, speaking in small groups, comprised Items # 1-6. The second dimension, speaking in meetings, comprised Items # 7-12. The third dimension, speaking in dyads, comprised Items # 13-18. The last dimension, public speaking, included Items # 19-24. The overall approach of the items on the scale represented the broad-based trait- like orientation, which is what communication apprehension was assumed to be. The PRCA-24 provided sub-scores for each dimension. The levels of communication apprehension measured using this scale could range from high, moderate to low.

2.6 Stimulated Recall Interview

Gass and Mackey (2000) developed the stimulated recall interview. It is a tool where a researcher stimulates the recognition of the informant in a circumstance by granting permission to that person to recall data gathered during the circumstance by watching a videotape recording of the classroom instruction. It can also provide very beneficial knowledge about the teaching and learning processes that would be difficult to obtain with other research instruments. Dempsey (2010, p. 349) defined stimulated recall interview (SRI hereafter) as "a technique for investigating how people coordinate their interactions in a number of different situations including interview with individuals by playing them audio visual recording of their own behaviour in social situations and discussing different aspects of those recorded interactions".

In this study, the researcher employed SRI as suggested by Dempsey (2010) to manipulate a stimulated retrospection technique to achieve the best results from the interview. SRI was employed to explore teachers' teaching strategies in instructing oral presentations for tour guides. In this classroom research, the researcher recorded the classroom instruction and gained permission from the instructors to retrospectively interview individuals to recall what had taken place during the study period. The two EFL lecturers could watch the recorded video of the classroom instruction, pausing at specific points of interest in order to explain the rationale for selecting a particular teaching strategy. Moreover, field notes of the classroom instruction were employed as a tool to help the researcher to record what took place in the classroom. This research tool made it possible to elicit the lecturer's beliefs, decision making, goals and dilemmas which are critical insights into their teaching strategy. This approach is also in the line with the work of Calderhead (1981) who asserted that the lecturers' thoughts and decision making captured by the stimulated retrospection technique and the rationales for their actions could provide vital information about the instruction processes.

In addition to the methodological aspects, in the current study lecturers were also required to employ stimulated recall as an opportunity to reflect on and learn from their teaching role in teaching oral presentation skills for tour guides.

3. Methodology

3.1 Research Design

This research employs a mixed method which comprised quantitative approach and qualitative approach to investigate the level of Tourism students'oral presentation anxiety and find out the teaching strategies for alleviation oral presentation anxiety.

Personal Report of Public Speaking Anxiety (PRPSA-34) and Personal Report Communication Apprehension (PRCA-24) questionnaires were used to determine the students' level of oral presentation anxiety. PRCA-24 questionnaire was considered as an appropriate tool to measure anxiety relevant to speech giving rather than common practices in foreign language classroom. The researcher adopted PRPSA-34 questionnaire because it was found to increase precise measurement of communication apprehension. Therefore, this research tool is appropriate to identify highly anxious students.

Moreover, stimulated recall interviews and a semi structured interviews were used to collect the information about the teaching strategies used by two Thai EFL lecturers to reduce their students' oral presentation anxiety. Stimulated recall interviews was developed by Gass and Mackey (2000). The researcher used this research tool because it was beneficial for the researcher to report the aspect of lesson without disruption while the lesson was continuing. This tool gave the evidence by prompting participants' memories with information from the incident, so the researcher could obtain valued data instead of asking them to recall their teaching strategies without supporting data.

3.2 Participants

Data were gathered from two Thai EFL lecturers who have more than 6 years of experience teaching oral presentation courses in two selected public universities in Thailand. The criteria for selecting the two Thai EFL lecturer were as follows: 1) Both lecturers taught English for tourist guide; 2) They were available to answer the research questions because they were experienced people who have in depth knowledge about teaching oral presentation in the course of English for tourist guide; 3) They have been teaching English for tourist guide for over 10 years and 4) They were willing to participate in the study.

Moreover, 45 tourism students who enrolled in the course of English for Tour Guides I were the respondents of PRPSA-34 and PRCA-24 questionnaires to determine the level of oral presentation anxiety. The rationale why the researcher purposively selected only 45 Tourism students was because this research study was a case study in a selected public university in Thai EFL context. Furthermore, the study required a small sample to seek rich, in depth data from a semi structured interview. As suggested by Kuipers and Kssirer (1984, p.365) it is "a methodology of discovery appropriate to the undoubted complexity of human knowledge requires rich data about individuals rather than easily analysing data about a population''.

3.3 Research Questions

In order to achieve the objectives of this research study, the present study addressed the following research questions were addressed:

    1 .What is the Tourism students' level of oral presentation anxiety?

    2. What are the teaching strategies used by Thai EFL lecturers to reduce students' oral presentation anxiety?

3.4 Research Instruments

Quantitative data were collected by employing the Personal Report Communication Apprehension (PRCA 24) and the Personal Report of Public Speaking Anxiety questionnaire (PRPSA-34) by McCroskey (1970) to determine the students' level of oral presentation anxiety. Moreover, qualitative data were gathered by using stimulated recall interviews and semi structured interviews to learn more about the teaching strategies used by the two EFL lecturers.

3.5 Data Collection

The researcher interviewed 45 Tourism students by using a semi structured interview to investigate their level of anxiety when they were giving oral presentation as a tour guide. Moreover, the researcher also used a semi structured interview with the two Thai lecturers from two selected public universities in Thailand to obtain teaching strategies to overcome students' oral presentation anxiety. All the interviews were video recorded with the informant's permission and each interview lasted from about 30 to 45 minutes.

Furthermore, two classroom observations were conducted in both public universities. Both classroom observations of the classroom instructions were video recorded in order to conduct the stimulated recall interview. After completing the videotape recording, the researcher made an appointment to hold retrospective interviews with the two lecturers. The Stimulated Recall interviews (SRI) were carried out. The videotape recording of the lesson was introduced to the lecturer at each of the universities and the researcher paused the video when she found specific points of interest or when she required the lecturer to explain why he or she had employed a particular approach to instruct his or her students.

3.6 Data Analysis

The Personal Report of Public Speaking Anxiety (PRSA34) and Personal Report Communication Apprehension (PRCA 24) questionnaires were employed to collect data from 45 Tourism students. The data were analysed using SPSS to determine the students' level of oral presentation anxiety. A Likert scale was employed to gauge the level of Tourism students' oral presentation anxiety when they were delivering oral presentations as tour guides.

Creswell's (2011) model of data analysis and data coding were conducted in analysing the qualitative data in the current study. After completing the data transcription, the researcher grouped the themes throughout the process created basic themes to explain certain aspects of the data and made constant comparisons of the themes. Moreover, it was also important to discuss with friends in order to avoid redundant themes. Data analysis was conducted to determine the level of oral presentation anxiety experienced by Tourism students and the teaching strategies used by two Thai EFL English language lecturers to teach oral presentation skills to tour guides.

In relation to this, the researcher adhered to the process mentioned above to analyse the data through the stimulated recall interviews and semi structured interviews to create a coding scheme to analyse the qualitative data.

4. Findings

The researcher used the Personal Report of Public Speaking Anxiety (PRSA34) and Personal Report Communication Apprehension (PRCA 24) questionnaires to examine the students' level of oral presentation anxiety.

4.1 Tourism Students' level of Oral Presentation Anxiety (OPA)

This section focuses on reporting the results of the analysis of the quantitative data in answering to the first research question which is related to the oral presentation anxiety experienced by Tourism students. Regarding the quantitative results, in answering research question 1, Thai EFL students have a high level of OPA in English: oral presentation was at 86.67%, interpersonal conversation was at 64.44%, meeting was at 60% and group discussion was at 55.56 %. Results showed that Thai EFF students were unwilling to communicate in English. It implies that the majority of students experienced the highest level of anxiousness to speak in English. In addition, it can be implied that they had low levels of confidence to speak in English in four types of speaking (see Table 1.1).

Table 1.1:   Tourism Students'level of Communication Anxiety

Level	Group discussion	Meetings	Interpersonal conversations	Oral Presentation

	No.	%	No.	%	No.	%	No.	%
High (19 -30)	25	55.56	27	60.00	29	64.44	39	86.67
Moderate(13-18)	6	13.33	19	42.22	17	37.78	15	33.33
Low (6 -12)	0	0	1	2.22	1	2.22	1	2.22
Total	45	100	45	100	45	100	45	100

Table 1.2: Tourism Students'level of Oral Presentation Anxiety

Level	No.	Percentage
High (120 -170)	30	66.67
Moderate high (111-119)	2	4.44
Moderate (93 – 110)	1	2.22
Moderate low (85 – 92)	12	26.67
Low (34 -84)	0	0
Total	45	100

Table 2 shows that Thai EFL students experienced anxiety at the high level (66.67%) while they were delivering oral presentations as tour guides. Thai EFL students with low proficiency avoid tough and challenging tasks, which they recognise as a personal constraint. The tourism students had low aspirations and obligations, low levels of effort and could easily lose confidence in their ability to make the presentation. In contrast, students with a strong sense of ability could build their personal achievement in various ways. They see difficult tasks as challenges to be proficient and chances for them to demonstrate their sense of duty with great endeavour to control the circumstances. Only 2.22% of respondents reported encountering moderate levels of presentation anxiety and they believed that their anxiety or worry negatively affected their oral presentations.

The present findings are similar to the studies of (Udomkit, 2003; Sethi, 2006; Bunrueng, 2008; Tasee, 2009; Boonkit, 2010; Tananuraksakul, 2011) which Thai EFL students experienced a high anxiety in speaking English. The high anxiety could lead to ineffective oral presentation performance.

In the semi-structured interviews, students were asked whether they liked giving oral presentations or not. Most students said they did not like giving an oral presentation as evidenced in the excerpts below.

"I do not like giving an oral presentations" Cherry

"I do not like giving an oral presentation in front of the class because I do not like

speaking" Metha

"I am unskilled for oral presentations so I do not like oral presentations" Nancy

In answering the second question as to whether they like giving oral presentations as a tourist guide. Most students said they do not like to give oral presentations as a tourist guide because they lack confidence in giving oral presentations due to their lack of oral presentation skill which require memorization of the content. The students made the following comments:

"I do not like giving oral presentations as a tourist guide. I am not confident to

give an oral presentation." Cherry

"I am unskilled in giving oral presentations as a tourist guide therefore I hate

giving oral presentation." Nancy

"I hate to give oral presentations as a tourist guide because I have to memorize

the content of the presentation" Metha

Some students said they like to give oral presentations in English but they need to practice speaking in order to build up confidence in speaking. One of the students stated:

> "Personally, I like giving an oral presentations as a tourist guide but I have to
> take time to practice speaking" Bomb

Students were asked to describe the experience of their previous oral presentation as a tourist guide. Most students had anxiety about their oral presentations. Students were very excited which caused them to forget the content. They were not able to give oral presentations effectively because they lacked training in giving oral presentations as evidenced in the excerpts below.

> "I had an anxiety about giving oral presentations as a tourist guide because we
> did not have enough practice before giving an oral presentation." Sai
> "I worried a lot of while giving an oral presentation. I felt pressured because I
> could not finish the oral presentation on time." Noah
> "I am very excited. I have to lessen my own emotional excitement but I cannot
> control it. Then I forget what I prepared to say" Oil

Some students can only control their excitement by giving frequent oral presentations. One male respondent said that he had to practice talking to himself in the mirror to build up confidence in giving oral presentations. He stated that:

> "I have some excitement but I can control while I am giving an oral presentation
> as a tourist guide but I have to practice speaking to myself in the mirror to build
> up my confidence." Pat

To answer the question, 'What bothers you the most in presenting as a tourist guide?' Most students told the researcher that they lacked training in giving oral presentations as a tourist guide. This caused them to be excited. Moreover, when they faced their friends, they forgot all the content that they had prepared. They gave inaccurate oral presentations because of their anxiety. Students said they concerned about pronunciation and the language used to write the script. They did not have enough time to prepare themselves to speak. Their excitement and anxiety made them mispronounce words and they were unable to sequence their oral presentations. These lacks prevented them from making effective presentations as tourist guides. Some students pointed out that:

"I do not have a chance to talk so I cannot give a presentation well. I feel excited
when I see my friends looking at me." Manee
"I am not confident to give a presentation despite the weaknesses in language
use and pronunciation." Choojai
"I do not have enough time to prepare myself so I feel excited. I cannot control
myself so I forget all that I prepared." Cat

In answering the question, 'To what extent do their levels of anxiety affect your presentation performance?' They said that they felt uncomfortable to present when there are a lot of people looking at them. Some of students state that:

" I feel stressed when the panels come to grade my presentation so I forget all that I have prepared to present."
" I am bothered by my friends who sit beside me and recite my script" Sai
"Limited time can bother me because I cannot present all what I have prepared" Choojai

To answer the question, 'How do you feel after having done the presentation as a tourist guide?' Most students told the researcher that they felt relaxed. They said that they did their best but they worried about the result of their presentation as evidenced in the excerpt below.

" I feel relaxed after having done the presentation. I tried my best but I worried about my score. I am afraid that I will fail." Oil

To answer the question, 'How can the lecturer help students to lessen their anxiety in giving a presentation as a tourist guide?' Most students said they need their lecturer to help them as follows:

1. Give a presentation at a real tourist place so they can talk about what they can see without recitation
2. Provide pictures of the real place for students to prepare good models of presentation
3. Give as many opportunities for students to practice speaking in the classroom as possible
4. Provide a lot of conversations that focus on English for communication for students to practice
5. Provide video clips about how to give a good presentation as tour guides
6. Give a chance for students to pronounce unfamiliar words that are related to tourism
7. Provide good models of writing scripts to help students to prepare presentation scripts

4.2 Teaching strategies used by two Thai EFL lecturers
The researchers used semi structured interviews to explore the teaching strategies used by two Thai EFL lecturers from two selected public universities. Nunan (1992, p.149) stated that in semi-structured interviews, "the interviewer has a general idea he or she wants to interview with a list of predetermined question. Topics and issues rather than questions determine the course of the interview". The researcher interviewed two Thai EFL lecturers in order to elicit useful strategies to reduce the oral presentation anxiety in the Thai EFL context. The personal details of the two Thai EFL lecturers were kept anonymous. In regard to ethical considerations, the real names of the informants are not displayed. Instead, only the pseudonyms Khamkaew (U1), and Todsapon (U2) are used throughout the paper.
The researcher interviewed two EFL lecturers who rated students' oral presentations. In answering the question, 'What do they think of the students' oral presentation anxiety during the presentation?' They stated the following:

"During the students' English oral presentation, the first thing that comes up in
my mind is their unnatural way of speaking. Most of my students have had good

preparation in presentation skills, but they use a rote memorization method. They practice presenting the information till they can present the information fluently. However, it does not mean they can respond to questions or express their opinions about the information because they do not have sufficient levels of communicative competence. What they do when they are required to make English oral presentations is just read, memorize, and practice, in my opinion." Khamkaew

"In my opinion, it is normal for anyone to feel anxiety before and during presentations.   Presentation anxiety may derive from pressure as they have high expectations of what they should achieve …for example…to be as good as the previous presenter." Todsapon

When the research asked them about what kinds of speech anxiety symptoms are evident in their students, they pointed out that the students had the following symptoms:

"They only focus on the messages they want to present. They do not have eye contact with the audiences. Some of them are thrilled during their presentation. Most of my students have low levels of self-confidence in English oral presentation when they are asked to make the presentation in front of strangers. They are afraid that others would laugh at them when they make mistakes, especially pronunciation mistake."Khamkaew

"Physical symptoms….Some students' experienced physical symptoms … they had dry mouths and shortness of breath …which made it difficult to speak." Todsapon

To answer the question, 'Have you ever felt bored or lost focus when listening to students' oral presentations?' Why? They confessed to the researcher that sometimes they lost focus when listening to students' oral presentation. They stated that:

"Yes, I did. Because some of my students' English oral presentations were not well organized and were unprepared. They made many mistakes which show that they did not put enough effort into their presentations." Khamkaew

 " Yes of course. If there are too many topics at a time, my attention will fade over time. Why? Because there are too many presenters in one class and I-- as a teacher— have to focus on their whole presentation. No one can pay attention all the time or focus continually especially when the topic is not of interest"Todsapon

 He told the researcher the best way to solve the problem is as follows: to set the presentation so there are not too many topics in one period and to have short breaks. Also, the students know that they will be videotaped while presenting and the video should be submitted together with a script and Powerpoint slide. This helps him to recheck when he loses focus when listening.

When they were asked to suggest elements of effective oral presentation skills that students must possess, they suggested the following:

"I think the students should have a well-organized flow in their presentation which includes three main parts. Those are an introduction, the main body and a conclusion. The elements can make their presentations better organized, more interesting and more understandable." Khamkaew

" Strong visuals (e.g. graphs, drawings, power points) should be used to support the presentation and the students must have them. Using visuals helps make the

> presentation more interesting and achieve the best impact by providing a stimulating addition to spoken words." Todsapon

In answering the question, 'What do you think of their students' oral presentation skills in terms of delivery, audience attention and English language ability?, they told the researcher that students were unable to present well because of their English language ability. The following excerpts are :

> "There is a correlation between the students' English oral presentation skill and the three elements of delivery, audience attention and English language ability. I think that the students' English language abilities have a positive relationship with their English oral presentation skills. Hence, this positive relation affects the ways they deliver the messages in their presentations. And, the ways of delivery significantly influence the audiences' attention in their presentations." Khamkaew

> "With preparation beforehand, I am satisfied with their presentation skill especially the skill to attract attention. They can develop their personal presentation style…it's unique -- the tone of voice, posture and gestures -- are natural and effective I must say. Regarding the language ability,….it is still a major problem for some students." Todsapon

When they were asked what bothers students the most in presenting their presentation effectively, they stated that grammar rules and improper audiences bother students. The following statements were made:

> "Grammar rules seem the most influential factor affecting their English oral presentation, in my opinion. Thai EFL students are taught English by grammar-based translation. So, it is not surprising that they are more concerned with their grammar mistakes when they are presenting the information in oral English." Khamkaew

> "The audience…lack of interest or enthusiasm from the audience." Todsapon

To answer the question, 'Are there other factors that bother the students in delivering presentation effectively?, they told the researcher that there were two factors that bother students in giving oral presentation. They pointed out that:

> "The students'low level of self-confidence, low level of lexical knowledge, and pronunciation mistakes are possible factors influencing the effective delivery presentation." Khamkaew

> " The time limitation can bother the students." Todsapon

The researcher asked them about the extent the students' level of anxiety affected their presentation performance. They told the researcher that anxiety affected students' presentation as evidenced in the excerpts below:

> "I believe that anxiety can impede the students' good competent English oral presentation skill. It depends on their individual differences too. Normally, the higher level English proficiency students are more anxious than the lower level English proficiency students. The most important thing is that anxiety can lead to bad motivation and attitudes towards English language learning in the long term if they feel anxious about English learning." Khamkaew

> "Even if the students practise and prepare beforehand, they still feel nervous. In my opinion, some nervousness (not too much) of the students is natural and acceptable. If their hands are shaking, their voice cracking….it's ok. ..because it's normal to feel nervous or act like that…, but if they are forgetting their place, forgetting the story and can't keep going….it becomes a problem. They should learn how to control speech anxiety as much as possible because it is as important as ….or to me…I can say more important than …the technique of presentation." Todsapon

They were also asked about teaching strategies to lessen the students' anxiety. They suggested the teaching strategies to decrease students' anxiety. They suggested that:

> "The use of the familiarized topics corresponding to the students' interests and creating   interactive classroom environments may be an alternative teaching strategy to decrease their the high level of anxiety ." Khamkaew

> "To me, I prefer to lessen the students' nervousness and anxiety by using a rehearsal   strategy. I use this all the time and it works for me and, of course my students. Why? I think the students' performance probably won't improve much without any helpful feedback from the teacher and their friends, so sometimes a student practicing in front of a mirror has limited benefits. The more helpful the feedback, the more quickly they will improve. In addition, the effective way to rehearse is not only on stage with feedback from the teacher, but also rehearsing by using equipment e.g. a video camera. It is easy for the students to review all the processes of presentation and thus improve their performance by themselves." Todsapon

The findings of the current study help to contribute some practical guidelines for further improvement in oral presentation competence. Researchers, policymakers and educators are aware of the need to give greater attention to the development of oral presentation instruction for students at the tertiary level. To improve oral presentation instruction insights into effective strategies to teach oral presentation skills need to be gained. Moreover, it is helpful for EFL lecturers in selected public universities in Thailand to obtain further insights into the difficulties of their learners' speech delivery to develop teaching programmes to promote the improvement of students' oral presentation skills. Furthermore, suggestions can also be made in regard to development of their oral presentation skills as tour guides. The results of

this study provide useful suggestions to materials writers and curriculum planners to employ techniques and effective strategies for students to overcome anxiety while giving oral presentations. Instructors can then adopt appropriate approaches to enhance students' oral presentation skills in the Thai EFL context. Furthermore, the Higher Education Ministry in Thailand could perhaps consider looking into avenues to modify the English teaching curriculum to include valuable practice for university students. It is crucial to encourage EFL lecturers at the tertiary level to use effective teaching approaches to improve Thai EFL students' oral presentation skill. However, Thai EFL lecturers should be attentive to the problems of university students when delivering oral presentations and use appropriate strategies in developing students' speaking skills.

4.3 Results from Stimulated Recall Interview
Stimulated Recall Interview (SRI) was adopted to explore introspective information which recorded the lecturers' thought processes during instructions. It is believed that this research instrument can be used to enhance the understanding of teaching strategies (Nunan & Bailey, 2009). In the process of SRI, the researcher and Todsapon watched the video that was recorded during his classroom instruction. The researcher played the video when she needed Todsapon's explanation about his teaching strategies. The findings showed that Todsapon adopted these three teaching strategies:

1. Todsapon used online speeches as a good model for his students to imitate for oral presentations. He expressed his view in the excerpt below:

> "I think that using online speeches is an effective approach for my students to imitate the way to give oral presentations. I always used this way to teach my students. I believed that it works with my students. After practicing their speaking online, they also rehearse by using equipment e.g. a video camera it is easy for the students to review all the process of the presentation and thus improve their performance by themselves."

2. Todsapon used bilingual education with computer assisted instruction. He provided a pattern for effective oral presentation as a tour guide which students could learn by themselves. They can practice the lesson provided in order to improve their' pronunciation and speaking skills. Todsapon told the researcher that:

> "I prefer computer assisted instruction to develop my students' English language pronunciation and speaking skills. They can practice by themselves via computer which provides scripts on how to make a welcome speech and the rules and regulation for each tourist attraction. The computer assisted instruction gives them the idea of giving oral presentation as a tour guide in that they need to have an attractive introduction which is critical for oral presentations as a tour guide, but in the body paragraph they have to make sure they give interesting information about the tourist attractions to convince the audience. For the closing part, they need to convince their customers to use their service"

3. Todsapon also used communication-orientation modification (COM) to decrease their oral communication apprehension. He expressed his view in the excerpt below:

> "I believed the communication orientation modification technique helps students to observe oral presentation as a conversation instead of giving an oral presentation which needs more effort and students found the way to be very beneficial in controlling their fear in giving oral presentations. Besides that, being fully prepared for speech delivery and practicing adapted physical response during the speech delivery can build up confidence to the students to give oral presentation completely".

The researchers also carried out a stimulated recall interview with Khamkaew. While watching the video with Khamkaew, the researcher discovered that she employed the following three teaching strategies:

1. Khamkaew used different input and activities in class in order to motivate students to speak in class such as group discussion and debates in class. Khamkaew said:

     "I believed that different inputs and activities can motivate students to become active learners. If they were given opportunities to practice speaking in class, their speaking competence would develop. However, the lecturer needs to give feedback about their language use as well"

2. Khamkaew used rehearsal strategy for her students to build up their confidence to give oral presentations. Khamkaew told the researchers that:

     "I prefer to alleviate the students' nervousness and anxiety by using rehearsal strategy. I use this all the time and it works for me and of course my students. I believe that the students' performance probably won't improve much without any helpful feedback from the teacher and their friends. The more helpful the feedback, the more quickly they will improve".

3. Khamkaew used speaking skills training and humour to alleviate nervousness and anxiety. She articulated her view in the excerpt below:

     "Students need to be trained to speak in front of the class by using familiarised topics that correspond with student's interests. Teachers need to give feedback on how they are required to develop their speaking. Moreover, they need to laugh in order to reduce their anxiety and try to control their feeling of anxiety. Laughing can reduce nervousness"

5. Limitations of the Study

There are number of limitations that arose from this study. The first limitation is the small sample size which makes generalisation to the extensive community not feasible. This study is limited to a selected public university students majoring in Tourism. Therefore, generalisations to other Tourism students in other public universities in Thailand need to be prudently determined. Nevertheless, the findings gained from the chosen sample from this study can provide practical insights into students' oral presentation anxiety.

Secondly, only two EFL English lecturers participated in this study. They were both experienced in teaching English for tourist guide. Due to this number, generalisation to other Thai EFL English lecturers who are experiences in teaching English for tourist guide in other public universities in Thailand needs to be attentively investigated. Nevertheless, the results obtained from selected sample from this study can provide practical teaching strategies that can help improve EFL Tourism students in alleviation oral presentation anxiety.

6. Recommendations for Further Studies

The current study focused only on Tourism students from a selected public university in Thailand. A total of 45 students were participants of the current study. Therefore, future studies can focus all Thai public universities that teach English for tourist guide course. Focusing on all Thai public universities can help to generalise the finding on oral presentation anxiety in Thai universities.

More research needs to be carried out to explore what EFL lecturers want to know about speaking and evaluation in order to employ diagnostic evaluation to identify the sources of students' oral presentation anxiety. Future research can provide useful suggestions to consider ways in which policymakers and lecturers can engage in rigorous oral presentation instruction. Various types of teaching strategies that can help improve students' oral presentation competence can also be an area of attention for future research.

7. Pedagogical Implications

The findings of the current study provide some practical suggestions for further developments in teaching oral presentation as a tour guide. Researchers, educators and policymakers have realised that there is a critical need to accord greater attention to the improvement of teaching oral presentation to tertiary students. The way to improve oral presentation instruction is to develop insights into students' weaknesses in giving oral presentation.

Moreover, it is beneficial for EFL lecturers in a selected public university in Thailand to gain further insights into the weakness of their students' language variants that can be used to develop their teaching programmes and instructions to more effectively support students' oral presentation development. Additionally, it can be used as guidelines for students to improve their oral presentation as a tour guide. The findings of this study can also provide useful suggestions to curriculum planners and material writers and designers to integrate components that focus on oral presentation instruction to comprehend the rage of difficulties students experience when they deliver oral presentation. Such stakeholders can then use appropriate methods to develop students' oral presentation competence in the Thai EFL context.

8. Conclusion

This study revealed that both Thai EFL lecturers stated that the most consistent problems was their students' inability to deliver oral presentation naturally because their students were not familiar with making oral presentations. They asserted that their students encountered the problem of insufficient knowledge of grammar, pronunciation and oral presentation components. Moreover, their students encountered oral presentation anxiety at a high level. Their nervousness caused them to forget what they had prepared to present. They lacked communication skills. These difficulties were the main obstacles for Thai EFL students in giving oral presentations effectively. This is because Thai students did not have chance to practise delivering oral presentations while they were at school. With reference to the similarities and differences in the teaching strategies used by the two Thai EFL lecturers, the study concludes that these two lecturers employed the following strategies:

     1. various activities in class to encourage students to speak
     2. rehearsal strategy
     3. bilingual education with computer-assisted instruction
     4. strategies such as skills training, communication-orientation
       modification (COM), and guided visualization to decrease their oral communication apprehension
     5. online speeches and imitation a good oral presentation

9. Acknowledgements

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Comparison of Rhetorical Moves in the Results Section of Two Disciplines

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Abstract

Research article (RA) is a prominent communicative genre among members of the academic discourse community. It constitutes several subgenres at the macro level, however, disciplinary variation is seen greater in the Results section in comparison to the Introduction and Discussion sections. This study aims to investigate the rhetorical structure of the Results section in terms of moves and steps between two disciplines of applied linguistics and chemistry. A mixed- method of qualitative and quantitative analysis was conducted in this cross-disciplinary study. A corpus of 40 (20 from each discipline) RAs were selected for the study. The comparison of rhetorical moves in the Results section of RAs revealed that the variety of moves utilized in the Results section was similar. Five moves were found in this section in both applied linguistics and chemistry research articles. The findings point to some pedagogical implications for teaching research article writing in EAP courses.

Key Words: genre, academic discourse community, disciplinary variation, results section

Main text

Since the end of World War II, English for Specific Purposes (ESP) has drawn much attention in the fields of education and applied linguistics. This attention is increased due to the dominance of English language in technology, politics, medicine, economics, and media fields. ESP as a branch of Language for Specific Purposes (LSP), addresses the learning and teaching of a specialized variety of English in academic (EAP) and occupational contexts (EOP). The growth of EAP is stemmed from the awareness of practitioners in the ESP field that the needs of the learners in ESP classes are different and only teaching the general skills in English language cannot be beneficial for students. EAP plays a key responsibility role classes in which English language is a second language for students (ESL learners) in order to help them to develop their academic proficiency (Wei and Flaitz, 2005) and to assist them to engage with the disciplines (Dudley-Evans and St. John, 1998).

In turn, Jordan (1989/1997) as a scholar with extensive research and experience in EAP, categorized it in two approaches: English for General Academic Purposes (EGAP) or "common-core" and English for Specific Academic Purposes (ESAP) or "subject-specific" as presented by Coffey (1984) and Blue (1988), respectively. One of the key issues in EAP is to distinguish the specificity between these two types of EAP. EGAP refers to language forms and skills, which are common in all disciplines, however, the differences among conventional patterns and skills in various disciplines which are pertinent to the demands of a specific discipline are discussed in ESAP approach. Due to the fact that ESAP involves disciplinary-based literacies, it encourages scholars to investigate different discourses and practices in various contexts.

In the 1980s, researchers in ESP employed genre analysis as a tool in education and pedagogy, however it was John Swales who presented the genre analysis theories and developed the methods for analyzing the genres in ESP field in 1990. In general terms, genre has been defined to encompass organized communicative events, which followed specific communicative goals and they occur in particular discourse communities (Berkenkotter & Huckin, 1995; Bhatia, 1993; Swales, 1990; Swales, 2004). Concept of community is one of the important issues in the definition of genre. Members of a discourse community with a set of common public aims accept certain ways to communicate with each other.

Some characteristics of a discourse community are proposed by Swales (1990). Firstly, it has ascertained public goals among members of a discourse community. Discourse community can be an academic discipline or a social group. For instance, in a Senate or Parliament, the common goal of the community is to attempt to improve government. Secondly, the intercommunication among members uses specific mechanisms. This characteristic will change according to the type of community. The

intercommunication among members can be conducted in newsletters, meetings, telecommunications, correspondences, and conversations. Thirdly, it utilizes one or more genres to improve communication based on the common goal, using certain special terminology or jargon. As an example, each community has special expectations concerning the role of texts, their forms and functions. Every day vocabulary in each community can also be expressed in specialized ways or in acronyms (e.g., ESP, EAP, ELT).

In addition, specific approaches are used to communicate in different discourse communities, which give rise to different genres. These approaches are imposed on the members of a discourse community to accept a common form known by other members of the communication group (Swales, 1990). Thus, particular rules that are utilized in communication among members of a community depend on the communicative purposes. For instance, the rhetorical structure in writing novels are not the same with the structure in writing a thesis or social letters. Finally, the ability level of members of a discourse community should be appropriate with the relevant content, to suit the purpose and audience.

In doing GA, it is proposed that it be done by using two approaches; that is exploring 1) lexico-grammatical features of a text, and 2) rhetorical structures or "structural move analysis" (Hyon, 1996) comprising "schematic units or moves" (Nwogu, 1997, p.122). In connection with GA, move structure analysis has become a central notion in ESP that analyzes text based on its communicative goals for a specific genre. This communicative purpose is reflected in the rhetorical structure or organization of the genre.

RAs in academic discourse have been extensively investigated based on "rhetorical movement" analysis (Swales, 1990). Writing RAs and getting accepted for publication have always been one of the mental engagements and expectations of most novice writers during their academic life. RA as an important channel for presenting new scientific findings to discourse community members and beyond has received much attention in the past few decades (Hyland, 2000 and Swales, 1990, 2004).

Many studies in move analysis focus only on one section of RA, such as Introduction, Method, Results or Discussion (IMRD), and various frameworks were suggested by different scholars for each section. Studies on this "prestigious genre", to use Swales' (2004) words, have generally aimed at exploring its communicative moves (Swales, 1990; Bhatia, 1993; Samraj, 2002, 2005). As an example, Swales' (1990) investigation analyzed the rhetorical structure of the Introduction section in RAs and presented the CARS model (Create a Research Space) which used in ample studies as an analytical tool for analyzing this section. Moreover, Peacock (2011) has conducted a cross-disciplinary study for analyzing the Method section of 288 RAs in eight disciplines (hard and soft fields) and identified seven moves in this section. The prominent research in analyzing the Results section of RA was conducted by Brett (1994) in which 20 sociology RAs were examined in terms of usage of communicative categories or moves. The Discussion sections of 30 RAs were also analyzed by Holmes (1997) in social sciences field (history, political sciences, and sociology) with regard to the communicative categories or moves utilized in previous studies and identify the differences in rhetorical structure of social sciences.

However, there are some concerns regarding the comments in research results as some authors believed that commenting on results occur in the Results section, while others claimed that these comments are declared in the Discussion section. The results obtained in a study are stated in the Results section of RA (e.g., Brett, 1994; and Williams, 1999) and many researchers substantiate that the inclusion of comments on the Discussion and/or Conclusion part of RA (e.g., Holmes, 1997; Hopkins & Dudley-Evans, 1988; Yang and Allison, 2003). The percentage of occurrence of commenting on results are different in various disciplines, but past studies indicate that in sociological, medical, computing and applied linguistics, giving feedback occurs frequently in the Results section of articles. Therefore, writing the results section may vary across different disciplines and is challenging for learners to suggest constructive comments on the results of the study. According to Brett (1994) and Swales (1990), disciplinary variation is seen greater in the Results section in comparison to the Introduction and Discussion sections. Hence, identifying disciplinary variations reinforces the writers, especially novice writers, understanding of the disciplinary norms in a certain discourse community.

There are many move analysis studies which have worked on the Results section of RAs, the more prominent ones are those by Brett (1994) on sociology articles. He suggested three main moves in this section and he refers to them as "metatextual", "presentation", and "comment moves". Poteguillo (1999) in analyzing computer science results, and Williams in medical journals supported Brett's classification of move analysis in the Results section. However, Nwogu's (1997) work based on a complete analysis of medical journals, points to the different moves for this section and included two moves; that of "indicating constituent observation" which is pertinent to observation in general and other significant observations which have an effect on the research objectives. The other is "indicating non-constituent observation", which refers to findings that are not compatible with the expected outcomes in the study. Move categories by Nwogu (1997) substantiate that commenting on result of study exists in Results section of medical RAs. In addition, Thompson (1993) presents a framework for the Results section after studying biochemistry journals and he suggested six moves: "justification for methodological selections", "interpretation of experimental results", "evaluative comments on experimental data", "statements citing agreement with pre-established studies", "statements disclosing experimental discrepancies", and "statement admitting interpretive perplexities". On the other hand, Yang and Allison (2003) presented six moves for the rhetorical structure of the Results section that one of them (reporting results) is an obligatory move. Yang and Allison (2003) classify these moves as follows:

Move 1: Preparatory information
Move 2: Reporting results
Move 3: Commenting on results
- Interpreting results
- Comparing with the literature
- Evaluating results
- Accounting for results
Move 4: Summarizing results
Move 5: Evaluating results
- Indicating limitations
- Indicating significance/advantage
Move 6: Deductions from the research
- Recommending further research

The cross-disciplinary studies of the Results section attributed to Lim (2010) involves the comparison of applied linguistics and education as a comparative genre-based investigation. He suggested that four commentary steps occurred in applied linguistic Results: "explaining the findings", "evaluating the findings", "comparing findings with literature", and "making recommendation for future research". However, he pointed to the rare occurrence of comments in the Results section of education field and believed that reporting the Results was comment-stripped in this field. For the purpose of this research, Yang and Allison's move patterns are incorporated into the framework used to guide the analysis of the data obtained as they appear to be most complete. The following research questions are addressed to fulfill the purpose of this research:

1.   What are the move structures of the Results section in applied linguistics and chemistry RAs?
2.   How is the rhetorical structure of the Results section similar or different in these two disciplines?

2   Method
2.1   The corpus

40 ISI (Institute for Scientific Information) RAs in two different disciplines, applied linguistics (AL) and chemistry (CH), were used in the corpus of this study, 20 RAs in each discipline published from 2008 to 2014. Swales' (1990) IMRD structure was the main criterion for selecting RAs in this study. All the RAs in both fields were chosen based on the conventional sectional format of an RA: Introduction, Method, Results, and Discussion (IMRD). The selected journals in AL were English for Specific Purposes (ESP), and English for Academic Purposes (EAP). The journals chosen in CH were Microchemical Journal and

Chemical Research in Toxicology. According to the Journal Citation Report (JCR) in 2012 provided by ISI web of knowledge, all these leading journals have a high impact factor that represent well-written articles in the AL and the CH fields. The total number of words for the texts in the two disciplines are comparable in size, which are 128,087 words for the AL and 124,520 words for the CH articles. Table 1 sums up information pertaining to the data set in this research.

Table 1. Data set

Disciplines	Journal names	Total number of words
Applied linguistics (N=20)	English for Specific Purposes	
English for Academic Purposes		128,087 words
Chemistry (N=20)	Microchemical Journal	
Chemical Research in Toxicology		124, 520 words

2.2   Analytical framework

The current study also employed Yang and Allisons' (2003) framework for examining the Results sections, which has been used to analyze applied linguistics. Other models were used in different disciplines (e.g., Thompson, (1993) in biochemistry and Brett, (1994) in Sociology). However, Yang and Allison's model is the most up to date in comparison to Brett's (1994) and Thompson's (1993) models. It was found to be the most comprehensive and also well used in other studies. According to Yang and Allison (2003), this section consists of 6 moves namely, "presenting preparatory information" (M1), "reporting results" (M2), "commenting on results" (M3), "summarizing results" (M4), "evaluating results" (M5), and "deducting the research" (M6) as presented in Table 2.

Table 2. Results moves in Yang & Allisons' model (2003)

RESULTS SECTION
M1-presenting preparatory information
M2- reporting results
M3- commenting on results
    Step 1: interpreting results,
    Step 2: comparing with the literature,
    Step 3: evaluating results,
    Step 4: accounting for results
M4- summarizing results
M5- evaluating results
    Step 1: indicating limitations,
    Step 2: indicating significance
M6- deducting the research
    Step 1: recommending further research

M1 "presenting preparatory information" presents pertinent information for the statement of results. This move is used as a connector between sections and deals with the instruments employed in methodology section or describes the statistical methods for analyzing data. The following examples for each move in the Results section derived from Yang and Allison's (2003) study. M1 is indicated as follows:

(1)   The results of this experiment will be presented in both quantitative and qualitative form. We will first examine tables for the four main temporal variables, plus a table which indicates the average length of pause in each text….

M2 "reporting results" is related to the findings of the study, which is presented by way of statistics and examples. It can be said that this move occurred in context of making reference to graphs or tables in the study or clarifying the result of the study by examples. This move is shown in Example 2:

(2)   The results indicate that if a subject has a high SR in L1, then it is likely that SR will also be high in L2.

According to Yang and Allisons' (2003) model, M3 "commenting on results" is related to how the results can be interpreted in the context of the study. This move has four steps, namely "interpreting results" (M3S1), "comparing results with literature" (M3S2), "evaluating the results" (M3S3), and "accounting for results" (M3S4). M3S1 in which a general claim is presented by the writer based on the results obtained in the study. M4S2 is employed by writers to support their findings and to establish a reasonable contribution to the field of research. The occurrences of other steps, such as M4S3 or M4S4 refer to results generalizations and explain the unsatisfactory results in the study respectively. The constituent steps in M3 are presented in the following examples:

(3)   These results suggest, first, that some significant changes take place between time one and time two and, second, that the knowledge which underlies L2 processing is in some way different to the knowledge which underlies the processing of L1. (M3S1)

(4)   These findings support the previous survey results of Ostler (1980) and the ethnographic data of Mason (1995). (M3S2)

(5)   Such differences may also be promoted by the educational systems of both cultures, and by. . . This can be a reason why. . . (M3S3)

(6)   Of course, the results are rather speculative and based on a small sample. . . (M3S4)

M4 "summarizing results" which is the next move in this section. This move concludes the findings of the study at the end of the Results section in M4S1 as follows:

(7)   To sum up, it becomes clear that keeping a heritage language alive across generations is not a simple matter of mothers taking a position on language use and holding it . .

Finally, M5 "evaluating results" comprises two steps i.e. "indicating limitations" (M5S1), and "indicating significance/advantage" (M5S2). In this move, the writer justifies the need for further research in the future. These steps are indicated as follows:

(8)   The present study has raised a number of interesting differences, but a larger corpus is needed to establish how far they can be generalized. . .

(9)   What is new in our study is the links we try to find with school performance, and the within family dynamics of the accommodation process. . .

M6 "deducting the research" composes of one step "recommending further research" in which the writer delineates suggestions for future research as follows:

(10)   Further research might be profitably conducted within a single discipline to determine the degree of variability according to sub-discipline, ideology, region of origin and level of prestige. . .

2.3   Move analysis

In this study, the main method of analysis was qualitative whereby each sentence was analyzed carefully for move identification. Two approaches of bottom-up and top-down were used for identifying moves. Analyzing particular linguistic features is pertinent to a bottom-up approach, while the realization of moves by content and rhetorical organization or move structure is a top-down approach (See Biber et al., 2007, for discussion.) However, Swales (1990) criticized the top-down approach in many previous studies for its subjectivity in evaluation. In this regard, a small sample of the data (10 RAs in each discipline) was double-checked by two experienced researchers in AL and CH working independently to verify the realizations of moves and to obtain agreement on the method of analysis. These two experts (a PhD student in each discipline) were used in order to ensure the reliability of move identification for the Results section of RAs in both fields of AL and CH.

To determine the reliability of the analysis, all the moves were classified and 10 research articles were selected randomly (five for each discipline) for the coders to analyse the rhetorical structure of the Results sections of RAs. The RAs used for coding comprising 25% of the entire corpus (based on Kanoksilapatham, 2005). Differences in coding led to discussion and clarification in order to reach a consensus about the coding. Essentially the present analysis paid close attention to illustrative examples of linguistic signals offered by the discourse, such as the examples shown earlier, to guide move identification in the Results section.

In corpus linguistics, descriptive statistics is used in most studies. It is a kind of statistics which do not test data for significance and only describe the data in some way. The most basic statistical measure in the present study was a frequency count. The number of occurrences of each variable is counted in frequency statistics and it is used in the most of corpus-based studies. Then, the frequencies are converted into percentages for comparative purposes. Often times it is difficult to interpret frequency distributions, because the frequency by itself is meaningless, unless there is a reference point to interpret the number. As such percentages are more useful as there is a fixed base for comparison.

Objective cut-off points were established to enable the researchers to identify whether moves were obligatory, quasi-obligatory or optional. The moves that had 100% occurrence were considered as completely obligatory moves (Holms, 1997), while a cut-off frequency of 50% of occurrence was used for deciding whether moves were quasi-obligatory (above 50%) or optional (below 50%) (Swales, 1990). Thus, if a move occurred above 50%, it was considered as quasi-obligatory move and if the frequency of a move falls below 50%, it is deemed optional. In addition, cycling of moves (Hopkins & Dudley-Evans, 1988) was taken into consideration. Each cycling was counted as a token of occurrence. Thereupon frequency counts were made to tabulate the incidence of occurrences and its comparison across disciplines.

2.4 Analytical procedure

Two disciplines of AL and CH were selected as representative of social and natural sciences. Among the selected RAs with IMRD structure, the Results sections were manually scanned and converted into Rich Text format for analysis. All the tables, figures, footnotes, and headings were omitted for counting the number of words in each RAs. After the move identification of the Results section in each discipline, the frequency and percentages of each move and step were calculated. Finally, the rhetorical moves of the Results section were compared to recognize the possible similarities and differences for the communicative acts across disciplines.

3 Results

3.1 Comparison of Rhetorical Moves of the Results Section between AL and CH Fields

This section reports the results of the study by referring to graphs, tables, and figures presented using numerical and statistical procedures, which are considered essential issues in this section. However, the results of the RAs not only pointed to new findings in the study, but also that the interpretation and comments on the results (Brett, 1994) play a challenging role in RAs for authors. This section was basically analyzed using Yang and Allison's model (2003), which composes 6 moves namely, "presenting preparatory information" (M1), "reporting results" (M2), "commenting on results" (M3), "summarizing results" (M4), "evaluating results" (M5), and "deductions from the research" (M6). One move called "providing examples" (M7) was also added based on the corpus of this study to the Results" moves in AL field. Table 3 indicates the comparison of rhetorical moves in the Results section of AL and CH RAs.

Table 3. Distribution of the Results moves in AL and CH RAs

Rhetorical moves	AL				CH			
Results section (N=20)	No of RA	%	F	%	No of RA	%	F	%
M1-Presenting preparatory information								
S1-Presenting a methodological review (procedure, instruments, framework, statistical procedure)	17/20	85%			17/17	100%		

61

100％6/20

6/6   30％

100％

6

100％
Total of steps in M1   61   6
M2-Reporting results
S1-Stating results accompanied by pointers
        20/20
20/20
        100％
100％

88

100％20/20
20/20   100％
100％
79
100％
Total of steps in M2   88   79
M3-Commenting on results
S1-interpreting results,
S2: comparing results with literature
S3: evaluating results,
S4: accounting for results
        20/20
18/20
14/20
5/20
2/20
        100％
90％
70％
25％
10％

39
23
5
3

55.71％
32.85％

7.14%
4.28%   16/20
12/16
7/16
2/16
0   80%
75%
43.75%
12.50
0
41
9
3
0
77.35%
16.98%
5.66%
0
Total of steps in M3   70   53
M4-Summarizing results
S1-Concluding the results   6/20
6/6
       25%
100%

6
100%3/20
3/3   15%
100%
3
100%
Total of steps in M4   6   3
M5-Evaluating results
S1-Indicating limitations
S2-Indicating significance   5/20
3/5
2/5   20%
60%
40%
5
3
62.50%
37.50%   2/20
2/2
0   10%
100%
0
2
100%
Total of steps in M5   8   2

M6-Deductions from the research
S1- recommending further research　0　　0　　0　　0　　0　　0　　0　　0
M7-Presenting examples
S1-Clarifying the results by various examples 10/20
10/10　　　50%
100%
79

100%0
-　　0
-
-

-
Total of steps in M6　　　　　　　79　　　　　　　　　　　0
Total　　　312　　　　143
Total number of RAs=20

Analyzing the AL Results indicated that M1 occurred in 17 out of 20 RAs, making up 85% of the corpus. It is counted as a quasi-obligatory move in this section of the RAs. This move composed one step: "presenting a methodological review" that states the Method issues such as procedure, statistical analysis, utilized framework, or instruments used in the study. This step occurred in all 17 RAs that included this move and was extensively used at the beginning of the Results section in our study. This can be explained by the fact that the results should be presented from a justified methodology to be accepted by the larger scientific community.

However, there were three RAs in which M1 was omitted in this section. This could be due to the writers' preference for employing this move in the Results section in terms of attempting to provide background information from previous sections prior to reporting their results to enable the readers to make the connection. The following excerpt indicates the occurrences of M1:

(11)　　　　Before presenting the results of the analysis using the CARS model, I provide some descriptive information about the RAIs in the corpus. [AL-10]

The most prevalent move in the Results section is M2, which deals with the reporting results. This move was indicated by the use of a number of "pointers" (Brett, 1994) that illustrates the results through figures and images or statistics presented in tables. M2 was found in the Results section of all 20 AL RAs and was considered as a completely obligatory move (100%). The high frequency of the step (stating results accompanied by pointers) in M2 indicated that M2 was highly cyclical in this section (f=88, 100%). This finding corresponded to the results in the study by Yang and Allison (2003) in which the reporting results formed the core element of the Results section in AL articles. The reporting results in this present corpus was manifested using active past tense verbs and was usually followed by reporting verbs such as show, indicate, and reveal as follows:

(12)　　　The highest number of points achieved was 144 points and the lowest 15. The mean of the total score for the vocabulary portion of the test was 41.32, for the reading part 22.21 and for the Total 85.74. [AL-20]

M2 was also a completely obligatory move in CH Results, occurring 100% in the entire corpus. It is significant to note that the Results section in CH articles constituted of a series of results signposted under different subheadings. The findings were presented in an objective manner and complemented by a display of figures and tables. The frequency of constituent step in this move was 79 times in the Results section. As for the linguistic resource used, it was noted that M2 was presented in the form of past tense verbs as can be seen in the following excerpt:

(13)   As shown in Figure 5B, mRNA levels of both FXR and SHP were down-regulated after senecionine treatment. Furthermore, mRNA levels of CYP7AI, BAAT, NTCP, OATP2, and OATP4 were all down-regulated (Figure 5C). [CH-7]

M3 looks at "commenting on results", which comprised four steps, namely "interpreting results" (M4S1), "comparing results with literature" (M4S2), "evaluating the results" (M4S3), and "accounting for results" (M4S4). This move includes the interpretation of results by employing comparative adjectives such as older than, more significant, less than, etc. In addition, this move consisted of a comparison of related literature and deliberated the strengths and limitations of the results by employing some evaluative adjectives such as practical, crucial, or striking along with results generalizations. This move in AL Results, as shown in the Table 3, was a completely obligatory move (100%) and occurred in all the 20 RAs. M3S1 stated in 18 out of 20 RAs (90%), M3S2 found in 14 out of 20 RAs that included this move (70%), M3S3 occurred only in 5 RAs (25%), and M3S4 stated in two AL RAs (10%).

The high frequency of occurrences of this move indicated the significant role of elaboration of findings in the AL Results and reflects the fact that discussing the results plays a significant role in the social sciences because of the descriptive nature of these disciplines as an academic genre. In addition, this finding is also supported by other investigations concerning rhetorical moves in the Results section in computer science and medicine (Posteguillo, 1999; and Nwogu, 1997). As mentioned earlier, "interpreting results" step (M3S1) in this study was constructed with the use of comparative adjectives (f=39, 55.71%), as can be seen in the following example:

(14)   Comparative observations between the nominal construction titles of the two languages analyzed showed that nominal post-modification revealed higher complexity and variability in its constituents than nominal pre-modification. [AL-14]

M3S2 is employed by writers to support their findings and to establish a reasonable contribution to the field of research (f=23, 32.58%). This step was identified through the use of some lexical items such as: is similar to, is consistent with, are in accordance with, and is in line with as in the following excerpts:

(15)   This finding is not only in agreement with Berkenkotter and Huckin's (1995) results and Haggan's (2004) conclusions but is also indicative of a marked contrast with respect to the same construction in the titles of the social sciences. [AL-14]

(16)   This belief that their leisure reading affects their language proficiency finds support in other studies (Mol & Bus, 2011), as well as in my statistical analyses of questionnaire and test data. [AL-20]

As shown in Table 3, the occurrence of "evaluating the results" step (M3S3) was rarely found in AL corpus (f=5, 7.14%). It refers to deductions or results generalization in the study. This could partly be due to the fact that the writers in AL may have preferred to state these issues in the Discussion or Conclusion sections and to devote the Results section only to reporting and interpreting the findings. This results is similar to Yang and Allison's study (2003) in which this step was less frequently employed in comparison to the other steps on "interpreting results" and "comparing results with literature".

Analyzing the CH Results showed that this move was frequently utilized in the Results section. It occurred in 16 out of 20 RAs, making up 80% of the corpus. The most frequently step used in M3 was M3S1, which was found in 12 out of 16 RAs that included this move (75%). M3S2 and M3S3 were rarely found in CH Results (43.75% and 12.50% respectively). The total frequency of steps in M3 (f=53) indicated the high cyclical positioning of M3 in the CH Results. This move was mostly identified by M3S1 or M3S2 in order to support findings with the other studies (f=41 (77.35%), f=9 (16.98%), respectively) (refer to Table 3). Examples 17 and 18 show these steps in M3 in the CH Results:

(17)   Additionally, a human mutant TrxR, in which the selenocysteine (residue 498) was replaced with cysteine, was significantly less sensitive to NAPQI, when compared to the wild type enzyme. [CH-5]

(18)   Previous studies have shown that BIAM alkylates thiol groups on proteins in a pH-dependent manner. Whereas at pH 6.5, BIAM preferentially binds the selenocysteine residue in TrxR, at pH 8.5 it binds both cysteine and selenocysteine residues in the enzyme. [CH-5]

The move, M4 is on "summarizing results" which is the next move in this section. This move mostly occurred as a closing move in the Results section to provide a brief description or summary of the

discoveries in the study. This move only occurred in 6 out of 20 AL RAs (25%). It served as an optional move in the Results section. M5 in one RA allocated a sub-heading for itself called Summary of the findings. In the rest of the RAs, it was identified by some lexical items such as, overall results indicate that, from the observation reported above, in sum. The following excerpt reveals M5 as follows:

(19)   Overall results indicate that "spoken" is perceived as more difficult than "written", that "active" is predictably more problematic than "passive" and that "formal" is found to be rather more challenging than "informal". [AL-6]

Analyzing the Results section of CH RAs indicated that this move rarely occurred in our corpus. Only 3 RAs summarized the results of the study at the end of this section. Thus, M4 only occupied 15% of all 20 RAs and was deemed as an optional move (below 50%) in the Results section of CH RAs as follows:

(20)   Results of this histological analysis demonstrate the stimulatory effect of TCS and OP on human breast cancer cell division and then cancer growth. In addition, these cell cycle progression effects of TCS and OP appear to act through an ER-dependent signaling pathway in breast tissues of the xenografted mice by considering the ICI 182,780 cotreatment effect. [CH-6]

The move, M6 "evaluating results" constitutes two steps i.e. "indicating limitations", and "indicating significance/advantage". However in AL Results, this move appeared mostly in the limitations of the results (M5S1). This move occurred only in 5 out of 20 RAs (20%), which indicated the relatively less frequent occurrence of this move in the Results section. This results is similar to Yang and Allison's findings (2003). They also investigated 20 RAs Results and found that this move occurred 2 times in their corpus. The following excerpt illustrates this move:

(21)   The competence resulting from this language training cannot be expected to fit all types of communicative functions with equal effectiveness, even in comparatively restricted academic settings. [AL-6]

M5 in CH Results only occurred in 2 out of 20 RAs and was considered as an optional move (below 50%), making up 10% of all 20 RAs. In the current study, this move was manifested by stating the limitations concerning the results obtained in the study (f=2, 100%). M6 also did not found in rhetorical structure of the Results section in CH RAs.

"Providing examples" (M7) was recognized as an additional move in the present study in analyzing the Results section of AL RAs. This move occurred in 10 out of 20 RAs, making up 50% of the entire corpus. M7 was considered as a quasi-obligatory move and also composed one step: "clarifying the results by various examples" which frequently occurred in the Results section of the 10 RAs that included this move (f=79, 100%). This move was mostly followed by M2 "reporting results". Studies, which employed quantitative research designs contained more statistical reporting, in contrast, qualitative studies presented their results with a number of examples from the corpus concerned in order to intensify their interpretation.

Interestingly, this move (M7) was omitted in other previous frameworks in investigating the Results section as an individual move (Brett, 1994; Yang & Allison, 2003; Thompson, 1993; Kanoksilapatham, 2005; Nwogu, 1997; and Posteguillo, 1999). However, it can be found in the models under the Discussion section by Swales (1990) and Dudley-Evans (1994). The writers in these models also pointed out to various examples in order to support their explanations. Example 22 presents "providing examples" move in this section:

(22)   The next frequent comment was lack of clarity as in II.2, (6.8%). In Examples 4 and 5, the reviewer offers suggestions for syntactic composition of the sentence to improve clarity: [AL-15]

Example 4: Also it would be clearer if the sentence "advantages over [TD], it is simpler" were broken up into two sentences.

Example 5: Also, Page XX, line YY, the author uses the expression "resampled at 125 samples per second". Does this mean "interpolated to 125 Hz"? Also the last sentence page WW, line ZZ is difficult to follow and does not make sense.

3.2   Summary of findings

The comparison of rhetorical moves in the Results section of AL and CH RAs revealed that the variety of moves utilized in the Results section was similar. Five moves were found in this section in both AL and CH articles. M2 and M3 were considered as completely obligatory moves in AL Results (100%). M2 was deemed as a completely obligatory move in the Results occurred in all the 20 CH RAs and M3 was considered as a quasi-obligatory move in this section. The comparison of total frequency of steps in these two moves indicated that the frequency of steps in M2 (f=88) and M3 (f=70) was higher in AL RAs rather than CH Results (f=79, f=53). This result is in line with Brett's (1994) study in which the Results section is considered as a place where new findings are not only highlighted but also interpreted and commented upon by authors.

As a result, both "reporting results" (M2) and "commenting on results" (M3) moves were highlighted in the soft and hard sciences in this section. However, interpreting the results was more focused on in AL articles (100%) rather than in CH Results (80%). It can be justified on the premise that soft sciences such as AL are more descriptive than hard sciences such as CH, which focuses highly on reporting the discoveries rather than interpreting them in the Results section. It is significant to note that the Results section is more complex in CH articles where multiple results are reported on compared to AL RAs, whose Results are usually fewer.

M7 "providing examples" was found as a prevalent move (50%) in the AL articles in the present study. This move was often followed by M2 "reporting results". This can be due to the fact that the AL corpus selected in this study contained qualitative studies and the writers pointed to various examples in order to support their explanations and interpretations. Moreover, the total number of the Results moves employed in AL articles was significantly higher in AL Results (N=311) compared to the CH articles (N=145). It can be explained by the fact that the findings in the soft sciences such as AL are highly elaborated by various examples.

In relation to the linguistics features, "reporting results" move (M2) was indicated in the form of past tense in both AL Results as well as CH articles. The use of past tense reveals the objective positioning of the writer and indicates that the authors were plainly reporting the discoveries of the study. In comparison, the "commenting on results" move (M3) was indicated in the present tense, which demonstrates that the findings were generalized by the writers beyond the confines of the research project.

4 Discussion

All moves in the Results sections were employed in both fields, except one additional move, "presenting examples," that was only found in the organization of AL Results. M2 "reporting results" was the most frequently used move in AL and CH Results (100%). The function of this move in both fields was to inform readers of the findings obtained in the study. Due to differences in the nature of these two disciplines, the way these results were reported by scientists and social writers is different. In this study, AL RAs mostly focused on text analysis and it is common that they refer to the research objects more, while CH RAs were experiment oriented in which writers needed to refer to the processes generated. The AL results were highly represented by various examples in order to clarify the results for readers in terms of move realizations and linguistic features used in each move.

However, the CH results included a summary of raw data, important observations, and the results obtained from the calculations. Among the various graphics indicated for reporting the results, tables were the most frequent ones in AL Results; however, CH RAs included tables, figures, chemical structures, and schemes. This variety in using graphics in the Results section reflects the nature of these two disciplines. The soft sciences such as AL are highly descriptive and have a tendency to describe and analyse text, whereas scientists have to report several experiments through statistical calculations and chemical compounds. All the quantities in tables are expressed by units and scientific notations. The figures include graphs and spectra and schemes illustrating experimental flow charts and reaction mechanisms (Averill & Eldredge, 2015). Therefore, the Results section is where almost all the tables and figures are cited in both fields.

M3 "commenting on results" is another challenging move in this section. This move was deemed as a completely obligatory move in both fields (see Table 3). After reporting the results, linguists attempt to focus on the significance of the findings in order to clarify for the members of the discourse community what the results indicate and their importance. The interpretation of the results was also given in CH Results, although the main focus of writers in scientific disciplines is to save the interpretation of the results in the Discussion section. This part was mainly presented by way of statistical analysis of significance. Another step in M3 which was used frequently in both disciplines was M3S2 "comparing results with literature." This step helped writers to tie their studies to the literature. It also assisted writers to highlight and alert the discourse community members in AL and CH to the contribution and novelty of findings in their research. In this regard, Ghadessy (1999) believes that comparing and contrasting findings with the literature contributes to the meaningfulness of findings.

Referring to M1 "presenting preparatory information," at the beginning of the Results section, writers normally restate some aspects of the research method. These aspects might include some information about the objects, techniques, and materials used in the study. Although, stating such information has no novelty value as they have been stated earlier in the methodology, it does directly contribute to a better interpretation of the findings and claims. This move was more dominant in AL Results (see Table 3). Linguists review the research design and methodological points from the previous section in order to assure the readers of validity of the findings. However, due to the experimental basis of CH RAs, scientists prefer to tell what they did first and why before reporting the results. They have a tendency to narrate their experiments in a logical manner. For instance, a chemist may take several spectra at different resolutions and conditions with a spectrometer in order to test the impact of spectrometer settings on the spectra results. However, the chemist first needed to optimize the spectrometer conditions. This information should be provided by scientific writers in M1 before they initiate presentation of the data. Another move, M5 "evaluating results" was more frequent in AL Results. A plausible justification for this finding is based on the subjective nature of soft sciences, which imposes seeking validation of studies in all aspects of the RA, among which is the Results section.

5   Conclusion

The analysis of the Results sections of RAs revealed that the diversity of moves utilized in this sections was similar in AL and CH articles. Five moves were employed in this section in both AL and CH articles; however M2 'reporting results' and M3 'commenting on results' were the most common and frequently used moves in both fields. This result demonstrated that in the Results section, not only new findings are reported but they are also interpreted by science and social science writers; however, interpreting the results was more highlighted in AL articles than in CH Results. This could be due to soft sciences being more descriptive than hard sciences as they emphasize highly on reporting discoveries rather than interpreting them in the Results sections. In addition, this section in CH articles mostly constitutes a series of results and not just a single one. One additional move, 'presenting examples', was also found in the Results sections of AL articles, which addresses support for their explanations through examples. The total number of the Results moves in AL articles was evidently more than CH results due to the fact that the findings in the social sciences are highly construed through different examples.

This study is limited in terms of sample size. It only analyzed twenty RAs from each discipline which are not sufficient to make tentative generalizations for the international scientific discourse community members in these fields. Thus, a further study could be suggested to could increase the sample size of RAs and analyze them for the similarities and differences that exist across disciplines. In addition, the number of disciplines focused on this study is also another limitation. It only focused on two disciplines representing a category of science and a social science. To further validate the cross-disciplinary nature of this study, a focus on more than two disciplines could yield more representative and generalizable findings. Thus, the findings of this study could not be generalized to include the other disciplines.

The findings reported in this study may point to some pedagogical implications for teaching RA writing in EAP courses and to help students, especially post-graduate students, and non-native writers in

their academic writing. The EAP teacher subsequently is more empowered to lead students to go into standard practice and also the variations in style and approach in text organization. Besides, the findings reported in this study stress the fact that writing is restricted by disciplinary conventions. Therefore, science and social science authors and EAP instructors need to be aware of the rhetorical structure of RAs in each section. This study provides an insight to motivate EAP instructors, novice and even experienced writers, post-graduate students, and textbook developers to compose an appropriate style for academic writing of RA in different fields, especially AL and CH. The present study also deals with helping novice writers to better understand how they should write academically in a well-written structure and to develop the strategies in order to meet the requirements of academia encountered in the target discourse community. Finally, the findings and the limitations also point to the need for further research. The current study placed an emphasis only on written discourse analysis. In order to investigate socio-cultural factors and reader's expectations on the writing of academic RAs, conducting interviews or surveys with disciplinary informants and authors would be helpful in future studies.

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Exploratory study of environmental education in engineering in Chile

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Abstract

This paper explores sustainable knowledge in traditional engineering schools different than environmental engineering from public universities in Chile. The engineering department's mission and curricular information was investigation and empirical data was collected from environmental expert engineers working in consulting. The study revealed that environmental learning is available through elective courses, mostly focuses to specific topics. In general, this field of knowledge requires awareness, friendly vision to the environment and a multidisciplinary language, which lacks in the current instruction. People who work in the area acquired their preparation through professional experience. However, an integral education with an interdisciplinary approach that facilitates the understanding on environmental matters with other disciplines still has not been addressed as a priority

Keywords: Environmental Education; Engineering School; Sustainability

Introduction

The environmental and sustainability theme (E&ST) has been established in all latitudes of the planet. This is a complex problem, which has no borders and requires the joint cooperation of all countries, which in turn must ensure the behavior of its inhabitants in terms of productive economic activities. Every human being interacts with the environment, and there are billions of human beings around the planet. The best tool to achieve positive change is education, which has been identified as a key tool to address the environmental problem in all Levels of education.

Chile is a country whose economy relies heavily on mining, which has allowed it to advance in the stages of its development. It is a Country that respects the international agreements it has acceded to. In this effort to improve its production systems, it has been incorporating more institutions and strengthening its regulations, which has increased the approval standards of the projects.

This study aims at exploring the formation of E&ST in engineering undergraduate programs in Chile. In addition, the study seeks to explore the relationship between variables that enrich the current diagnosis.

5. Literature review

Environmental education is not a term of the 21st century. The theme has been treated since the eighteenth and nineteenth century by great thinkers in Europe, but the concept has been strongly promoted since the IUCN / UNESCO conference, "International Working Meeting on Environmental Education in The School Curriculum "held in 1970 in Carson City, Nevada, USA (IUCN, 1970).

At the 1972 Stockholm Conference (UNEP, 1972), education was formally recognized at the international level to play an important role in promoting protection and conservation of the environment. Since then, more institutions of higher education (HEI) have been included environmental education for Sustainable Development (EEDS). Next, a landmark event was the International Seminar on Environmental Education, the Intergovernmental Conference on Environmental Education, held in Tbilisi, Georgia, USSR in 1977, which was one of the most revealing event in the history of environmental

education. In those events, "criteria and guidelines were established that would illuminate all the development of this educational movement for the subsequent decades" (Novo, 2003).

The United Nations states that "in September 2015, countries adopted a set of goals to end poverty, protect the planet, and ensure prosperity for all as part of a new sustainable development agenda", making reference to the Sustainable Development Goals defined by this organization in the "2030 agenda for sustainable development and the sustainable development goals" (United Nations, 2015). 17 goals were defined. The number 4 is quality education that states "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all". Quality of education is more than teaching and learning issues relating environment and sustainability. So when we talk about these topics it is important to have in mind that this is only part of the complete picture. This United Nations initiative is an on-going work. In fact, a high level political meeting on sustainable developed has been planned for 2017 with the theme of "eradicating poverty and promoting prosperity in a changing world"

As declared by Desha and Hargroves, that important efforts have been made to improve engineering education for this century, there is scarce literature on studies about the situation of education in engineering education for sustainable development (Desha and Hargrove, 2010). They produce an analysis of the few surveys made in this topic. In their study they make reference to the surveys made in (Blockstein and Greene, 2003), (Desha et al., 2009), (Azapagic et al, 2005) among others. Apart from analysing the case of Australia, these authors conclude that there is a lack of information about the presence or absence of the topic in the curriculum. This is one of the gaps that this paper aims at reducing. A similar survey was made by Xiong et al. about the situation in China, who found that the subject is not developed at the same level across the Country (Xiong et al., 2013).

There are a number of papers that focus on the teaching of sustainability related topics. Just to mention a few. Al-Rawahy emphasises the need that sustainable development has to be put into practice, more than becoming an academic issue. He talks about the missing link between engineering education and sustainable development (Al-Rawahy, 2013). An interesting conclusion of a work aiming at evaluating sustainability in engineering education is that the incorporation of sustainability in the curriculum is more than including the issue in the courses, but it means majors changes in teaching methods and organizational changes, among others (Staniskis et al., 2016). Jensen proposes to action research to develop sustainability and leadership education (Jensen, 2016) and Garbie proposes a methodology to incorporate sustainability/sustainability development concepts in engineering courses (Garbie, 2017).

2.   Research Methodology

3.1 Introduction

The research methodology consisted in the use of three tools to carry out the study. First a questionnaire was sent to engineers registered in the School of Engineers of Chile. Second, an analysis of the engineering undergraduate programs of 3 top universities in Chile was made. Finally, a group of engineering experts was interviewed.

3.2 The survey

The survey aims at capturing the opinion of engineers about the education received in the theme of environment and sustainability and if the knowledge about subject was appropriate when working in companies. The questionnaire contained 13 close questions and one open question The close questions were: What engineering did you study?; When did you graduated?; Has you working in the subject of environment and sustainability?; What topics should about environment and sustainability should be included in the undergraduate programs; How many compulsory courses did you have to take?; How many optional courses did you take?, What percentage of what you study was about the theme?; Should this percentage increase/decrease/maintain?; Do you think that this theme should be included in other undergraduate programs?; How the subject should be taught?; Is there other ways of learning about the subject?; In your view, what are the barriers of the engineers in your specialization to work in the subject?. For every question, alternatives were given.

The questionnaire was send via Internet to about a thousand engineers registered in the School of Engineers of Chile. 280 completed questionnaires were received.

3.3 The interviews

Six engineering experts were interviewed. Two of them were senior managers of consulting companies in environment and sustainability; two of them were engineers working in the topic and the rest were engineers who have not worked in the matter. The objective of the interview was to identify the gap that engineers recently graduated have, in order to work in consultancy in the subject of environment and sustainability. Some of the type of open questions asked was:

• Managers: What competencies, abilities and values should engineering have to work in environment and sustainability themes? What are the main gaps the graduated students have to work in the subject?

• People working in the area: what are the main limitations you have to work in the subject? What is the gap between you studied and what you required? What have you done to close that gap?

• Other engineers: what would you need to work in environment and sustainability? Would it difficult for you to work in this area? What would you do to learn about the subject? Do you think the curriculum would be change?

3.4 The undergraduate programs

The undergraduate engineering programs of three top universities in Chile were studied. We looked at the areas of courses where E&ST was present, either in compulsory and optional courses. These three universities were selected because of their long tradition and the quality of their education.

3.   Results

Through table1 it is possible to have a picture about the proportion of engineers that have accomplished activities in the environmental and sustainability theme. It is possible to have awareness that the environmental aspects are involved in all the engineering areas.

Table 1. Engineer's percentage that have worked in E&ST regarding their career

Career	% Engineer
Structural Engineering	41
Electric Engineering	54
Civil Engineering	54
Industrial Engineering	56
Engineering in Biotechnology	62
Mechanical Engineering	65
Chemical Engineering	79
Mining Engineering	80
Hydraulic Engineering	83

Table 2 shows the percentage of people that has worked in E&ST, for each range of work experience. This table shows, for example, that a 36% of engineers, who have less than 2 years of experience, have worked in E&ST issues.

Table 2. Interviewees range of years of experience in E&ST

Experience	%
0-2 years	36%
2-5 years	38%
5-10 years	59%
More than 10 years	67%

Engineers were asked about the percentage of courses that include E&ST in their undergraduate studies. The result is shown in Fig. 1.
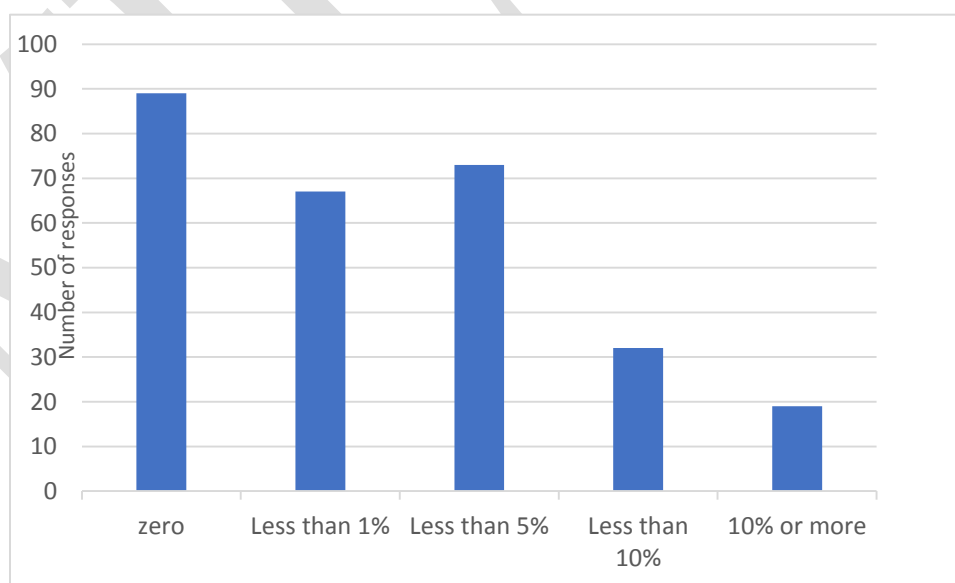
Fig. 1. Number of responses of engineers respect to level of E&ST studied in their career.

Table 3 show the answer to the question: According to your opinion, in what training instances environmental and sustainability should be incorporated?

Table 3. How should be incorporated EST

E&ST: Ways of being incorporated trough:	Preference
Undergraduate	51%
Undergraduate & postgraduate.	20%
Undergraduate, postgraduate & experience	15%
Undergraduate & experience	10%
Postgraduate	2%
Experience	1%
None	0%

Table 4 shows the answer to the question: Do you consider that for your undergraduate degree this percentage should increase, maintain or decrease?

Table. 4. Opinion on whether to increase of E&ST in the training of engineers on environmental

Career	% Increase	% same	% Decrease
Electric engineering	90	10	0
Engineering in Biotechnology	100	0%	0
Mechanical engineering	100	0	0
Chemical engineering	82	18	0
Civil engineering	83	17	0
Hydraulic engineer	81	16	3
Structural engineering	100	0	0
Industrial engineer	80	20	0
Mining engineering	95	5	0

Table 5 shows the results regarding the question: "Do you consider that training in environmental and sustainability issues for all engineering specialties may have a positive impact on the environmental impact evaluation time of projects and other associated benefits?". The result shows a high percentage, over 80% of the surveyed engineers of all the careers have the perception that training in E&ST issues may have a positive impact on the environmental impact evaluations.

Table 5. Perception about the impact of E&ST in environmental assessment of projects.

Career	Preference
Industrial engineer	98%
Chemical engineering	98%
Civil Engineering	95%
Electric engineering	100%
Structural engineering	100%
Mechanical engineering	94%
Engineering in Biotechnology	92%
Hydraulic engineer	83%
Mining engineering	80%

Table 6, which summarizes the curricular engineering programs of 3 important universities in the Country. It shows the number of compulsory and optional courses covering E&ST issues as a main topic. Given that the each university offers a number of engineering programs, an "average" program was used. Its means, for example, that the "average" engineering program of University A offers 3 optional courses on Environmental Evaluation. This classification was made with the opinion of experts of the engineering academic staff, who know the content of the compulsory courses and optional courses included in the respective programs. The last row of the Table shows the percentage of courses offered by each university in E&ST issues.

Compulsory courses related to E&ST are 3,1% of the total number of compulsory courses in University C. However, this university does not offer elective branches dedicated to E&ST. The other 2 universities contain compulsory courses in E&ST less to 2%., but they have some optional courses, hence it depends on the students if they increase their formation in EST with the elective courses.

Table 6. Number of compulsory and optional courses including E&ST.

Area\Courses	University A Compulsory	University A Optional	University B Compulsory	University B Optional	University C Compulsory	University C Optional
Management	0	0	0	2	1	0
Water/Air	0	5	0	2	0	0
Energy sources	0	10	0	4	0	0
Environmental Evaluation	0	3	0	3	0	0
Ethics	1	1	1	4	1	0
Total courses listed	1	19	1	15	2	0
Total courses allowed	1	7	1	6	2	0
% Environmental subjects	1.75	12.3	1.5	10.6	3.1	0

4. Discussion

In our measurement of the training of engineers in environmental and sustainability issues, both surveys and curriculum, as well as the interview with experts, allow us to affirm that the training of the engineer in E & ST issues have been poor. From the interviews and the review of the literature, we can infer that the country is relatively new in incorporating these themes, although the environmental law begins in 1994, the institutionality began to operate 20 years ago. Only about 5 years ago, more

robustness was incorporated into the system with more control and a dedicated ministry. From the study of the undergraduate programs , it is possible to observed that in the compulsory courses, this matter has not been largely incorporated. At most one of the universities reached 3% of courses related to this area. The current optional courses have a certain variety and focus on specific topics. According to interviews with experts, it is pointed out that the environmental theme requires the engineer to move towards an integrative an multidisciplinary work vision, and according to them, the optional undergraduate courses they had access to, were minimun. They focus on specific topics and most of the time there are not close to fieldwork .

In the survey, it is asked whether it is required to increase the teaching in this E & ST matter. The answer was positive in all the engineering specialties, in a range that goes from the eighty to one hundred percent.

This result is reinforced by 80% of those surveyed who are in favor of content being taught in undergraduate and then improved by experience and sub-sequented refreshing courses. According to the literature, the university campus are a good way to introduce the formation in this thematic. In all the universities studied all ofr them declare have initiatives of sustainability. The challenges in environmental education, also today called education for sustainability, has much space to develop in this Country. Incorporating appropriate teaching methods to create or instill values and to improve professional skills is a challenge that is just begining.

6. Conclusions

According to the engineers surveyed in all specialties, it can be concluded that training in environmental and sustainability undergraduate courses was poor. Actually, all of them are in favor of increasing training in this area. The result of the study of three top universities reinforces the existence of a deficit in the theme in compulsory courses. However, it is seen that there are more variety of optional courses and that students choose more than one. The study revealed then that environmental learning is available through elective courses, mostly focuses to specific topics. In the missions of each university and particularly of the faculties of engineering, the environmental theme has a low explicit emphasis. What they have mentioned is that they have a sustainable campus policy. Finally, in the case of experts working in environmental consultancy companies, the in-depth interviews emphasize that the engineer working in the area of environmental projects is an engineer who starts in the area of his specialty and then with experience develops a comprehensive look and multi-disciplinary language, which allows him/her to lead work teams over time. In other words, people who work in the area acquire their preparation mainly through professional experience.

In general, this field of knowledge requires awareness, friendly vision to the environment and a multidisciplinary language, which lacks in the current instruction. However, an integral education with an interdisciplinary approach that facilitates the understanding on environmental matters with other disciplines still has not been addressed as a priority.

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E-Learning curriculum of Payame Noor UniversityOf view teachers and students[7]

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Abstract

This study aimed to investigate E-learning curriculum at the Payame Noor University of view teachers and students. The E-learning curriculum assessed according to the   nine elements : purpose ,context ,learning activities , time ,space ,learners grouping ,material ,learning resources ,teaching strategies and evaluation methods. The method performed by descriptive survey. The population was selected from the PNU masters who are teaching in a electronic way and graduate students of census. The sample consisted of 75 masters and 206 students from PNU in the region of Isfahan .The collected data were analyzed through statistical and inferential description (SPSS version 21). The applied instrument was the researcher-made questionnaire with regard to Clain curriculum. The   result indicated that there is a significant difference between the nine elements of the curriculum mean with the variable mean. According to the study, curriculum quality of the PNU E-Learning is evaluated higher than medium of view teachers and students and finally it showed that the design of the curriculum virtual system consisted of good quality.

Keywords: E-Learning, Curriculum, Payame Noor University

Introduction

Recently, most universities have tended to adopt new approaches to higher education such as e-learning and e-training. One of the major reasons of presenting such a system is to promote scientific level of interested people to work in the second and third occupations and avoid extravagant crowdedness in the class as well as other old educational systems problems. Outstanding attributes of various distance educations is the separation of teacher and student in terms of space and time. Artino and Stephens (2009), in their definition of E-learning, described it including preplanned educational courses wherein the trainer and the learner are located in different places and entail specific provisions regarding educational techniques, communicative technologies with management and organizational approach.

Higher education validation council considers it a formal educational process where in the professor and the Student are not in the same place and the material is rendered simultaneously or non-simultaneously and applied technologies such as computer, voice, image or distance correspondence. Virtual education is a kind of educational technology based on values such as self-centeredness, independent learning, self-directed, and active (Levy, 2006). E-learning system on the virtual learning environment, which means the environment to teaching and learning activities via the web, focusing on teaching the students to participate in a virtual reality classroom to help enhance learning anywhere and anytime and to encourage formal learning (Songkram, 2015,p:675). In fact, virtual education is a type of learning-training process that is implemented and supported in an electronic way and its aims to build knowledge associated with individual experiences. The tools used in this type of training are information and communication technologies (Tavangarian et al, 2004). Learning with E-learning system, promote creative thinking to students by supporting communications between students and instructors, students and students, reflecting of tacit and explicit knowledge both learner and instructors, collaborating and acquiring knowledge, which there are online tools to support instruction. Thus, in designing of e-learning system, model of e-learning is very important to enhance creative thinking by including teaching techniques, teaching methods, innovation creation, and pedagogy in the model of learning (Songkram,2015,p:675).

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The curriculum involves the various parts and elements, which are determined through its evaluation. Every element is an applicable considering the condition, facilities and limitations. The most well-known presented conception from the elements of curriculum of Francis Klein's model hierarchy, which is composed of nine elements of objectives, content, material, learning activities, learning strategies, evaluation, grouping, time and space (Rabeie et al, 2010). Also, some of investigation introduced characteristics of a good lecture in virtual education (shahsoni et al, 2014; bagheri majd et al, 2014). Songkram and Puthaseraee (2015) revealed that the e-learning system consisted of input, process, output and feedback.

The quality of electronic learning presentation on the part of the professors was different according to their curriculum orientation. It was observed a significant relationship between experiencing electronic learning and the quality of electronic learning presentation in the components of attending to individual differences, facilitating cooperation between students, offering feedback and evaluation. Further, female students valued at higher level the quality of electronic learning comparing to male students. On the other hand, the users of electronic learning system have appropriate access to system; enjoy suitable support; enjoy appropriate test and evaluation, use suitable sources; don't have appropriate electronic content, don't have suitable user mediator; and enjoy appropriate lessons.

Carried out studies in virtual education emphasize on the importance of issue and reinforcing this kind of education. For example, Kimiloglu et al (2017) investigated perceptions and attitude toward the usage of e-learning in corporate training; finding showed attitudinal differences toward e-learning between companies have been explored according to two scale-related variable. Songkram (2015) in his research showed the improved system by the groups of e-learning system and creative thinking skills experts. Taveira-Gomes et al (2015) mentioned accuracy as an important factor in e-learning. They emphasized accuracy as a tool to increases educational value which has some implications for both students and professors . Also Pandy & Tavira (2014) in their research indicated that use of information &communication technology (ICT) and interactive media in education is referred as e-learning. Also extensively affected the way of classroom learning and many schools are using in as pedagogy. Behroozi et al (2014) identified effective factors in qualifying the virtual education system in higher education. Their finding showed this system is influenced and improved by some specific factors including infrastructure of hardware and software, person's professional competency, culture body and financial support as well. In a research, Darabi, Neyestani & Bobri (2014) Identified & prioritized strategic planning components in virtual learning. The results showed that the following elements, strategic thinking, educational information system, restructuring & recreation were significantly important in strategic planning. Afyuni et al (2013) have shown that from the viewpoint of masters, possibility to run e-learning courses in all dimensions was upper than medium. There was no significance difference between the mean of respondents comments regarding demographic features (gender,age, educational group & experience). Jahanian & Etebar (2012) in a study entitled "evaluating the status of virtual education of Tehran University from the standpoint of the students" concluded that participating students found learning via this method and virtual education method application satisfactory in virtual education course at university electronic education center, although they didn't have positive view toward virtual education courses. Zarghami (2011) investigated the relationship between virtual education and social aims of education from the viewpoint of existence philosophy. Laurillard (2010) in her paper indicates Educators and scholars have found ways of using digital: technologies to facilitate; learning through instruction; learning through construction; learning through discussion; and learning through collaboration. Ellis & Ginns & Piggot (2009) in his research regarding the advantages of electronic and participatory learning in case of creating motivation in learners stated that the employed students are less interested in attendance education. Gambel (2009), in his study, compared and investigated the effects of one electronic learning course held in China and the United States and concluded that the increase of technology use worldwide seems to be effective in greater link between countries and makes placing electronic learning in the form of between-cultures vocation learning unavoidable more. Frazeen (2006), in his thesis entitled "effective factors in learning quality with web

support" has addressed the relationship and the effect of some basic factors. He has divided these factors in six basic groups of organizational, educational factors, trainer, pupils, technology and educational design.

Moreover, the results of the studies indicated that participating students in electronic courses have evaluated electronic learning quality at medium or above medium level. Considering the fact that the policy of PNU is founded on distance education and also through every day development of science and information technology and new challenges internet has made in the field of education and the fact that most of PNU students are employed, they greatly welcome E-learning. Therefore the purpose of the present study was to assess E-Learning curriculum from the viewpoint of masters and students in PNU, in order to be able to remove the drawbacks and identify effective factors on its development.

Method
It had a descriptive-survey research method. The statistical population included all virtual education masters and graduate students of census in academic year 2016-17. The samples that was75 masters and 206 students, were selected through available sampling. The applied instrument was the researcher-made questionnaire which considered curriculum composing of nine elements with regard to Clain curriculum. The validity of the questionnaire was approved by some educational science professors. The questionnaire consisted in 43 items. Its reliability was achieved 0.97 through Cronbach alpha. In order to analyze the data was used the descriptive and inferential statistical indicators via applying SPSS (21) software. At descriptive level include frequency, percentage, mean and standard deviation and for inferential analysis the parametric mono-variable t-test was used.

Result
-The participants' demographic status:
The Participants in this study were 75 masters (36 females and 36 males) and 206 students (101 females and 105 males). The masters' teaching record ranged from 1 to more than 20 years old. 52 were faculty members and 17 were invited professors. Their degrees included PhD and their majors were linguistics, statistics, biology, educational sciences, history, etc.
Afterwards, the findings were collected regarding three major questions:

1. How are the elements of curriculum (objectives, content, learning activities, time, space, learners grouping, material and learning sources, teaching strategies and evaluation methods) assessed from the viewpoint of the professors?

Table 1.Comparing the means of curriculum elements with the given mean 3

component	mean	standard deviation	T	degree of freedom	significance level
content	3.28	0.68	3.55	74	0.001
objectives	3.46	0.60	6.67	74	0.001
Learning activities	3.28	0.75	2.26	74	0.002
Learning strategies	4	0.84	1.32	74	0.0000
Grouping	3.41	0.79	4.27	74	0.000
Material & teaching sources	3.52	0.73	6.35	74	0.000
Time	3.69	0.75	7.97	74	0.000
Place	3.92	0.95	8.31	74	0.000
Evaluation	3.46	0.85	4.17	74	0.000

According to the findings of table 1, the mean of the elements of curriculum is above the average (given mean); in other words, there is a significant difference between the mean of curriculum elements of E-learning and the mean of assumed variable (p≤0.05).

2. How are the elements of curriculum (objectives, content, learning activities, time, space, learners grouping, material and learning sources, teaching strategies and evaluation methods) assessed from the viewpoint of the Students?

Table 2.Comparing the means of curriculum elements with the given mean 3

component	mean	standard deviation	T	degree of freedom	significance level
content	3.9	0.70	18.48	205	0.000
objectives	3.77	0.57	19.21	205	0.000
Learning activities	3.92	0.65	20.02	205	0.000
Learning strategies	3.85	0.59	20.38	205	0.0000
Grouping	3.94	0.78	17.19	205	0.000
Material & teaching sources	3.88	0.66	19.11	205	0.000
Time	3.77	0.96	11.46	205	0.000
Place	4.32	0.81	23.31	205	0.000
Evaluation	3.97	0.80	17.39	205	0.000

According to the findings of table 2, the mean of the elements of curriculum is above the average (given mean); in other words, there is a significant difference between the mean of curriculum elements of E-learning and the mean of assumed variable (p≤0.05). Baced on the result of this research, it can be concluded that the elements of the curriculum of E-learning are satisfactory from the viewpoint of students.

3. How is the total scale of electronic education curriculum assessed from the view point of the professors and students?

Table 3- comparing the mean of total scale of assessing curriculum elements with the given (mean 3)

component	mean	standard deviation	T	degree of freedom	significance level
professors	3.56	0.62	7.72	74	0.000
students	3.96	0.51	26.76	205	0.000

According to table 3, the mean of total scale of evaluating curriculum is 3.56 of view professors and 3.96 of view students. Therefore the mean of assumed variable is larger than average level (3). In other words, there is a significant difference between the mean of total scale of evaluating virtual education curriculum and the assumed variable mean (p≤0.05). Thus, the total scale of evaluating e-learning curriculum is assessed more than average from the viewpoint of the professors and students.

Conclusion

According to the results of this study, it can be inferred that the objectives of E-learning curriculum is highly desirable in case of clarity, flexibility, scientific structure, and adaptation to interests. Regarding the content, it is on desirable level in case of adaptation with interests, learning experiences, pupils' previous experiences, scientific structure, and flexibility.

Regarding learning activities to nurture high-level cognitive skills, the increase of self-assessment and motivation, reinforcing the sense of curiosity, relationship with various learning styles and encouraging active, and group learning are evaluated at desirable level.

The achieved result of this case was along with Kimiloglu et al (2017); Songkram (2015); Tavira-Gomes et al; Darabi et al (2014) and Zarghami (2011). Regarding the professors and students, learning strategies are evaluated at desirable level, in case of being learner-oriented, relying on different teaching methods, the student's active participation attending to supervising role of the professor providing various opportunities and interacting with people (table 1-2). Regarding grouping in virtual education curriculum reinforcing between-students relationship giving priority to group learning, flexibility in groups, and making up the groups, according to the interests have been evaluated at an average level. The material and educational sources of E-learning at PNU have been evaluated at desirable level from the viewpoint of professors and students in case of availability, consistency to individual features, selection based on the students' need being related to learning objectives and scientific validity.The finding is consistent with finding of Behroozi et al (2014); pandy & Tavira (2014). Regarding the viewpoint of the students, the element of time in E-Learning curriculum at PNU is at desirable level in the availability of the subject at every time and having communication with the professors at every time and having enough time to discuss and review their answers. This results are consistent with the results of researches of Jahaninan & Etebar (2012); Laurillard (2010); Gambel (2009) and Frazeen (2006).

Moreover, in E-learning curriculum at PNU, the lack of space limitation and the adaptation of educational place to learner condition are at highly desirable level; and finally, in investigating the element of evaluation the suitability of instruments with the objectives, its suitability with learning experiences, continuous supervision on evaluation strategies, administering evaluation aiming at reflection and improving learning, and also using numerous evaluation strategies are at desirable level.

Considering the achieved results it can be stated that the satisfaction level of PNU E-learning Students and professors are at average level in terms of curriculum elements including objectives, content, learning strategies, learning activities, grouping, material and educational sources, time, space and evaluation; the findings show that teaching record, position, degree, professors' gender, and the professors' major are not effective in professors' satisfaction from evaluating E-learning curriculum. The achieved results of the study were along with the research conducted by Afyuni et al (2013). However, pedagogical e-learning and improving learners understanding, is not of high importance until we connect to a boarder objectives to develop the quality of education. In this regard, the following suggestions can help:

- Computer literacy training and familiarity with concepts and online tools such as website, chat, slides, LMS mods, online documents, etc.
- Introduce students with how to use the virtual classroom before implementing e-learning Courses
- Participate the students in the classroom and give them the opportunity to speak in class and express their opinions.
-Use different models of curriculum design.

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The comparison of the Islamic and Western human rights

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Abstract

All the problems originated from human rights not only have an impact on the current conducts and policy-making of the states, but also on the formation of political and judicial systems. Some Western countries have built their own power on the humiliation of other countries, so they interfere in the affairs of the other countries. One of the ways of showing their hostility towards other countries is accusing them of violating human rights for a variety of reasons. In fact, for achieving their own hidden political motives, the western countries or the guise of wanton accuse any country in the world of violating human rights. The author starts with elaborating the Islamic and Western concept of the term 'right' compares the two concepts as well as the other basic concepts such as freedom, life, faith, etc. and then through a deep discussion expands the article some popular human right issues such as death penalty and abortion let the reader to acquire a deeper knowledge over the difference between the two human right concepts 'ideas and goals. Islamic human rights have different origin from the Western human right which is based on the concept of materialism. They are fundamentally different in concepts and goals. In the monotheistic world of the audience any, any grace has some obligations. The individuals are not free to use grace, but they have to fulfill their duty towards grace and concerned about the Apocalypse teachings and the deeds of the religious sages. The Islamic view to human beings is not a proper source to develop and determine human rights law. In order to determine human rights, we must first understand the human themselves, and then must understand the world and the special relationship between human and the world. In addition, human is ignorant and forgetful, while human desires are a major obstacle to human thought. The first motive of the Western states to promote human rights is the human rights related problems that exist in their countries. Later, human rights became a tool to exert pressure on opposing nations. The core of modern Western discourse is individualism or egoism. Self-expression, willism, authoritarianism and the search for independence are within the framework of the individualism. Western thought does not focus on human life. The world system is built on the basis of animal life. This is the biggest difference between Western thought and heavenly or non-material thought. Thus, we should fully understand the notion of the Western human rights' pressure and background as well as the connotation and advantages of the human rights of Islam, and give academic, legal and reasonable responses to the questions of human rights in Western countries. In addition, through understanding the human rights problems that the western countries faced, it will actively criticize and react to replace their passive behavior with an active one.

Key Words: Human rights; Islamic human rights; Western human rights.

Main text

Throughout the history, mankind has been sparing no effort to fulfil its human rights demands in order to obtain human dignity. But after the World War II and the establishment of the United Nations, The United Nations has made unremitting efforts. As a result, a large part of the rules and regulations in human rights law is integrated into the international community, and from the legal point of view, the governments are committed to implement these rules. The internationalization of human rights With the Charter of the United Nations, the Universal Declaration of Human Rights, the International Covenant on Economic, Social and Cultural Rights and the International Covenant on Civil and Political Rights, as well as the various treaties at the regional and world levels has been improved its pass and implementation. In view of this, it must be made clear that human rights have an esoteric meaning in humanities and religious thought and are supported by various ideological and philosophical and theoretical

perspectives. In other words, in addition to the notion of human rights itself, there are potential moral and rational grounds for human rights.

Elaborating the concept of "right" from Islamic and the Western point of view

In general, there are two views on the nature of rights. One is to emphasize the will or choice, the other is about the theory of interests. According to the first view, the right is engaging or giving up the power that is given to human by law. According to this view, the right comes from the will or choice of man. We can say, anybody can accept the law by adjusting his or her relationship with society through his own will and choice. So a person can exercise the right, or he can also give up the right. According to this view, some part of the human rights such as the right of exist cannot be invalid or cannot be transferred. Is it possible for a person to deprive himself of the right of life or to deliver his or her right of life to others? Another objection is that today people are talking about animals, trees, oceans and other biological rights, especially in the wild animals and ecological environment related to some of the issues. What kind of ability and willingness the animals, oceans, hills and forests can have?

In the second viewpoint, the purpose of the right is not to support the individual's will, yet to maintain part of his interests. This viewpoint has not been criticized by the associated part of the first viewpoint. But the problem is that the interests associated with the individual make people take some rights into account. It is also can be mentioned that the rights should be determined for the individual from the outset, and the interest derived from that right will be guaranteed. Of course, the question concerned the rights of the animals and the nature remains that: what is the benefit of such rights for the owner?

What is the concept of right in Islam? Right means "persistence". In other words, anything that has stability and continuity is right. Therefore, Allah in the "Koran" introduces the Creator as the "truth" (Hagh). Allah states in Haj chapter, the verse 62: "It is because Allah is the truth, and they are all false, and Allah is of the highest, and indeed he is great."

Right is a kind of power that the law grants to the individual to realize his interests. Corresponding to the obligations, right is one of the basic categories of law, the core of the concept of human rights and the key word of legal norms. It implies or expresses the most extensive and most practical content in the family, society, country, international relations implied or express. From the usual point of view, the right is the permission, determination and guarantees of act or not to act that the law grants to the subject.

There is an inseparable relationship between rights and law. For example, the individuals enjoy the right of freedom, but simultaneously criticize the freedom. In other words, people cannot deprive themselves of their right of freedom. Thus, all the rights of human's liberty are traced back to the law associated with human. For example, any individual has the right of life, but they have also the obligation to protect this right, and they cannot separate this right from their own. In the religious doctrine, the core of all human rights is the law of Allah. In other words, people must use healthy water and air. People have no right to deprive themselves of this right. Therefore, people are obliged to use all rights that Allah has identified for them. That is to say, it is the duty and the obligation of any person to face any right that Allah has given, which is closely related to the protection and maintenance of this right. Allah fulfills this act because Allah wants to make people perfect and happy by obliging people to use these rights. The root of all laws and obligations are attributed to human interests. The laws determined by Allah have a stable guarantee, because all these laws are attributed to Allah. In chapter Tobah the verse 33 of the Qur'an Allah states: ""He had entrusted his messenger with the righteous and true mission…" In view of this, we find that religious teaching is different from social credit and an ordinary contract that can be established between the prophet and the person. Thus, any law enacted by mankind without the guidance of the Apocalypse can be abolished. Among the audience of the monotheistic world, any grace is obliged. In the world cannot find a person that take the responsibility of any grace. Imam Ali in "Nahjul Balagha" , part 3 "Sayings and Sermon" 242 states: "All the grace that God has given to the people is entrusted to Allah, who has fulfilled the obligation, and Allah has increased his favor, and whoever does not fulfill his duty He faces the danger of loss of grace". Surely in every blessing there is a right of Allah, if one carries out that right, Allah increase the blessing, and if one falls short in doing so, he risks losing the blessing.

How Islam and the West treat natural law theory

Throughout the history, mankind has been sparing no effort to fulfil its human rights demands in order to obtain human dignity. But after the World War II and the establishment of the United Nations, The United Nations has made unremitting efforts. As a result, a large part of the rules and regulations in human rights law is integrated into the international community, and from the legal point of view, the governments are committed to implement these rules. The internationalization of human rights With the Charter of the United Nations, the Universal Declaration of Human Rights, the International Covenant on Economic, Social and Cultural Rights and the International Covenant on Civil and Political Rights, as well as the various treaties at the regional and world levels has been improved its pass and implementation. In view of this, it must be made clear that human rights have an esoteric meaning in humanities and religious thought and are supported by various ideological and philosophical and theoretical perspectives. In other words, in addition to the notion of human rights itself, there are potential moral and rational grounds for human rights.

Western philosophy believes that the most important thing in the philosophy of human rights is that it is derived from natural law. Religious view argues that this law is based on human talent and the talent law. In the Islamic viewpoint, human nature itself has the requirement to enjoy human rights.

What must be asked now is which rights are innate rights? Who will determine these rights? In addition, if people are independent of society, independent of their social, cultural and economic conditions, will individuals still have the right? What is the promotion of special rights? Who will decide about it? Of course, any doubts cannot be a factor in which everyone should have a series of rights. In fact, answering these questions and doubts depends on the philosophical basis of the present thinkers of human rights. Many thinkers believe that today's human rights roots are based on the doctrine of natural law.

Natural law theory has a long history, but the existence of the concept for more than 2000 years does not mean that it is immutable. Natural law has many different meanings. But in addition to the various annotations and teachings, this concept has been existed for a long time because of its moral and religious principles which are the essence of creation. Therefore, reason is able to judge the concept correctly. In other words, there are some truths in the universe creation system that are permanent and beyond human minds, and if these are ignored, they will be misunderstood. As a result they will be misused in practice.

Thus, human rights in the humanist ideology have an esoteric meaning. Philosophers and thinkers from the very beginning have held the idea that any individual has right. This right from the perspective of Western scholars is the right that can be understood by reasoning in the natural law. Before the European Renaissance, naturalist and rationalist philosophers began to focus on Apocalypse teachings. But after the Renaissance, with the prevalence of individualism, Apocalypticism was gradually diluted. Natural law and human will are the only basic principles of human rights, and paying attention to the human and his will is considered to be the only reliable source for determining human rights and human will as well as reason. Thus, supporters of this idea through the conclusion of a contract are committed to develop an agreement on human rights, and then hold the idea that it is the Universal Declaration of Human Rights. Whether they are willing or not concerned about the monotheistic belief in the world view and the relationship between man and God in the case of the world for the development of the agreement on human rights they still believe that the Declaration is the principle and regulation of human rights in the world and cannot be changed.

Of course, in the context of the adoption of the Universal Declaration of Human Rights, States have responded to this great negligence and believe that ignoring the Apocalypse is a major flaw in the declaration. In religious teachings, there is a lot of emphasis on human rights. The Prophets have been committed at any given time to let people understand their rights and fulfill their obligations to guide mankind toward human perfection.

Islam Refutes Western Philosophers' View of Human Rights

Often, the national laws of each country are based on the constitutional basis, and a world constitution is needed to draft human rights. In the Constitution, the general framework and general policy are

established for the purpose of enacting laws. The question here is that this kind of common and cosmopolitan traceability is suitable for everyone and every time? The writer above mentioned the point of view held by the Western philosophers on the traceability of human rights. Some philosophers and scholars believe that some part of the human mind, some part of the human will and some part of the human custom is the source of human rights law.

Some Western thinkers believe that custom can determine human rights. On this viewpoint, it is important to say that people in any part of the world have their own special culture and customs. The characteristics of ethnic minorities and geography not only have a great impact on people's age and customs, but also have an impact on people's minds. For example, residents living in tropical areas do not consider the rights of residents in cold areas. At any time or any place, the local residents have different customs. Therefore, the custom cannot be a good source of determining the general principles of human life. Of course, the need to accept the characteristics of each nation, the custom on how to implement the law have a huge impact, but in the drafting and annotations of common law has no effect. As a result, for determining the human rights, we need a common source. But what must be asked here is that is human able to identify this common source and determine human rights based on this traceability?

Anyone who does not understand a problem has no right to comment on it. Talking about human rights in the absence of knowing human itself is just an idle theorizing. The determination of human rights does not work for human beings without knowing themselves. We dare to say, up to now, there is no psychologist nor does anthropologist fully understand the human mind and the spiritual level. Therefore, cannot fully understand human itself, how do they develop human rights law for all nations and all human beings?

An important point that we should all notice is that human is usually selfish. Material can be pushed to maintain coherence and cooperation between two persons. But in contrast, it will also produce the same divergence among people. The only factor that is able to drive the unity of mankind is to get rid of the shackles of material. The more people like the world attractions, the greater the differences become. The more people love God, the more away from the material constraints so they will be more united. Only under the influence of the Apocalypse we can get rid of the shackles of material. Therefore, human beings in the presence of differences and material constraints cannot understand and develop human unity and human common rights.

Another important point that cannot be ignored is that understanding the traceability of human rights is impossible to achieve without knowing the world. Those who want to develop human rights law's rules and regulations, it is necessary to fully understand the world and the human past and present. They must clearly know about the relationship between human and the world. Human beings are not independently living existent. In the elaboration of human rights, the rights must be determined on human principles and regulations. It is an imperative method in determining rights. Another reason why mankind cannot recognize and determine the traceability of human rights is that mankind usually emphasizes the needs of human and society, while do not know the difference between honesty and falsehood.

There is a disease in which the patient feels very thirsty after the surgery, but the physician knows that the patient's need and the feeling are untrue. In the case of human rights, many of the problems in society are the same. Those who have a clear understanding of humankind should evaluate the human needs and feelings from a professional point of view, and then they should determine which needs are real and which feelings are false. Just as humans want to identify and develop human rights, Obviously, Some people believe that they are properly aware of some of the improper standards. In this case, those who are responsible to determine human rights sources make a choice according to their own motives and desires and give up the subjects that do not meet their own wishes, so they do not pay attention to the interests of the rest people around the world.

Today, in the human legislation system, the most of people accept the law traditionally. According to the Apocalypse point of view, this is not a rational solution but just a permanent one. It does not guarantee the needs and ideals of all people. Some people criticize the human rights law, because those

who have decided the law have been ignorant of other factors that are not involved in human rights. On the other hand, the next generation should abide by the law that has been developed by some people for those who have not yet been born?

The scholars and philosophers cannot develop human rights law. We should clearly be aware of the matter that the ideological basis of the scholars about any question is not the evidence and the factor of authority. One of the problems that cannot be solved by rational knowledge is the world view. Determining the source of human rights and deducing the basis of human rights is a question of belief and worldview. Therefore, the scholars and thinkers, although they are wise men, but they still cannot say that their views on the traceability of human rights is the authority. Allah in the Holy Quran chapter Bagharah the verse 130 states: "And who forsakes the religion of Ibrahim but he who makes himself a fool, and most certainly We chose him in this world, and in the hereafter he is most surely among the righteous".

Islam believes that worshiping Allah is realized by reason. Therefore, Allah in the Quran states that one who despised Ibrahim's religion he is ignorant. So, if religion means knowledge and wisdom, then do not believe in religion is ignorant. In addition, it must note another point is that,

Many people are arrogant in recognizing the determination of human rights. If the man is centered on himself, no doubt he stands against the opposite of truth because as long as he has the ability he will confuse the truth with falsehood. In the history of mankind, the Jewish scholars had done so. However, we must not forget that, although human beings are selfish, but from the perspective of nature have to seek the truth. The war between false and truth is a natural nature. Most people understand their own nature, so if they overcome themselves, they will find the truth. To sum up, we have come to the conclusion that the human legislature faces many problems that are the biggest obstacle to human beings' inability to determine human rights law. On the contrary in the law of the Apocalypse there is not such a problem.

The Origin of Human Rights in Islam and Its Differences with Western Materialism

Today, the well-known human rights law is the result of the need to enact rights law after the Second World War. The original intention of drafting human rights law was the feel that there is such a need. The legislators of human rights have come to the conclusion that the law should be consistent with the needs of the rest of the world before it can be implemented. Secondly, these legislators know that the implementation of the law should include the common interests of all societies, not only serve one or some special societies. Thirdly, another basis for legislators to consider is that the provisions of a similar law should be consistent with the facts and should not be based on illusory and speculative basis.

All these assumptions are correct and logical, but the difference lies in answering the divergence of the question, namely: what is the line between speculation and fact? Who can identify this limit? Materialist legislators believe that anything other than material is not true, so what is not real it is superstition. So they think that the soul, eternity and the life after death are illusory. Therefore, Apocalypse legislators believe that the source of human rights law is not limited to material, but in the world there are many things beyond the value of material. If the human rights law involves the common interests of all people, it will be supported by any nation all over the world. Because the source of material, such as the same language, habits and traditions cannot really maintain unity and enduring. Therefore, the best source for determining human rights is the ontology of Allah that include both material and spiritual aspects of humankind. Allah provides the human rights law for all mankind by sending prophets and propagating Apocalypse in mankind. Meanwhile, some people raised the question that: the law of Islam was developed more than 1,400 years ago is it not suitable for contemporary use? In other words, it makes it possible to raise the problem in the minds of all. If Islam and all the information we receive from the Qur'an and the Prophet teachings are the root of human rights, what should we do after the descendants of the Qur'an and the death of the prophets?

Some people have given the wrong answer to the above question. They argue that Islam only presents a comprehensive and valuable principle, but does not determine the quality of government and human life. For example, Islam says that you should just develop your own life system, but the realization of the

goals in life and the development of laws and regulations will be determined by the humankind himself. It is not a proper reply. Because Allah has not only taken into account the principles of value in human rights, but also describes all the needs of man in details, such as the personal and social laws and regulations.

Many Islamic thinkers believe that Islam not only determines the principles and values that lead the way of human life, but also defines the human the individual life and social laws and regulations. In the books of Islam, everything that man needs is mentioned in the Qur'an and the Sunnah. Imam Sadig (pbuh) states: "yes, the great God in the Quran clearly mentioned all the things". Since Allah did not ignore any of his servants' demands, no servant could say: "If this is documented in the Quran, it is so good!" While Allah really mention all human related subjects in the Qur'an. According to this clear exposition, everything that human needs can be found in the Quran. Therefore, it cannot be claimed that the Qur'an and the Prophet did not bring us any information about the government and human rights. It is clear that a series of subjects such as economic and ecological issues are not mentioned in Quran as obvious as the religious issues, the lack of the laws and regulations relating to these issues are because of the human short-sighted ideas that may exist. Imam Baqir also states: "Yes, the great Allah in the Quran mentioned needs of all human, and sent them to the Prophet to transfer them clearly to humankind clearly, and for each issue set a line, clarified the reasons, and determined the punishment for the conduct beyond the boundary. According to this explanation, everything that man needs is recorded in the Qur'an and the Sunnah. But these are not for everyone can understand. But the Quran can be understood and elaborated to others by the Imam and the Islamic scholars.

Finally, it can be said that all the needs of mankind are in the Qur'an and the Sunnah, so we can find the answer for human questions in Quran. But only through concerning about the role of imam and Islamic teachings the points can be comprehend well. Despite it is a very long period of time since the fall of the Qur'an and the days when the great prophet of Islam was alive and from the lifetime of the Imams, but the profound teachings of Islam is able to answer a series of new questions about human life today. Therefore, the interpretation and teaching of Islam is not only out of date, but also they are much updated.

In order to understand the mentioned point, it must be cleared that in the early centuries of Islam, the law and human rights laws have not been so extensive. But for satisfying the broad needs of these laws, the teachings of interpretations play a role in answering all the increasing demands of mankind.

As we all know, a jurist has to go through three stages to clarify a decision. The first stage is to determine the source of law. According to the Islamic viewpoint, the sources of law are the Qur'an, the Sunnah, the reason and the public. In the Islamic Shi'ite view, the public opinion is derived from the Sunnah, but there is no independent source. After the second stage that is derived from the traceability principle of teachings. The third stage is based on these principles and rules to create a ruling. When a jurist is committed to drafting human rights law, he also needs to go through such stages. In other words, we must first correctly understand the source of the law and from this traceability in the interpretation of legal principles and foundations before they can obtain legal results. With regard to Islamic laws and regulations, all but the prophets and their descendants are likely to fall into error, but this does not mean that anyone except the Prophet and his descendants cannot find the source of law. The Prophet calls upon all men to seek truth to show that it is possible to obtain this result with unremitting efforts.

In this viewpoint, those who wants to get legal traceability, they must have a firm will and determination. One of the characteristics of this kind of person is that he will not confuse his suspicions with his doubts, both in terms of knowledge and practice, and will be able to tell the difference between the two.

The difference between Islam and Western human rights in terms of foundation and goal

In the eyes of Islam, everyone is created by a God of nature. Thus, Islam argues that human rights are a power derived from nature and human nature, which is the same for all of the human beings. Islam has set aside plans and sent out information for all members of the world's family.

In contemporary times, Islamic jurists and thinkers also dedicate Islamic teachings from the Qur'an, the Hadith of the Prophet, according to the present situation of the times by virtue of their ingenuity. Thus, the teachings are the coordination system that Allah has articulated for mankind and its roots are the all-encompassing Quran. The author intends to explain the difference between the human rights of Islam and Western human rights from the perspective of the foundation and the goal in the following paragraphs.

The most important human rights basis in the West is the Universal Declaration of Human Rights and related international documents. In these declarations and documents, human rights, which are usually based on the general philosophical foundation, are the product of Western culture. This was a sacred aura in the cultural transformation of the West and became part of Western culture. However, in the accurate understanding of human rights, the most important issue is the correct understanding of people, and the right definition of people. There is a close relationship between human rights and the foundations of human beings and their status. Therefore, the drafting of human rights plans and declarations requires the study of the philosophical thinking of human rights. From this viewpoint, the Western and Islamic outlooks towards human rights have a fundamental difference.

Western thought is a materialist thought. In this view, people are just a phenomenon, not a fundamental element. In other words, in the material system the individuals are considered as some other material phenomena. So they are ignorant of the nature of the person who makes the basis of the creation. The Western view confines the foundations of "ontology" to material existence. In their view, any matter beyond the material is myth and superstition. Therefore, the value of the right depends only on its material enjoyment. However, according to the Islamic point of view, "ontology" has many aspects, not just the feeling and experience. From the perspective of Islam, man is transcendent material existence. Therefore, the right cannot just to protect the material to enjoy. And must take into account the human spiritual needs. Man is composed of two parts of the soul and the flesh. The true nature of man is the three levels of animal, human nature and nature. Therefore, the human rights should be consistent with this combination of attributes and the true nature of the three. In the view of the jurist, Allah is the creator of the world and mankind. So Allah knows the essence of man, the status, and the interests of man. Thus, Allah has developed a number of plans for the protection of human rights and interests under the title of "religion", so that human beings within the framework of religious teaching can obtain their own rights.

In the West, human rights begin and end with the people themselves. In addition to human reason, there is no judgment on the various claims of rights. Western human rights are filled with purely individualistic culture. This means that the source of this right, legitimacy and concept is only people, cannot be extended to any person other than people or things. In other words, the right of the individual is the right of secularism, and there is no connection with God, Revelation or religion. Right is based only on the basis of reason. However, in the eyes of Islam, first of all, man is the existence of Allah, is the creation of God, not an independent existence, because the source of human existence is great, omnipotent Creator. Therefore, people cannot ignore the origin of self-existence. Second, man is created, so all the affairs of man are in the hands of the creator. The principles and foundations based on the basis of individualism are human demands, tendencies and enjoyment. If a religion is credible, it should be agreed to protect people's desires and meet people's demands. Therefore, in this thought, man is the ruler of Allah on the earth, the core of all values. In the West, however, rights and laws are formulated by people according to their own preferences and to lead individualism to liberalism.

According to the liberal point of view, the basic principle of rights is that people have absolute freedom. But if everyone is free to do what he wants, the freedom of others will be trampled and the social order will be disordered. Therefore, in order to safeguard the rights of others, each person's freedom must be subject to certain restrictions, each person's freedom is limited to the scope of non-infringement of the rights of others.

In the West, the most heinous moral act is not only nasty but also sacred and inviolable in terms of the relativity of the value and the giving of the person's demands rather than its interests, and it is considered as the absolute and normal right. For example, in the context of Western human rights claims, homosexuality is sacrosanct and is a normal right of man, but wearing a scarf is regarded as a crime.

Thus, they argue that religious teachings on the prohibition of abortion, restricted heterosexual relations, and related family, morality and chastity are typical examples of oppressive women and to carry out activities to eliminate them.

In the West, the purpose of rights is to protect people and their rights to the government. In the eyes of the West, the right is only for the individual, not the collective and public interests. But in the eyes of Islam, the purpose of rights is to achieve common rights of both individuals and society, to establish justice and fairness, and to create conditions for the perfection of the soul and the perfection of the virtues of spiritual faith. Islam believes that the value of the individual and society is meaningful in the light of the lofty interests of humanity.

One-sided view of the existence of freedom as a free object, according to the liberal view of the interpretation of freedom, which is the focus of criticism of Western human rights lies. Throughout the concept of human rights, human rights are a right enjoyed by all, regardless of color and religion. Thus, the specific meaning of human rights includes all mankind. But Western human rights are contrary to the world view, because they are not concerned about all mankind. But it only concerned with the liberal one-sided interpretation and the special aspects of material, so the Western one-sidedness of human rights come from this viewpoint. Western life is limited to secular life, for them in terms of future generations does not exist. Therefore, in addition to this life and enjoyment, any value base will not survive. However, in the monotheistic religion, human life is not limited to this world and this life. But in the material world after life, there is another higher level of life. In religion, the right is not limited to the present tendency, but by the composition of the future two generations, this life is a tool for later generations.

In fact, the emergence of Western human rights is the inevitable result of the people's revolution and movement against autocratic dictatorship. To speak more widely, Today's human rights are the inevitable result of the first and second world wars in the West and Europe. To be precise, for this reason, the result is plunged into a radical, from the whole to a blank. In other words, these are derived from the philosophy and thought, and the general basis is the inevitable outcome of Western society and mainly based on social cognition. Therefore, these rights cannot become universal, because it is the inevitable product of the times and regions, so it cannot be recognized as the basis of the human rights for all nations all over the world. To be precise, it is because of this deficiency that Western human rights have been challenged and forced many societies and thinkers to take a position on it. The Islamic States in Cairo, through the Islamic Declaration of Human Rights, aims to present the views of Islam in this regard. Muslim thinkers in the Islamic world, both Shi'ite Muslims and Sunni Muslims, have expressed their views on all the concepts contained in the Declaration.

Differences between the Western and Islamic Hunan Rights in the perspective of Right of Life

The right to life is a fundamental right. It is also the most important right among the human any other rights. The Creator gives the most important capital and gifts through giving the life to the human. In all doctrines and religions, the right to life is like a resource, and all other rights are derived from the source. Any of the rights that we consider for mankind, and what mankind deserves, is derived from life. Who wants to cross the perfect stages of human nature and reach the highest level, he must have the right to life. Whoever wants to enjoy all the natural and natural favors of the earth, first he must live.

There are two distinct definitions of "right to life". One of them is based on the Apocalypse world view. The other is based on the basis of liberalism. These two definitions are reflected in the Universal Declaration of Human Rights and the Islamic Declaration of Human Rights. Article 3 of the Universal Declaration of Human Rights states: "everyone is entitled to life, liberty and personal safety". In article 6, section 6, of the International Covenant on Civil and Political Rights, everyone has an inherent right to life. This right shall be protected by law and shall not be arbitrarily deprived of any person's life. Thus, according to Western human rights philosophers, man is one who in charge of the right to his life, and no one has the right to restrict and deprive others of the right to life. Therefore, the death penalty which is the greatest crime is condemned and banned strictly. On the other hand, because life is the inherent right of man, no one can disregard their own right and commit suicide.

These two definitions reflect the liberal ideology of the human. It means the life of each person belongs to himself, nothing to do neither with the Creator, the society nor the government. And he can do whatever he wants. However, in the Revelation of religion, Allah is the creator of mankind, and everything for mankind comes from Allah, so no one has the right to kill and commit suicide. This means that in Islam and all other religions, life is a gift given to mankind by Allah, and it is a natural right. Thus, whenever such rights become a tool for killing others, or become a factor of social corruption and disrupting the dominant social order, the rights of others will be deprived.

The primary right that the Qur'an determines for mankind is the right to life. In the definition of life in Islam, the life is divided into two kinds of material and spiritual ones. No one has the right to deprive others of the material or spiritual right to life. Depriving others of the right to material life is murder. In the Qur'an, this is equivalent to the destruction of human society without justification, unless there is a valid reason. Allah states in the verse 32 of Al- Maeda chapter: "whosoever killed a human being for other than manslaughter or corruption in the earth, it shall be as if he had killed all mankind."

Depriving others of the right to life is misleading others. One who misleads others; he deprives others of the spiritual right to life. Of course, the loss of spiritual right to life means losing the road of happiness and success. Otherwise, the human soul will not disappear at any time. Therefore, the noble Quran believes that, Spiritual life is opposed to unbelievers. Whoever does not believe in God, he will lose happiness, and then he will lose the spirit of nature. Allah says in the verse 70 of the Yasin chapter: "That he may warn whoever is alive, and prove the Word against the faithless". In the Qur'an, the right to life is only given to mankind by Allah. Therefore, only God can control the life of man. So that, depriving the man of his material and spiritual right without the promise of Allah is prohibited in any way, either for himself or for others. It can be said that the right to life is the primary right of mankind.

Material life for the entire world's existence, Including human beings, animals, plants and all other beings are eternal. In the next part the animal, plant and human three kinds of life will be explored. Among the Scriptures of the Qur'an, many of the Scriptures say that Allah sprouted the plants with rainwater, and in this way the resurrection of mankind. Allah in the verse 30 of the chapter Prophets states: "Do the disbelievers not see that the heavens and the earth were one mass, and We tore them apart? And We made from water every living thing. Will they not believe?" This is the life of the plant. More advanced than the life of the plant is the life of the animal. Allah in the Qur'an has also talked about the life of animals, and the people as the ranks of animals. In verse 33 of the chapter Al-Nazeat (those who drag forth) Allah states, "Come and enjoy yours and your livestock."

Obviously, the meaning of this verse is very straightforward, and the message to us is that all these favors are the same between humans and animals, and the use of these favors will make human beings in the ranks of animal life. But when the Qur'an speaks of "human life", it refers to the name of mankind with angel. Regrettably, the system of the world today is based on the life of the animal. Western thought does not focus on human life. This is the biggest difference between Western thought and heavenly thought.

Islam gives the material and spiritual right to life with high value. No one can deprive or trample ourselves or others of this right. Western human rights law is more for the human body and the development of the body. Therefore, these laws cannot become universal. But religious law is not only for the flesh, but also for the spirit, and is developed by Allah. Therefore, it is not subject to any material conditions. In view of this, religious law is cosmopolitan and free from time and space. In addition to material life, religion also gives spiritual life with great value. Thus, religious laws and regulations are formulated for human material life and spiritual life.

Islam and Western Human Rights On the nature of human life

According to the above mentioned argue, the right to life is the most basic and the most clear human rights. In the viewpoint of Islam, the right to life is divided into two kinds of material and spiritual rights. The right to material life is included in the material life of this world. But spiritual life is closely related to the spirit of mankind. Human beings are eternal beings, and human spiritual life will continue after death. In the Quran viewpoint, this common principle is nature with three characteristics. The first

characteristic is that our nature needs God to be created, the second one is the nature is rooted in the essence of all beings including human, animal and plant; the third one is that this nature will never change. Thus Allah in the verse 30 of the Romans chapter states: "So devote you to the religion of monotheism—the natural instinct God has instilled in mankind. There is no altering God's creation. This is the true religion, but most people do not know". So human has both innate quality and the natural instinct. All the virtues of mankind belong to nature, and all the abnormal behavior of man belongs to innate quality of mankind. There has been a lasting conflict between these two; it is called "holy war". When the nature prevails in this struggle, all angels will bow to the human. If the innate quality of man becomes victor, then the animal aspect of human will be appeared.

The Qur'an speaks of both material and spiritual life. In the Qur'an, it is argued that if a person is forced to choose one of the two, he must give up material life and choose spiritual life. Allah in the verse 74 of the women's chapter states: "Let those who sell the life of this world for the Hereafter fight in the cause of God. Whoever fights in the cause of God, and then is killed, or achieves victory, We will grant him a great compensation." Therefore, those who give up the material life and choose the spiritual life should fight for the Allah; one who did not make such a choice, he would regret in later world.

Another point is that the Qur'an makes us understand that spiritual life is far greater than material life. Thus, the danger to spiritual life is much greater than the danger posed by the threat of material life. According to the above explanation, material life disappeared because of the killing, spiritual life due to misunderstanding and destruction. Misleading others will destroy the spiritual life of others. Thus Allah in the verse 217 of Bagharah chapter states: " … And persecution is more serious than killing…." Persecution means that the destruction of people's spiritual life and religious belief; the dissemination of extreme ideas, the promotion of evil is one of the typical examples of moral and social corruption. It is therefore more necessary and more useful to fight against persecution than to fight against criminal offenses such as killings. Now there may be such a question that what is the benefit of dividing life into material and spiritual categories in human rights? What we have to say in answering this question is that the most obvious feature of mankind is that in various circumstances will produce a variety of state of the body. For example, the different climate, different races, different geography will make different ethnic groups have their own special physical condition. Even the growth of plants in a region depends on the different geographical conditions. Sometimes we find that the characteristics of the plants grown in the tropics are not available in the cold regions. And even a physician, who is well versed in medicine, dare not say that certain drugs will have the same efficacy for everyone. The important thing is that people are not confined to the flesh because there is a soul in addition to the flesh. There is a commonplace among all that can guarantee the happiness of mankind. The Quran called it the "soul" and mentions the soul and body together.

The human soul is not affected by the climate at any time. This soul is the same in the East and the West, in the equator and the North without any difference. The soul is not limited in time and space; unlike the flesh, the soul is abstract, stable, and not changeable. The soul of man can find Allah in every corner of the sea, on land, in the sky, and on earth. In the verse 115 of Bagharah Chapter Allah states: "To God belong the East and the West. Whichever way you turn, there is God's presence. God is Omnipresent and Omniscient". The author talked about this issue in the previous parts, the commonality of mankind is nature. Here, it is better to emphasize once again that if nature is not considered as a traceability of human rights, it is not only impossible to draft human rights, but also to interpret and enforce human rights. In fact, anything other than nature cannot prevent personal interests. Which factors can make people consider the common interests of all but not blindly just pursuing your own?

It is therefore clear that, in identifying and recognizing the traceability of human rights, rely on merely the common principle of nature is impossible. Human rights laws vary from person to person and it cannot become cosmopolitan. But the spirit of religion is not bound by any material element, and therefore it can be cosmopolitan because it is not bound by time and space.

In the article 3 of the Universal Declaration of Human Rights, it is mentioned that everyone is entitled to life, liberty and security of the person. The right to life, liberty and security of person are also

recognized in Islamic teachings. But what is important is that life right refers to what kind of life, material life or spiritual life? The right to life in the clause of the Declaration refers to the material life to maintain human safety. The Declaration only takes into account the Western people's materialism, and not concerned about the spiritual level and common level of life.

According to Western ideas, we assume that human life is a natural phenomenon. Then at any time the true importance and value of this natural and material level will not be improved. Therefore, the laws and regulations on this development related to the material human, yet related to the human life in the material world at all times. Thus, this enacted type of law is limited to the material life of mankind and ends with human death. When this view dominates, human life is material life in this world, so we have not considered the noble soul and human conscience; in this case, how can we prove the real value of the noble human?

To sum up, the difference between the material thinking and spiritual thinking has been clear in this paper. According to the spiritual thought, Allah has placed the spirit of people into their bodies, so people with the soul and longevity will enjoy the noble value of human nature. Therefore, human rights are also derived from the value of noble human. If the human take this responsibility then he can prove that its performers are human conscience and nature. Then it must comply with the laws of life, dignity and freedom despite the existence of geopolitical and social factors.

Conclusion

Today, there is not any government and power in the world that transcends all other governments. The people of the world are not the citizens of a unified government to abide by national laws. Therefore, it is also normal to have different interpretations of the provisions of the Universal Declaration of Human Rights. It is impossible for human beings to comply with human rights law without any knowledge. In short, the emergence of Western human rights is the inevitable result of the people's anti-dictatorship revolution and movement. To be more precise we can say that today's human rights are the inevitable outcome of the first and second world wars in the West and Europe. In other words, these are derived from philosophy and thought of Western society, and largely based on social cognition. Therefore, these rights cannot become universal, because it is the inevitable product of the times and regions and cannot be recognized as the basis of the human rights for all people all over the world. To be precise, it is because of this deficiency that Western human rights have been challenged and criticized by many societies and thinkers to take a position on it.

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Teachers' Perceptions on Learner Autonomy in the EFL Educational Context in Iran

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Abstract

The current qualitative case study is an attempt to investigate English teachers' beliefs about learner autonomy in the Iranian educational context. In doing so, in a study in the ELT department of Islamic Azad University of Mashhad six volunteer teachers were interviewed to identify their further general perspectives towards learner autonomy. The overall study findings illustrate that teachers are positive towards the implementation of learner autonomy principles. Yet, most of them, however, do not want their students to take part in the decision making process with respect the time and place of the course and the textbooks to be covered. Given the significance of learner autonomy and in light of the findings, teachers are suggested to encourage their students to take part in out-of-class tasks; to engage them in decision-making on the learning/teaching activities and to employ portfolios and teacher logs for the development of professional knowledge and thinking operations.

Keywords: Learner autonomy, Teachers' beliefs, Professional knowledge

Main text

Learner autonomy in English language teaching and learning has been a hot topic for a long time. In the last two decades, there have been lots of studies with the objective of developing learner autonomy in different levels of English language teaching at different schools and universities. In recent years, many modern approaches and innovations have been used to promote learner autonomy in foreign language education. Helping English language learners to become autonomous is one of the fundamental and the universal duties of all of the foreign language educators. Learners can give positive energy to their teachers or professors to develop their teaching methods and techniques. The concepts of `autonomy` and `responsibility` are two crucial issues in learning and both of them require active practices. Responsibility and autonomy cannot be easily distinguished. That said, learner autonomy and learner responsibility are the essential topics in English language teaching. If the learners are not cognizant of their duties, they can never be successful in learning new issues. Learners who are not aware of their responsibilities in their class hours can easily destroy the motives and they can give negative energy to many students who decide to learn new things. Learner autonomy, learner responsibility and enthusiasm are always integrated with each other as no one can learn new things if they are not enough encouraged. To promote the learner responsibilities and to encourage the autonomous and responsible learners, teachers should know some necessary classroom applications. As such, it is the aim of this study to help foreign language educators to provide different kinds activities in their classes.

Learner autonomy with a great emphasis on learner reflection and responsibility for one's own learning processes has become a crucial concern in the history of language teaching (Holec, 1981; Dickinson, 1987; Holec, 1988; Little, 1991; Dam, 1995; Smith, 2000; Benson, 2001; Palfreyman and Smith, 2003; Lamb and Reinders, 2006; Benson, 2007; Little, 2007; Lamb and Reinders, 2007; Barfield and Brown, 2007; Murphy, 2008; Burkert and Schwienhorst, 2008; Little, 2009). However, in-service student teachers struggle with the ways to develop learner autonomy or to encourage the idea of autonomy in educational context (Dickinson, 1992; Nunan, 1997; Littlewood, 1997; Brajcich, 2000; Hurd, Beaven and Ortega, 2001). Developing learner autonomy refers to motivating students "to determine the objectives, to define the contents and progressions, to select methods and techniques to be used, to monitor the procedures of acquisition and to evaluate what has been acquired" (Holec, 1981, p. 3). Through this process, accordingly, the autonomous learner assigns "a personal agenda for learning" (Little, 1994; Chan, 2003) by setting up orientations in the monitoring and evaluating the learning process. Learner autonomy is based on the notion that if learners are taken part in decision making processes regarding their own language learning, "they are likely to be more enthusiastic about learning" (Littlejohn, 1985, p. 258) and

learning can be more centralized and purposive for them (Little, 1991; Dam, 1995; Camilleri, 1997; Chan, 2001; 2003). In addition, the notion that "learners have the power and right to learn for themselves" (Smith, 2008, p. 2) is deemed as an indispensable facet for learner autonomy. There is a growing evidence in research studies to buttress the claim that "increasing the level of learner control will increase the level of self-determination, thereby increasing overall motivation in the development of learner autonomy" (Chan 2001, p. 506). However, in order to contribute to the development of learner autonomy in educational contexts, it is necessary that students be engaged in making decision about their own learning process. There is a vital role for teachers in this process when 'the ability to behave autonomously for students is dependent upon their teacher creating a classroom culture where autonomy is accepted" (Barfield et al. 2001, p. 3).

It is not acceptable to expect teachers to promote a sense of autonomy if they themselves have not experienced teacher training, where an exploratory and evaluative approach to learning and teaching have been vital elements (Little 1995; Castle 2006; Marcosa and Tilemab 2006; Dam 2007; Burkert and Schwienhorst 2008).

Language teachers devoid of any autonomy-oriented training may experience hardships in creating such a classroom. Thus, the earlier language teachers who support the principles of autonomous learning are being aware of the significance and requirement of learner autonomy in their in-service teacher training, they will be able to employ this approach in their own future classrooms easily. Likewise, Little (1995), Tort-Moloney (1997), McGrath (2000), Smith (2000), Aoki and Hamakava (2003), Huang (2005), Sert (2006), Viera (2007), Smith and Erdoğan (2007) and Burkert and Schwienhorst (2008) provide evidence that teachers who themselves are not autonomous language learners may have a negative impact on the promotion of autonomy in their students.

If learners themselves feel satisfied and active in their classrooms, they can be autonomous learners. Using similar teaching method or the same approach can make the learners bored and dissatisfied in their classes. Given that, different kinds of methods and approaches will be effective to make them autonomous learners. Teachers are required to experience autonomous skills in their in-service teacher training programs, so they will be able to take a positive orientation towards the development of learner autonomy in their own teaching process and in exchange for that their students can take charge of their own learning process following the models of their teachers. Studies on learner autonomy in language learning emphasizes not only on out-of-class learning (Holec, 1981; Benson; 2001), but also classroom practice (Little, 1991; Dam, 1995). As highlighted previously, language teachers have a significant role to play in developing learner autonomy by taking both out-of-class and classroom perspectives. Thus, if our objective is to resort our student teachers to become autonomous teachers, an understanding of teachers' perceptions on learner autonomy while they are being trained to be teachers would provide priceless amount of information to teacher educators. To this end. The present qualitative study sought to answer the following research questions:

1- How do English language teachers consider learner autonomy in the EFL educational context in Iran?
2- What learner autonomy principles and practices do they notice to be more important than others?

2. Method
This qualitative study reports on a survey on learner autonomy conducted with a group of English language teachers at Islamic Azad University of Mashhad in Iran. The objectives were to investigate English teachers' perspectives on learner autonomy, the areas of learner autonomy that teachers consider important, and the constraints they view as obstacles for the development of learner autonomy. The findings may help develop guidelines for teachers with respect to how to surpass obstacles in students' minds towards learner autonomy. To this end, we conducted interviews with six volunteer teachers and asked open-ended additional questions in order to gather data based on their general perceptions toward learner autonomy.

2.1 Instrument and Procedure

In this qualitative case study, interview was used as the major instrument. A tailor-made life history questions which elicited information about participants' personal information, and experiences was used in the interview sessions. For a deeper understanding and verification of the data at disposal the teachers were also asked more questions relevant to leaner autonomy through telephone chats. A total average of between 2 to 3 hours per individual was used for the interviews and discussions.

Due to the nature of the study, data analysis, through an ongoing process, took place both during and after data collection. Units of analysis comprised from segments of the teachers' conversations at meetings and interviews. Emerging patterns and themes from the teachers' conversations were coded according to the recurring themes into several categories. These emerging categories and themes formed the basis for analysis and interpretation of the data. In so doing, the transcriptions were made immediately after the interviews. Also, all the data collected from the teachers were compiled and grouped separately under each teacher's name. The patterns emerging from the coded data were reduced into main clusters based on the themes.

As this study is a qualitative one, the rigor in such research paradigm was also taken into account. To this end, once all the data were examined, different sources of data were re-checked for recurring themes to enhance the credibility and trustworthiness of the data. The present study has also utilized the thick description of the participants and the context to achieve credibility. In order to achieve dependability, we tried to use member checks and triangulation. To this end, those teachers' quotations which seemed to provide cogent evidence to support the interpretations were selected. In addition, credibility of the results and interpretations were, then, testified through member checking. Also triangulation or the use of multiple data sources was the main strategy employed in the present study to establish the dependability of the findings.

2.2 Data analysis

As previously highlighted, the process of transcribing and analyzing the data began during and after collecting the data. Drawing on Strauss and Corbin's (1998) constant comparative model, the three steps of open coding, axial coding, and selective coding was used to analyze the data. During the first stage, the data were grouped into small units. Then, the codes or core categories were attached to the units. Axial coding as the subsequent step was used to develop concepts and categories relevant to the core categories. Finally, through the use of selective coding, the themes which expressed the content of the groups and categories were selected. As desired data were collected through interview sessions and observation, we applied member checking as an approach of establishing the credibility of the data at the end of data analysis to gain further clarification, understanding, and accuracy from the participants.

3. Interview Results

As clearly mentioned previously, interviews with volunteered English language teachers were conducted. The interviews were based on teachers' beliefs on learner autonomy. In response to the question 'What is your conception of learner autonomy?' teachers had the following ideas.

… Something like being able to work independent of others, knowing how to study well on your own.

… Being flexible for taking responsibility for one's own learning process.

…Being aware of our own strengths and weaknesses and what we need to promote.

With respect to the question "Do you consider learner autonomy important? Why? Why not?", the following opinions are representative of the teachers' perceptions.

… For sure, it is necessary because learning is a broad task to be limited to class hours.

… I think learner autonomy encourages students to learn better, because it makes the learning process easier and.

… Spoon-feeding is not the effective way of teaching a foreign language. Thus, they have to take responsibility for their own learning.

… Learning should carry out outside the classroom settings.

… I am sure it encourages students to study much more than they generally do.

… Learner autonomy should be taught as a course in universities.

Regarding the question "What should you do to motivate students to become more autonomous and responsible in or outside the classroom?", the following extracts from the teachers' interviews obtained some of the contributive responses to this question.

… Portfolio assessment is a useful way of keeping track of students' performances.

… Outside classroom tasks should be deadlined to students, but their needs and interests are important in constructing them.

… I ask my students to assess themselves

… I take into account their requirements and interests as much as possible.

… Learners should be well aware of the nature of learning itself. In relation to the question "How good are students in Iranian EFL context at learning English autonomously?", student teachers have following ideas.

… Not good because there is a traditional learning style at the majority of the classroom settings.

… How could we expect our students to become autonomous where the teacher is the main person who is in charge?

… Mostly bad, teachers even don't know what it is, let alone how to develop it, Likewise, the following responses to the question "Does the teaching and learning environment in Iran help or prevent the development of learner autonomy? In what ways?"

… Frankly speaking, it doesn't help the development of learner autonomy because teachers do not know it.

… There are several barriers to the development of learner autonomy in the learning process, such as populated classrooms, lack of equipment and accessories and etc.

… Autonomy is a neglected part of learning.

In line with the interview data, one can easily argue that teachers perceived learner autonomy and its classroom applications as satisfactory by continuing with learner-centered instruction (Nunan, 1995; Dam, 1995; Benson, 2001). To demonstrate, they appear to have a very-well constructed perception of learner autonomy comprising from responsibility, consciousness, and self-assessment. In congruent with the principles underlying learner autonomy, teachers see learner autonomy as an important necessity for language learning along with its emphasis on the practices outside the classroom (Ryan, 1997). As to teachers' views about how to motivate learner autonomy, they came up with the portfolio assessment, outside tasks, and journals. Referring to their previous learning experiences, teachers are of the unanimity that Iranian students are not ready to take responsibility for their own learning due to the educational system in which they are involved (Yumuk, 2002; Özdere, 2005; Sert, 2006). Despite the fact that they have not yet started teaching English in real environments, they are more or less aware of the possible obstacles to the development of learner autonomy in language classrooms.

4. Discussion and concluding remarks

This study as highlighted previously has provided a source of information about teachers' perceptions and beliefs concerning the use of autonomous language learning as learner autonomy. It emphasizes heavily on the beliefs teachers have on the principles of learner autonomy in the educational context. It also contributes to the understanding of English teachers' perspectives on learner autonomy, the engagement of students in learning process and of the issues that might be considered as barriers to develop learner autonomy in the EFL context. One major finding of this study was that student teachers had a broad view of learner autonomy and the engagement of learners in the learning process. On the whole, they came to an agreement with the idea that students should be engaged and motivated in the decision making process regarding the objectives of the course, classroom management and the selection of materials.

The results also demonstrated a huge tendency for a more autonomous learning process. Referring to the humanistic aspect of learning, the teachers seemed to be in agreement with the idea that students should be at the center of attention in learning practices. Unlike other studies conducted on teachers' beliefs on learner autonomy (Chan 2001, 2003; Özdere, 2005), these teachers felt very happy with asking students to

make such decisions. The findings of the current study are in congruent with those of Yıldırım's research (2005). That is, the student teachers would probably feel ready to deliver the students some responsibilities and choices. One important concluding remark that could be drawn from the current study is that there are some obstacles involved in the formal learning settings that may be viewed as thwarting the development of learner autonomy. Due to the Iranian educational system, it seems impossible to involve students in decisions on areas such as the time and place of the course, because they are generally regarded as administrative issues imposed by those who are in charge. Educational system in Iran is considered as teacher-centered in which the traditional teaching methods are hugely utilized. In addition, schools are shaped in a structure where the authority and responsibility are not shared, that is; individuality and creativity are less motivated. As a result of this educational system, learners tend not to take any responsibility for their own learning during their educational process. Because teachers themselves have not been trained in an autonomous way, they might have some negative viewpoints toward the utilization of learner autonomy as Little (1995; 2007) and other scholars clearly stated earlier.

Student teachers' perceptions on learner autonomy are regarded as essential components of their prospective teaching practices. Thus, teacher educators play a huge role in student teachers' experience with learner autonomy by giving them more flexibility for greater motivation, negotiation and decision making. Due to the findings of the study, it would make sense to suggest some recommendations for teachers to obviate barriers in students' minds regarding learner autonomy. First, teachers should motivate their students to engage in out-side-the classroom tasks in order to increase their autonomous behaviors.

Since learner autonomy is basically go with, out-side-the classroom learning, it would be best to employ some practices that might be in line with their interests and requirements so that they can start developing learner autonomy skills as soon as possible. Second, teachers should involve their students in the decision making process. As Little (1995, p. 180) points out, "a first-hand experience" for student teachers in their own initial teacher training facilitates their adoption of learner autonomy principles in their future teaching practices". Third, teachers should utilize some strategy training sessions in their curriculum to motivate teachers to experience the use of strategies. Also, the students should be equipped with strategy training, which will enable them to figure out better the nature of learning. Accordingly, teachers should utilize portfolios in their teaching process. Thus, the students get more insight into the development of professional knowledge, teaching behavior and thinking processes. Portfolios can serve as a good means of flourishing and employing teacher autonomy in many respects. Given the significance of learner autonomy one dilemma still remains unexplored: Will students later keep believing in the significance of teacher-learner autonomy and develop it for themselves in communication with others in spite of the system they are involved in? Or will they find themselves in a place where they are liable to forget all about the theory and practices of learner autonomy?

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The Use of L1 in the Process of Teaching English

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Abstract
This article explores the use of the mother tongue in the process of teaching and learning English at lower-secondary and upper-secondary school levels in Slovakia. The main aim of this paper is to ascertain to what extent and in which instances L1 is used, and how EFL teachers react when they hear L1 in their classes. The first part of the article discusses the arguments for and against the use of L1 in the process of teaching English as a foreign language, along with its main advantages and disadvantages. The second part interprets the data obtained by observation, which seem to indicate that the native tongue is always present at the lessons - to a greater degree at lower-secondary school levels, and to a lesser degree at upper-secondary school levels. The study also emphasizes the importance of establishing the rules for using L1 in EFL classes as this appears to be an important and yet neglected aspect of EFL teaching.

Keywords: English language teaching; teacher talking time; student talking time; L1; L2.

Introduction
There have always been contradictory views about the use of the mother tongue in foreign language classrooms. Some teachers claim that L1 is a valuable contribution in the process of English language teaching and learning, and others, on the other hand, state that L1 should be excluded from the teaching/learning process. Since the language used in the classroom considerably influences the acquisition of the target language, this issue can by no means be neglected.

The Use of L1 in EFL classroom
According to certain scholars in the field such as Atkinson (1987), Harbord (1992), or Scrivener (2005), when L1 is used appropriately, it can have a positive effect on the English language teaching and learning process. On the contrary, other scholars in the field such as Bouangeune (2009), Phillipson (1992), or Seligson (1997) hold a different opinion, and somewhat criticize the use of L1.
It appears that the use of the L1 is a debatable topic, and the exact role and appropriate extent of the use of L1 has not been clearly defined. It seems reasonable to assume that a balanced approach which carefully uses L1 to facilitate and enhance the learning absorption of L2 might be the solution to this issue along with adjusting that balance to meet the needs and levels of individual learners.

Arguments for Using L1 in EFL classroom
Several authors believe that the use of L1 can be a positive resource in the classroom. For instance, Deller and Rinvolucri (2002, p. 94) call the students' L1 a "useful tool" and they claim that ignoring it would be a waste of a valuable resource. Moreover, Briggs (2001, p. 1) points out that there is strong evidence of the popularity and preference of L1 among the students. Similarly, Burden (2000, p. 6) claims that teachers' attempt to increase the amount of L2 rather than giving a simple explanation in L1 might produce a negative effect, and lead to students' frustration. Pachler and Field (2001, p. 86) also assert that monolingual teaching without some use of L1 can lead to creation of barriers and tension, and using only L2 is often inappropriate.

According to Harbord, (1992, pp. 351-354), there are several good reasons for using L1 in the classroom: saving time and avoiding confusion, facilitating teacher-student relationships, and aiding communication and the learning of L2 itself.

Palmer, (1965, p. 125) considers using L1 in the English learning process to be harmless and "in many cases positively beneficial." In addition, Cook (2001, p. 418) states that although L1 does sometimes have a role of "creeping in as a guilt-making necessity", it should be used systematically and deliberately in the classroom.

Harbord (1992, p. 352) explains that if students are unfamiliar with a new approach and are not given an explanation in L1, they might be demotivated by this method. Similarly, Burden (2000, p. 6) believes that if instead of using a simple explanation in L1 the teacher increases the amount of L2, it might bring about the negative effect of frustration within the students.

In connection with this, Atkinson (1987, p. 241) calls L1 a "positive resource". Furthermore, Levine (2003, p. 355) states that to deny the role of L1 in the classroom "would appear to be a futile endeavour". Briggs (2001, p. 1) similarly points out that there is strong evidence of L1 popularity and the students' preference of teachers who have the same L1 as themselves.

Various authors present different contexts in which L1 should be used such as Cook (2001, p. 410) who states that teachers should use it for class organization and conveying the meanings as well as cooperative work. Finally, L1 should be used as means of scaffolding – teaching the basics from which further learning can take place. Atkinson (1987, pp. 243-244) provides even more reasons for using L1 such as checking comprehension, discussion of methodology (especially with early level learners), checking for meaning etc. Harmer (2007, p. 39) makes another point about using L1 stating that a reasonable situation in which to use L1 is to translate particular words, especially abstract concepts "when other ways of explaining their meaning are ineffective". Harbord (1992, p. 351) names perhaps the most adequate reason for using L1 which is saving time and confusion in the classroom.

Scrivener (2005, pp. 308-309) is also of an opinion that using L1 in the classroom might be of a great advantage. He holds several interesting ideas on how to use L1 in a reasonable and useful way such as asking students to summarize an article they have read orally in their L1 since this activity "can reveal interesting insights about what learners have understood or misunderstood". Alternatively, when teaching a new grammatical item, learners can be encouraged to consider if there is a direct one-to-one correlation with their L1, and to notice differences between the two languages. Another instance in which L1 might be a valuable tool is when watching a film in the classroom. In this case, using subtitles in L1 can prove helpful. It is, however, important to have a general aim of the lesson in mind, which is using as much English as possible. Therefore, it can be concluded that teachers should "avoid the temptation to conduct the rest of the lesson in L1 just because it's easier", as learners need to be exposed to the target language in order to acquire it (Scrivener, 2005, pp. 308-309).

Harmer's approach (2007, pp. 38-39) on L1 use is that especially at the beginner levels, students are always going to translate into their L1 whether the teachers want them to or not. As he states, it is a natural process when it comes to learning a foreign language. His further point, however, is that "there should be an English environment in the room, where English is heard and used as often as possible, and not spending a long time talking in the students' L1".

The above-mentioned arguments for using L1 can be summarized in Harmer's (2007, p. 39) statement: although L1 can be considered an enabling tool with a significant potential, "English should predominate in an English lesson, especially where the teacher is concerned since, as we have seen, he or she is the best source of comprehensible input that the students have. Not only that, but English is the language they are learning, not their L1".

Arguments against Using L1 in EFL classroom

Despite the many advantages of using L1 in the classroom there are also disadvantages of using or overusing L1 in the classroom which may occur. Auerbach (1993, p. 5) states that "the more students are

exposed to English, the more quickly they will learn", and in order to learn it, they need to be "forced to use it".

Similarly, Atkinson (1993, p. 12) calls for as much exposure to L2 as possible by indicating the following: "Every second spent using L1 is a second not spent using English! – And every second counts!". The input of L2 must be meaningful; Ruiz-Funes (2002, p. 19) states that only then students are able to learn and acquire L2 in a successful way. Ellis (2005, p. 8) also suggests that the more exposure to L2, the more and the faster the students learn.

Seligson (1997, p. 22) sees using English only as a way of giving students a needed amount of exposure of L2 by stating the following: "By using English most or all of the time in class, you give students vital listening practice, and the opportunity to respond naturally to spoken English." According to this author, using L2 also changes the atmosphere in the classroom considerably, allowing the teacher to "establish much more personal contact with the class in English, breaking down some of the traditional teacher/student barriers". Finally, it makes L2 a real communicative tool.

When it comes to the use of L1 in the English language classroom, it is necessary to carefully manage the use of it. For instance, Atkinson (1987, p. 246) recognizes various possible undesirable outcomes of an overuse of L1 such as when teachers and/or students feel as if they can only be understood when they are using L1, using inaccurate translation, not taking into consideration the semantic and pragmatic features of the two languages. L1 is also often used to speak to the teacher despite learners' capability of expressing themselves using L2.

It is crucial to emphasize the importance of an L2 "input-rich environment", as Kim and Elder (2008, p. 167) state because the success of the lesson depends on the manner in which the teacher uses L2. Students must be given "optimal opportunities" for using L2 in a meaningful way.

Bouangeune (2009, p. 191) goes further and concurs that many scholars in the field wonder how students can truly appreciate L2 if they continually rely on their L1 in the classroom. Some authors consider the learning of L2 to follow the same patterns as L1 learning.

Scrivener (2005, pp. 101-102) proposes various ways to use L1 in order to help students realize that they will be somehow "rewarded" for using L2. These include the teacher's positive response to every effort at using English, spending a lot of time on fluency activities without corrections, establishing communication as a goal rather than accuracy, and discussing the point of a particular activity as well as negotiating the ground rules for the language used in the class.

According to Seligson (1997, p. 27), the key factor in minimizing the usage of L1 is not to accept the students' usage of L1 in cases when they are able to say it in L2. He suggests that a teacher should prompt students to repeat what they have said again using L2 before moving on.

As Burden (2001, p. 5) points out, many teachers believe that as the classroom is often the only source of exposure to English for the students, L2 should be used as much as possible. Similarly, Ellis (2005, p. 8) agrees with the goal of maximizing the use of L2, and calls for the L2 to be "the medium as well as the object of instruction" in the process of teaching and learning.

Call for a Balance in the Use of L1 in EFL classroom

It is apparent that there are many arguments for and against the use of L1 in the process of teaching English or any other language. Brown (2000, p. 195) goes further and promptly regards the debate over whether the students' L1 should or should not be excluded in the English language classrooms as "a contentious issue". Taking into account the contradictory opinions of various scholars in the field, a conclusion to this problem might be in reaching a balance between the use of L1 and L2, as many authors suggest.

Nation (2003, p. 7) proposes a balanced approach which maximizes the use of L2 but at the same time does recognize the role of L1 in the classroom. Harmer (2007, pp. 178-179) provides ideas on how to reduce the amount of L1 by observing the class during activities and, in his own words, "even pleading with the students to use English - and offering help if necessary" as well as making it clear in the

classroom that only English is to be used. These techniques will, according to the author, gradually change the classroom behaviour over a period of time.

According to Seligson (1997, p. 10), "L1 is a valuable resource to be used minimally and discreetly". He does, on the one hand, consider a general rule in the classroom to be expecting students to use English as much as they can. On the other hand, he maintains that L1 should be allowed "where its use promotes the smooth running of a lesson".

Among many scholars in the field calling for reaching a balance when it comes to the use of L1 and L2, Harmer (2001, p. 132) indicates that four factors need to be taken into consideration: students' level, previous experience, the stage of the course, and the stage of the lesson.

Harbord (1992, p. 354) believes that although L1 is needed to a certain degree such as for checking comprehension, presenting new structures should be, in his opinion, done in L2. As he further states (1992, p. 353), teachers "should be able to communicate the meaning of a structure unambiguously without recourse to the mother tongue".

According to Harmer (2001, p. 132), students are likely to use their L1 anyway so there is little point in trying to ban it. Such an approach might, in fact, discourage students. It all, however, depends on when students use it. There are undoubtedly some instances in which L1 is acceptable such as when students work on a reading exercise in pairs since then they are using L1 to further their understanding of their target L2. On the other hand, if L1 is used during a fluency activity, the use of L1, as the author claims, "makes the activity essentially pointless".

One of the authors who attempts to provide a solution to teaching English through English is Willis (1991, pp. 1-2). She proposes several ways for convenient L2 use which might help the teachers to eliminate the use of L1. These methods include using gestures, tone of voice, and demonstration to help students understand instructions better, which is, besides a way of reducing the amount of L1 interference, also a source of real-life L2 exposure. Other ways which Willis (1991, p. 84) suggests could be used to help students understand the language in the classroom: using simple language, repeating, paraphrasing, providing many examples as well as visual aids, giving students time to think for themselves and, finally, establishing routines for various activities.

Considering the opinions of many scholars in the field, it can be said that a balanced approach is needed when it comes to using L1 in the classroom. However, as Brown (2000, p. 14) implies, there are no "instant recipes", as every learner and every teacher is different, and each classroom conditions and settings are unique.

It can be concluded that it is always up to the teacher to know their class and the context in which the English language is to be learned. It appears that the "right" or "wrong" amount of L1 used in the classroom does not exist, and the conditions vary in each particular setting. A balanced approach between the use of L1 and L2 along with suitable methods might be a solution to this issue.

Research Methodology

Research Background

The aim of this research is to ascertain to what extent L1 is used in the English language classrooms at lower-secondary and upper-secondary school levels. Furthermore, the instances in which L1 is used, and the teachers' reactions are explored too.

Three research questions were formulated:

What is the average time spent on using L1 during English language classes?

What are the most frequent instances in which L1 is used during English language classes?

How do the teachers react to the use of L1?

5.1. Research Sample

A total of 30 regular English lessons were observed at a "gymnázium" type of school in Slovakia. The first part of the observation was performed at a lower-secondary level which involved students from 12 - 15 years of age and two teachers who are labelled as "A" and "B". The second part of observation was

done at an upper-secondary level which included students from 15 - 18 years of age and two other teachers who are labelled as "C" and "D". Both the teachers and students were formed by males and females.

5.2. Instruments and Procedure

At first, observation at a "gymnázium" school in Slovakia was performed. A total of 30 English classes were observed with the focus on the time and instances in which L1 was used. Moreover, the teacher's reactions to the students' L1 use were examined. Finally, an informal discussion with the teachers after the lessons was hold.

Research Results

Observation

Tables 1 and 2 below contain the results obtained from observation.

Table 13. Observation – Upper-secondary Level

Class	T	Number of L1 occurrences	Time	Total time
1	A	S: 4 times	S: Several seconds	Several seconds
2	A	S: 3 times	S: Several seconds	Several seconds
		T: 2 times	T: Several seconds	
3	A	S: 1 time	S: Several seconds	Several seconds
4	A	S: 1 time	S: Several seconds	Several seconds
		T: 1 time	T: Several seconds	
5	B	S: 3 times	S: 2 min	18 min
		T: 9 times	T: 16 min	
6	A	S: 1 time	S: 1 min	2 min
		T: 1 time	T: 1 min	
7	A	S: 2 times	S: Several seconds	Several seconds
8	B	S: 3 times	S: 1 min	12 min
		T: 4 times	T: 11 min	
9	B	S: 3 times	S: 1 min	2 min
		T: 4 times	T: 1 min	
10	B	S: 1 time	S: 2 min	12 min
		T: 8 times	T: 10 min	
11	B	S: 2 times	S: 3 min	7 min
		T: 5 times	T: 4 min	
12	B	S: 2 times	S: 2 min	9 min
		T: 5 times	T: 7 min	
13	A	S: 1 time	S: Several seconds	Several seconds
14	B	S: 2 times	S: 1 min	10 min
		T: 5 times	T: 9 min	
15	A	T: 1 time	T: Several seconds	Several seconds

Table 14 Observation - Lower-secondary Level

Class	T	Number of L1 occurrences	Time	Total time
16	C	S: 2 times T: 2 times	S: Several seconds T: Several seconds	Several seconds
17	C	S: 1 time T: 7 times	S: 5 min T: 10 min	15 min
18	D	S: 1 time T: 3 times	S: 1 min T: 11 min	12 min
19	D	S: 1 time T: 4 times	S: 1 min T: 10 min	11 min
20	D	S: 2 times T: 1 time	S: Several seconds T: Several seconds	Several seconds
21	C	S: 5 times T: 2 times	S: 6 min T: 4 min	10 min
22	D	S: 2 times T: 2 times	S: 5 min T: 25 min	30 min
23	C	S: 3 times T: 2 times	S: 3 min T: 3 min	6 min
24	C	S: 4 times T: 1 time	S: 2 min T: 3 min	5 min
25	D	S: 7 times T: 2 times	S: 1 min T: 12 min	13 min
26	C	S: 2 times T: 6 times	S: 1 min T: 7 min	8 min
27	C	S: 1 time T: 2 times	S: 10 min T: 12 min	22 min
28	C	S: 1 time T: 1 time	S: 3 min T: Several seconds	3 min
29	D	T: 2 times	T: 23 min	23 min
30	D	T: 3 times	T: 23 min	23 min

The observation tables above display the following results: The overall average time spent on using L1 in all 30 classes was 8.4 min per one lesson, which accounts for 19% of the lesson. The duration of one lesson was 45 min. The average time of students' use of L1 was 1.7 min per one lesson, which comprises 4% of the lesson. The average time of teachers' use of L1 was 6.7 min per one lesson, which makes up 15% of the lesson. The observation results show that each observed lesson involved at least some usage of L1. In other words, a lesson in which L1 would not be used at all did not occur during the observation.

The comparison of the two tables demonstrates the difference between the upper-secondary and lower-secondary school levels as regards the time spent on the L1 use. At the upper-secondary school level, the average time spent on using L1 (teachers + students) during the observation of 15 classes was 4.8 min per one lesson, which accounts for 11% of the lesson. The average time of upper-secondary level students' use of L1 during one lesson was 0.9 min per one lesson, which comprises 2% of the lesson. The average time of upper-secondary level teachers' use of L1 during one lesson was 4 min per one lesson, which makes up 9% of the lesson.

At the lower-secondary school level, the average time spent on using L1 (teachers + students) during our observation of 15 classes was 12 min per one lesson, which accounts for 27% of a lesson. The average time of the lower-secondary level students' use of L1 during one lesson was 2.5 min per one lesson, which comprises 6% of the lesson. The average time of the lower-secondary level teachers' use of L1 during one lesson was 9.5 min per one lesson, which comprises 21% of the lesson.

It is important to point out that a considerable difference can be noticed between the "older" and "younger" students regarding the amount of L1 used. Overall, the results show that L1 was used to a greater extent at the lower-secondary school level.

As already mentioned, the four teachers who were observed were labelled as "A", "B", "C", and "D". Individual evaluations of each teacher reveal that there are significant differences between the teachers in terms of using L1. In the classes of teacher "A", L1 was used only for a several seconds, and the observation results demonstrate that the students of this teacher are used to using L2, and only use L1 when necessary. In the classes of teacher "B", however, L1 was used frequently; the average time was 4.7 min per one lesson, which makes up more than 10 % of the lesson. In the classes of teacher "C", L1 was used similarly often, around 4.7 min per one lesson, which accounts for 10 % of the lesson. Classes in which L1 was used most often were the classes of teacher "D" - average time of L1 usage was 7.7 min per one lesson, which comprises 17 % of the lesson.

It is obvious that in some cases, L1 was barely used, and, in other lessons, L1 was spoken for 23 or 32 min. This clearly reveals that although these were the classes spent on new grammar, the particular teachers did not provide their students with enough space for the use of L2. It can be perhaps concluded that the lessons did not contain a communicative element.

Another feature which was the focus of attention during the observation was the amount of L1 occurrences. The results show that during the observation of 30 classes, the students used L1 61 times, and the teachers used L1 85 times. Comparing the two charts reveals the following:

At the upper-secondary school level, the students used L1 29 times and the teachers at this level used L1 45 times. At the lower-secondary school level, the students used L1 32 times and the teachers at this level used L1 40 times.

The most frequent instances in which L1 was used were: specific vocabulary – in this case, the students were usually asking for a meaning or a translation of an unknown word, explaining grammar, giving instructions, organisation purposes, and checking understanding. While in some cases, e.g. when an unknown word appeared, the students asked the teacher for a translation which usually led to an explanation in L1 that lasted for several seconds. However, the teachers occasionally spent a minute or two explaining the meaning of a word or an expression in L1. When explaining a new grammar element, the teachers usually used L1, sometimes to point out the differences, but occasionally, a long explanation of grammar in L1 occurred. In a few cases, the teachers provided materials, for example a test, in which SS were supposed to translate language items from L1 into L2.

The teachers' reaction was, in the majority of instances, the continuation in L2 so the students' L1 was not paid attention. The teachers were sometimes "pretending" they did not hear the students' L1 use, which was probably an attempt to make the student realize they did something undesired. Another very common reaction to the use of L1 was requesting the use of L2 instead of L1 from the learners, after which the student stayed quiet or explained in L1 that he or she is not able to provide a sentence or a question in L2.

It should be noted that in some cases, the atmosphere in class became rather tense, especially when the students were using too much L1 and their teacher asked them to use L2. It was, therefore, surprising when the same teacher used L1 during that lesson without any particular reason.

It is important to point out that sometimes, when the students were asked for a specific word translation or explanation of a grammatical feature, the teachers did not always provide them with an answer only in L1 or L2, but very often a mixture of L1 and L2 was used. Despite the fact that the teachers required their students to use L2, the teachers themselves sometimes used the mixture of L1 and L2. This seemed rather confusing for the students, and it might be the result of absenting rules for the L1 use in the class.

Finally, it is wort mentioning that although in the majority of classes, the use of L1 did not exceed 15 min, there were four classes in which the use of L1 exceeded 15 min. This accounts for one third of the lesson duration. The average time of L1 use, which was 8.4 min, appears to be affected by the fact that

while in some lessons, the use of L1 did not exceed a minute amount of time (several seconds), in other lessons, L1 was used for more than 15 min.

Discussion

The research results demonstrate that L1 is always present in the EFL lessons. The average time spent on using L1 accounts for 19% of the lesson.

As far as the instances in which L1 is most commonly used, it was observed that the most frequent cases in which L1 was used were specific vocabulary, explaining grammar, instructions, organisation purposes, and checking understanding. During the discussions with the teachers, which took place after the lessons in the form of an informal dialogue, the study reveals that there are various reasons for using L1 such as saving time, avoiding misunderstandings, and attempting to point out the differences between certain elements such as grammar issues in L1 and L2.

In the majority of cases, the teachers' reaction to the students' use of L1 was continuation in L2, and hence the students' L1 was usually not recognized. Alternatively, the teachers "pretended" not to notice the student's L1 use as well and they requested the learners to say or ask the same thing in L2. It should be emphasized that during the observation, it was sometimes rather obvious that the teachers had not established rules for the usage of L1 in their lessons. This fact often seemed to generate confusion because sometimes the students' use of L1, especially in unnecessary instances when L1 was not needed such as for the clarification of understanding etc., was ignored by the teachers, while in other cases, the teachers urged the learners to use L2. This seems to be rather misleading for students in general, and EFL teachers should always set clear rules about the use of L1 in classes at the beginning of a school year.

Conclusion

This paper focused on the use of the mother tongue in the process of teaching and learning English at lower-secondary and upper-secondary school levels in Slovakia. The language used in the classroom cannot be neglected since it directly and profoundly influences the acquisition of L2. The main aim of this paper was to ascertain to what extent L1 is used in the English language classrooms, in which instances it is used, and what the teachers reactions to the use of L1 are.

Firstly, it was observed that the average time spent on using L1 during English language classes is 8.4 min per one lesson, which accounts for 19% of the lesson. Secondly, the most frequent instances in which L1 is used during English language classes were specific vocabulary, explaining grammar, instructions, organisation purposes, and checking understanding. Finally, it was observed that the teachers' reaction are, in the majority of cases, continuation in L2, "pretending" not to hear the student's L1 use, and requesting the use of L2 instead of L1 from the learners.

The research results indicate that L1 is always present in the classes. This is an interesting finding since using a sufficient amount of L2 in EFL classes could be regarded as a main goal in L2 classes. Moreover, the observation results demonstrate that teachers are not very systematic in establishing the rules for the use of L1. Therefore, EFL teachers ought to pay more attention to this aspect of teaching and classroom management, especially at the beginning of a school year.

To summarize, the language used in the classroom plays a major role in the process of EFL teaching as it directly influences the acquisition of L2. Therefore, the teachers ought to always set clear rules about the use of L1 in their classes. The use of L1 in EFL lessons is, without a doubt, a highly debatable topic, and the opinions on this issue vary. However, using as much L2 as possible along with the sound use of L1 may be considered appropriate for both EFL teachers and learners.

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The Grail Theme in Medieval Romances: The Evolution of the Story

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Abstract
One can state unequivocally that the story of the Grail illuminated not only medieval writers, but also many Europeans who embraced its mystery. Although the origin of the Grail is opaque, it has been known as a cup from the Last Supper used by Joseph of Arimathea to collect Christ's blood upon his removal from the cross. In this paper, I attempt to trace the history of the legend and explore the first story of the Grail that was written by Chretien de Troyes, called Le Conte du Graal (The Story of the Grail). Then, I investigate the Grail in Robert de Boron's Joseph d'Arimathe that created this legend. In particular, I want to examine the ways Robert's work influenced many translators who adopted the concept of "holiness" of the Grail. I also wonder how the story of the Grail changed over the course of the thirteenth century. More specifically, how did writers such as Wolfram and Malory understand the Grail? In my paper, I do not discuss the existence or the nonexistence of the Holy Grail but rather examine its significance and the nature that influenced many romances.

Keywords: grail; Malory, Wolfram, Medieval Romances; Chretien

Main text

There are two schools of thought concerning the Grail's origin. The first claims that it originated from early Celtic myth and folklore. The second believes it simply began as a Christian symbol. Apart from these two views, some critics believe that there is a pagan origin in the story of the Grail. Arthur Brown claims, "the Grail story must have its roots in some pagan mythology where love-making was no sin" (Brown, 1966). Love-making is too prominent in several stories of the Grail, Brown adds. However, there is no conclusive evidence supporting the Grail's origin or its existence. Justin Griffin points out, "the search of the Grail is not a mathematical proof that can be verified, nor is it a chemical equation that follows a set path" (Griffin, 2001). Nevertheless, the object has been used in Christianity to advocate ideologies such as reclaiming the lost glory of the Holy Roman Empire (Griffen, 2001).

The Grail had already existed in Celtic traditional tales when Chrétien de Troyes initiated the theme of the Grail in the twelfth century in his telling of over 9,000 lines of his unfinished romance, Perceval, the Story of the Grail. Griffin states that Chrétien read a story about a Welsh youth, Perceval, in a book that had been given to him by Prince Phillip of Flanders, then, he retold it (Griffin, 2001). Yet Chrétien's account of the Grail in Perceval, the Story of the Grail exerted the fascination of many writers and adaptors although the object had not yet obtained the notion of holiness that appeared in later works.

What Chrétien did was simply turning a known word into something marvelous. Norris Lacy explains that Chrétien only "appropriated a word (graal) that already existed but merely designated a serving tray, remade it into the name of a wondrous but mysterious vessel…and then presumably died before he could explore the quest in detail and conclude, no doubt, with Perceval's success" (Lacy, 2008). Leaving it unfinished, Chrétien created a mystery amid several European adaptors who retold the story of the Grail distinctively.

The story tells that Perceval sees an astounding procession in which people carry marvelous objects from one chamber to another. First comes a young man carrying a bleeding spear, then two boys carrying candelabras. Finally, a beautiful young girl appears bearing an elaborately decorated graal, or grail. Chrétien vividly describes at this point:

> A girl who came in with the boys, fair and comely and beautifully adorned, was holding a grail between her hands. When she entered holding the grail, so brilliant a light appeared that the candles lost their brightness like the stars or the moon when the sun rises…The grail, which went ahead, was made of fine, pure gold; and in it were set precious stones of many kinds, the richest and most precious in the earth or the sea: those in the grail surpassed all other jewels, without a

doubt. (Chrétien 38)

Clearly it is something exceptional observed by Perceval. Richard Barber points out that Chrétien here offers this unexplainable scene in order to have curious readers who would thrive for the continuation of the story (Barber, 2004). Although Chrétien did not give the implication of its holiness, his intense description of the Grail and its surroundings serve as a guide to the alteration by which the subsequent writers understood the Grail story. According to Sandra Ness Ihle, "… the representation of the Grail [underwent] widely divergent treatment" (Ihle, 1983). Chrétien started the theme and left it unfinished, creating a diversity of thoughts and treatments amid a wide range of European writers.

After Chrétien, Robert de Boron was the first writer to connect the Grail to the vessel from the Last Supper and to place Joseph of Arimathea in the Grail legend outside the Bible (Griffin, 2001). In Joseph d'Arimathe, Robert de Boron claimed that the Grail was used by Joseph of Arimathea to collect the blood of the crucified Christ. In the story, Joseph is imprisoned and Jesus visits him to tell him about the mystery of the Grail:

> Then Jesus spoke other words to Joseph which I dare not tell you– nor could I, even if I wanted to, if I did not have the high book in which they are written: and that is the creed of the great mystery of the Grail. And I beg all those who hear this tale to ask me no more about it at this point, in God's name, for which I have to lie. And from lies, you may be sure, they would gain nothing. (Robert de Boron, 1995)

Here Joseph asserts that the mystery of the Grail must remain unexplained at this moment. After his release, he founds a group of Grail keepers to guard the vessel, which eventually include Perceval. Terence McCarthy explains, "the Grail was brought to England and entrusted to a line of kings who were to guard it in the Castle of Corbenic till the destined Grail knight appeared" (McCarthy, 1988). The Grail throughout its history remains a miraculous object; whenever it appears, astonishing events happened.

In connecting the Grail to the vessel from the Last Supper, Robert de Boron took advantage of events that happened during his time. Nigel Bryant states that Robert's ambiguous identification of the Grail as a holy relic was of great importance because it came at a time when "the forces of Christendom were losing holy places and relics to the Saracens" (Bryant, 2004). The Grail in Joseph d'Arimathe is dominant, although the story involves a wide range of adventures including the whole history of Arthur himself. For example, when Merlin encourages Arthur's father, Uther Pendragon, to found the Round Table, he has one seat left unoccupied, which is to be rewarded only by the knight who will be in the presence of the Grail.

The story of the Grail grew and its theology developed. Mary Braswell mentions that the sacred Grail "mixed with the historical and secular one …[has complicated] the message behind successive retellings" (Braswell, 2011). The object that was regarded as unattainable became the center of attention in many medieval romances. Succeeding Robert and having their roots in Chrétien, the Grail stories spread throughout Europe in the Middle Ages. Braswell mentions these adaptations:

> Welsh translators and adaptors… were obviously familiar both with the more sophisticated French romances and with Wales's own 'Grail romance,' the Peredur…and copies of the French Estoire, the Queste, the Perlesvaus, Y Seint Greal, and the Prose Lancelot were available in Wales in the 1300s, as well as one complete manuscript of the Vulgate cycle…[aslo,] France produced its only innovative Grail work, the Perceforest…[and] in Germany, Wolfram's early thirteenth-century Parzival was widely read. (Braswell, 2011)

These adaptations reflected widely on the legend and represented the authors' own perspectives, how they saw the story. But it is worth pointing out that Wolfram's Parzival and Perlesvaus are significant inasmuch as they preserve to some extent a tradition that was independent of Chrétien.

In general, Wolfram's story is similar to Chrétien's. The Grail is mentioned after Parzival sets out in quest of his mother and comes to the Grail castle. In the castle, he observes a procession during which he sees a very beautiful object after several ladies have appeared:

> After them came the queen. Her countenance gave off such sheen that they all thought day wished to break. This maiden, they saw, wore phellel-silk of Araby. Upon a green achmardi she

carried the perfection of Paradise, both root and branch. This was a thing that was called the Grail, earth's perfection's transcendence…[t]he grail was of such a nature that her chastity had to be well guarded, she who ought by rights to tend it. She had to renounce falseness. (Wolfram, 2004)

However, Wolfram deviates from Chrétien in some parts. For example, the Grail castle in Parzival is to be found by accident; Chrétien does not mention this characteristic (Brown, 1966). Another example that goes unmentioned in Chrétien is Parzival's love affair with Liaze, the daughter of his host, Gurnemanz. Brown believes that Wolfram is closest to the traditional original, which seems to show that he had "access to material ultimately of Irish origin and not transmitted by Chrétien" (Brown, 1966).

The strangest departure from the text of Chrétien or even Robert de Boron is the idea of the Grail itself. In Wolfram's mind, the Grail was an ancient and colorful stone. Helen Adolf argues that Wolfram's stone was "an improvement" that remained a tradition amid German poets (Adolf, 1960). Wolfram's diversion here is quite interesting. He claims that the Grail was a stone with which the Devil was thrown out of Heaven. But why is Wolfram's Grail a stone? There is no accurate answer to this question. Wolfram's Grail, as I argue here, is a borrowing from Islam's Black Stone that is found in Ka'bah in Mecca.

What makes Wolfram deviate from other adaptations? It becomes very evident that Wolfram was inspired by another source. Griffin states that Wolfram claims to have obtained the original work from Spain and the original manuscript was in Arabic (Griffin, 2005). At the time when Wolfram wrote Parzival, commonly dated to the first quarter of the 13th century, Spain was under Islamic rule and Arab influence. While it is difficult to prove the existence of the Black Stone in that manuscript, it appears that Wolfram did not create a new Grail—it is an analogy he found and adapted into his unique telling of the story of the Grail.

In Islam, the Black Stone is the only surviving stone from the original structure of Ka'bah that was built by Abraham and his son, Ismael. The Ka`bah has been demolished and reconstructed many times in its history. When Prophet Muhammad performed his Pilgrimage after years of exile from Mecca, he started by kissing the Black Stone. Muslims understand that it was an emotional response for the Prophet who had years earlier been driven out of his beloved home. Hence, the Black Stone does not contain "holiness"; Muslims kiss it to emulate the Prophet's practice.

The representation of the Grail itself in Parzival is different than in other adaptations where the Grail epitomizes "a mystical striving towards the highest religious experience," as Barber indicates (Barber, 2004). The Grail is basically a symbol of authority. Wolfram shifts the focus from the object to Parzival himself––Parzival is a portrayal of a man's despair and joy. The work includes not only adventure but also humor, not to mention that its main focus involves the destiny of Parzival.

Unlike Wolfram's Parzival, the Grail in the Arthurian romance Perlesvaus is not a relic. This prose romance embodies the life of Christ in the course of adventures and relates the stories of Joseph and Perceval with those of the death of Arthur. The author of Perlesvaus makes the Grail need no carriers–– it is an object that moves by itself. Adolf states that the Grail is unachievable and even the King of Chastel Mortel, who conquered the Castle, could not capture the Grail (Adolf, 1960). Nevertheless, the author of Perlesvaus associates the Grail with the presence of God. Adolf adds, "it is closely tied to Christ who sends down the Grail and takes it back again according to the worthiness of men" (Adolf, 1960). Wherever the Grail appears, miraculous things happen.

One of the most significant treatments of the Grail is Malory's Sankgreal. The first striking feature of the story of the Grail is that it is not long like any other adaptations. As a matter of fact, the Grail does not appear considerably throughout the eight tales that make up Le Morte d'Arthur. The first reference to the Grail is by Merlin after making a monument that contains the statues of all Arthur's defeated enemies; each enemy holds a candle that burns every day. Merlin says that these candles will die out "aftir the adventures of the Sankgreall that shall com among you and be encheved" (Malory, 1955).

The Grail is mentioned several other times, but Malory gives very little explanation. However, the Grail is mentioned a lot when all the Round Table knights set out on the quest of but Malory only concentrates on the adventures of five knights: Galahad, Perceval, Bors, Gawain, and Lancelot. In his

telling, the first three knights succeed, Gawain fails, and Lancelot has a semi-success; Malory does not consider Lanucelot's experience as a complete failure. Lancelot only glimpses the Grail but due to his sinful life, he could not achieve it.

Yet the quest is presented as a hunt after a physical object rather than a quest to understand its nature. This is clearly stated by Gawain after the Grail appears at Arthur's court: " never shall I returne unto the courte agayne tylle I have sene hit more opynly than hit hath been showed here" (Malory, 1955). Gawain seeks to see the Grail, nothing more.

In Sankgreal, Malory chose to alter his French source, Queste del Saint Graal, keeping some motifs and themes and dismissing others. Malory's selectivity from his source results in having the story reduced to one-third of its original length. In her article "Malory's Translation of Meaning: The Tale of the Sankgreal," Mary Hynes-Berry states that the story does not accentuate earthly and heavenly chivalry as presented in the Queste.

Moreover, Malory does not offer a theme that shows the intensity of the Grail because he subtracts the allegorical level of the Grail. Not only does Malory obliterate descriptions that do not advance the actions, he also eliminates passages that contain analogical patterns of situations. For example, the analogy mentioned in the Queste between the Table of The Last Supper, the Grail Table at Corbenic, and the Round Table is reduced in the Sankgreal to only the telling of the Round Table––which functions as a moral symbol for the Knights of the Round Table.

In Malory's mind, the Grail does not constitute a symbolic force. It is simply one aspect of the plot. Malory shifts the focus from this mysterious object to the characters, more specifically to Lancelot. Malory abbreviates the significance of the adventures of the other questers. Perceval and Bors, who are given much space in the Queste, are only presented as good knights in the Sankgreal; yet they do not surpass Lancelot's experience. Lancelot is the center of theme and plot of the Grail. Malory attempts to tell the story at a fast rate without providing any digression from the actions. From the brief appearances and the little religious explanation, Malory's Grail is different. He presented the story of the Grail as he saw it, rather than as the original author intended the readers to see it.

In closing, the Grail became an exciting topic for many writers. Not only does the Grail appear in literary texts but also in paintings and miniatures that also portrayed the Grail castle and the questing knight. However, the Grail does not match with the descriptions in the works. It can be a chalice, a platter, a vase, a ciborium, or a two-handled jug (Braswell, 2011). Clearly there was something fascinating and inspiring about this subject. Each writer understands the Grail and its nature differently.

For Chrétien, the Grail is a mysterious dish. Had his work been finished, the secret behind it would have been unraveled. I would argue that the Grail in Chrétien has no hidden meaning. The procession Perceval sees remains a mystery in Perceval's eyes and in readers' eyes as well. However, the Grail is not the central point in Perceval, the Story of the Grail.

For Robert de Boron, the identification of the Grail as a vessel from the Last Supper puzzled readers with its allegorical structure and inspired his successors. It is also a dish in which Joseph gathers the blood of Christ. Robert de Boron uniquely created a legend in his telling of the story of the Grail, a legend that spread amid medieval writers.

Yet Wolfram's account of the Grail is the most elaborate to be found in any Grail narrative. Wolfram does not aim to show the holiness of the Grail; instead, he makes the Grail a tool to represent a mystical power around Parzival's journey. Hence, the Grail does not require any further explanation in Wolfram's telling, not to mention that the Grail is not a part of the title, unlike most of the other romances. However, by claiming that the idea of a stone must have begun as a borrowing from Islam's Black Stone, I present a plausible argument. Wolfram's identification of the Grail as a stone is solitary and needs further investigation. In its entirety, Parzival's structure is simple but skillfully executed indeed.

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The relationship between internet addiction and teachers' classroom management

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Abstract

Objective: use of internet is accounted as one of clear manifestations of modern world and an important tool for training new generation. Adolescents and youths are mostly at risk of internet damages. The present research aims to investigate the role of classroom management in internet addiction.

Methods and materials: this is a descriptive-correlational research. Statistical population is 325 high school (third grade) students (194 females and 131 males) in Kerman in 2016-2017. Multi-stage cluster sampling was used such that among four districts of Kerman, district 3 was selected and then three female and three male high schools were chosen randomly. Two classrooms were selected from each high school and all students were evaluated by Kimberly Young's internet addiction test and Ali & Amin Yazdi's classroom management questionnaire (2009). In present research, students described their teachers' classroom management styles by answering the items of questionnaires. Research data were analyzed using Pearson correlation coefficient, variance analysis, multiple regression analysis as well as SPSS 22.

Results: Results showed that subscales of inversely interactive management and interventionist management predicted directly the level of internet addiction. While non-interventionist management could not predict significantly the level of internet addiction in students. In addition, the number of female students is significantly higher than male students in terms of internet addiction.

Conclusion: To explore behaviors such as internet addiction, several factors such as social, environmental, familial and individual factors are involved. Therefore, teacher should try hard in educational settings to develop proper relationship and interaction with students thus he/she associates highly with reduction of excessive and abnormal behaviors in use of internet. Strict strategies and lack of proper relationship between the teacher and student can be effective on student's dependency on virtual world in order to settle the stresses of educational settings. Teachers are less sulky to students who do not have internet addiction.

Keywords: internet addiction, classroom management, students.

1- Introduction

Nowadays, internet has been changed into one of the greatest industries in information & communication technology. Such industry has had remarkable effect since two recent decades. Results of researches show that use of internet among teenagers and youths is higher than other age groups (Bullen et al, 2000). This new communicating tool contains detrimental effects in addition to positive aspects. Simultaneous with extensive access to internet, there is a new type of addiction known as " internet addiction" which is the special problem of information age. Internet addiction is one of problems of mental health. There are many definitions for internet addiction. Widyanto and Griffiths described the most famous definition. According to them, internet addiction is a behavioral or non-chemical addiction which contains the interaction between human and machine (Widyanto & Griffths, 2006). Researches of Tylor and Keeter (2010) indicate that addiction to computer and internet includes a wide range of children and teenagers' behaviors leading to severe damages to families. The study of Shek, Tang and Lo on Chinese teenagers showed that 19.1% of Chinese teenagers addicted to internet which can influence negatively on their physical and psychological health and family.

2- The main body of the paper

The incidence of internet addition as well as drug addiction can be considered as a strict crisis in socio-individual lives of teenagers (Alavi et al, 2011). It is inevitable that all people especially teachers and students use Cyberia space to increase qualitatively and quantitively education and training but it is very important how to use such space. If such space is not used correctly, the opportunities will change into

threats (Soltani, 2012). Many people especially students use increasingly the technology of computer and internet and excessive use of such technologies causes mental and psychological disorders (Cardak, 2013). However, the results of use of internet are contradictory. Correct use of internet can have positive effect and excessive use of internet causes negative effects such as internet addiction. Therefore, Davis has defined internet health as use of internet for given goals in a logical time without any sense of behavioral or cognitive discomfort for the user. But problematic use of internet is a psychiatric status which causes incompatible thoughts and pathologic behaviors (Davis, 2002). In this situation, the individual spends most of his/her time on different activities in internet such that it has negative effects on psychological, physical, education, social, professional health and other aspects of life. Internet addiction is a state by which the individual loses his/her control on the rate of use of internet and experiences negative and problematic outputs in his/her life (Young, 2011). Shaw and Black defined internet addiction as a kind of disorder that includes excessive poorly controlled preoccupation by which the individual urges to use internet frequently leading to habitual and compulsory behaviors in him/her (Shaw & Black, 2008). Many excessive behaviors can be affected by social environment of the individual. Familial factors are one of socio-psychological factors affecting problematic behaviors (Liong & Li, 2011). On the other hand, classroom, as the smallest subsystem of educational system, is being chnaged like socio-educational changes. Among elements of classroom, the role of teacher and his/her managerial style are very important to realize educational goals and growth of students proportional to modern world. The education aims to consider the human aspect of changes and to acquire skills necessary for the life. Consideration of others' rights, strengthening individual participation in social affairs, how to learn from nature and society, protection of cultural, national identity and strengthening personality and acquiring ability in inter-personal skills are among the most important goals of education in the classroom. They have a direct relationship with teacher's classroom management style (Eslami, 2009). Wolfgang & Glickman (1980) defined precisely the classroom management. According to them, classroom management means all teacher's efforts to control classroom activities including social interactions, behavior of students and learning (Martin & Baldwin, 8: 2004). classroom management style is how to perform classroom management which is affected by teachers' beliefs in the nature of students' behaviors (Bakhshayesh, 2013. According to Wolfgang & Glickman, teachers' classroom management style is a three-dimensional structure including individuals' management, behavioral management and education management. There are three approaches to management based on views of teachers: interventionist, interactions and non-interventionist. In this research, by using non-interventionist management, the control is reduced and students' participation at classroom is increased (Ali & Amin Yazdi, 2008). The realization of educational goals require transformation and use of an efficient managerial style in classroom. The basic task of the teacher in the process of teaching-learning is to prepare students for collective and individual life in a world with rapid changes and advances. The teacher should provide students opportunity to acquire skills in different dimensions such as problem-solving skill, decision making skill, making relationship, creative and critical thinking skills. Therefore, academic achievement of students is not restricted to the high level of their knowledge and exams' passes rather one of the most essential skills of teacher is that students acquire main skills of life in a moral setting by a managerial style proportional to classroom condition and spiritual and psychological characteristics of students (Bohrani, 2005). The necessity and theoretical importance of evaluation of teachers' classroom management is due to different effectiveness of various managerial styles. Although teachers' styles have similarities, there are significant differences in the application and effectiveness of their styles. Authoritative, permissive and participative styles in classrooms can be distinguished well from each other (Jafari, 2005). Most of researches conducted in Iran evaluated the relationship among mental health and academic performance of students and addiction to computer games (Ghatarifi, 2005, Arman 2003, cited by Chashmi, 2010, Amin & Zaki 2002 cited by Chashmi, 2010) or the relationship between addiction to computer games and social skills of teenagers (e.g Aghajani 2002, Doran 2001). But no study has been conducted on the relationship between classroom management styles and internet addiction. Therefore, the present research is going to answer following question: Are components of classroom management

(individuals' management, behavioral management, education management) effective on internet addiction of students? Research hypotheses are as follows:

1- Internet addiction is equal in female and male students

2- Classroom management associates with students' internet addiction

3- Internet addiction can be predicted by components of classroom management (interventionist, interaction, non-interventionist).

1-2 sample and measuring tool

This is a descriptive-correlational research in terms of objective and information collection. Statistical population is all teachers as well as male and female high school third grade students in district 3 of Kerman city. 325 students (194 females and 131 males) were selected via multistage cluster sampling. Among four districts of Kerman, district 3 was chosen and then three female and three male high schools were selected. Two classrooms were chosen randomly among the third grades. Finally, Kimberly Young internet addiction test was distributed and gathered among all selected students. In addition, Ali & Amin Yazdi's classroom management questionnaire (2009) was completed by students thus the researcher could obtain more accurate results about classroom management styles from views of students and their relationship with internet addiction.

2.2. measuring tool

The researcher used Class Control Questionnaire In order to measure classroom management styles Which is designed according to the Wolfgang, c. h .,& Glickman , c . d theoretical framework . This questionnaire examines teacher beliefs about class control based on three approaches (interventionist, interactive, and non-interventional) The content validity of the questionnaire was 0.88 by factor analysis and reliability of the questionnaire was also obtained by Cronbach's alpha of 0.78. And in this article used Internet Addiction Questionnaire in order to internet addiction in studnts. In the study of Yang et al., The internal validity of the questionnaire was higher than 92/0.

3-2 Results

325 male and female students participated in the study. 131 were male (40.3%) and 194 were female (59.6%). Based on internet addiction scale, 58 students had severe internet addiction (17.8%), 84 students had moderate internet addiction (25.8%) and 183 students did not have internet addiction (56.4%). In other words, 43.6% of students had internet addiction. Table 1 shows the results.

Table 1: frequency distribution of internet addiction in terms of gender

Variable	Female		Male		Total	
	Frequency	Frequency percent	frequency	Frequency percent	frequency	Frequency percent
Internet addiction (total)	194	59.7%	131	40.3%	325	100%
Strong internet addiction	39	12%	19	5.8%	58	17.8%
Moderate internet addiction	52	16%	32	9.8%	84	25.8%
No internet addiction	103	31.7%	80	24.7%	183	56.4%

Results of mean and standard deviation of variables (internet addiction and classroom management) are shown in table 2. As seen in table 2, there is a significant difference in frequency of classroom management between female and male students in 0.01 level (P≤0.01)

Table 2: descriptive results of variables

Variable	Mean	Standard deviation
Internet addiction	7.52	9.8
Interaction management	24.56	9.5
Interventionist management	13.69	8.8
Non-interventionist	20.00	5.3

To study the significant difference between male and female students in terms of frequency of internet addiction (hypothesis 1), Chi-squared test was used. Table 3 shows the results. The number of female students for internet addiction is significantly higher than male students.

Table 3: comparing frequency of internet addiction in terms of gender

Variable	Strong internet addiction	Moderate internet addiction	No internet addiction	total	X2	Df	Significance level
Male	19	32	80	131	12.212	1	0.003
Female	39	39	103	194			

In addition, regression analysis was done to evaluate the second hypothesis as well as correlation between variables was studied via correlation matrix. Table 4 shows such results. Results obtained by multiple regression analysis suggest that 75% of changes in internet addiction of students associate with classroom management styles.

Table 4: correlation matrix of variables

Variables	Internet addiction	Interaction management	Interventionist management	Non-interventionist management
Internet addiction	1			
Interaction management	0.835**	1		
Interventionist management	0853**	0.876**	1	
Non-interventionist management	0.060	0.075	0.074	1

Finally, multiple regression method (Enter) was used to study that classroom management predicts significantly the students' internet addiction. Results were shown in tables 5 and 6. results of regression analysis for the effect of classroom management on frequency of students to internet addiction suggest that behavioral and individual managements were the strongest predictors of students' internet addiction whereas education management could not predict significantly internet addiction of students.

Table 5: variance analysis for determining the role of predictor variable for exploration of criterion variable variance

	Sum of squares	Degree of freedom	Mean squares	Testing statistic	Determinant coefficient	Significance level
Regression	23687.877	3	7895.959	337.086	0.757	0.002
Error	7519.151	321	23.424			
Total	31207.028	324				

Table 6: results of regression coefficients for determining the role of predictor variables in criterion variable

Variable	Non-standardized regression coefficient	Standardized regression coefficient	Testing statistic	Significance level
Constant value	9.086		3.694	0.003
Interaction	- 0.393	- 0.381	- 6.700	0.002
Interventionist	0.571	0.518	9.104	0.005
Non-interventionist	0.013	0.007	9.257	0.797

Based on results of data analysis, subscales of individuals' management and behavioral management had respectively an inverse and direct predictions on internet addiction (P<0.01). Furthermore, the number of female students was significantly higher than male students in terms of internet addiction (P<0.01).

3- Conclusion

The present research aims to study the relationship between internet addiction and classroom management. Results of data analysis confirmed research hypotheses. Concerning significance of statistical calculations for the first hypothesis, it can be concluded that mean internet addiction of female students was higher than male students. Therefore, results of present research are not consistent with studies of Mohammadi et al (2010), Simous et al (2008), Chihung et al (2005), Li, Ji & Wang (2008), Moradi Amin & Jamshidi (2014) who concluded that internet addiction of boys was higher than girls as well as studies of Khosrojerdi & Mirzaei (2009) who concluded that there was no significant difference between boys and girls in terms of overuse of internet. Hakimi Nasrabadi (2012) studied in his thesis the relationship among parenting styles, internet addiction and learning disorders in students. He showed

that boys indicated higher disorder in internet addiction and learning than girls. Results of Khosrojerdi and Mirzaei (2009) did not show significant difference between internet overuse of girls and boys but they showed significant difference in terms of education level of user and the rate of internet addiction. According to another result, there was a significant difference between the size of educational institute and the internet addiction level of students.

Regarding the second hypothesis, it can be concluded that there was a relationship between components of classroom management and internet addiction. 75% of changes in students' internet addiction level associated with different classroom management styles of teachers. It is while that the results of current research showed that the more the non-interventionist management style, the more the internet addiction. It means that the classroom of teachers with non-interactive management style is teacher-oriented. Martin (2014) evaluated the effect of teachers' characteristics on classroom management style. In this research, the questionnaire of teacher's beliefs in classroom management was used based on theoretical framework of Wolfgang. The research aimed to evaluate the difference between traditionally trained teachers and novice student teachers in terms of classroom management style. After collecting data from 388 individuals, they indicated that experienced teachers used more control techniques for individuals' management and behavioral management than novice teachers. The second goal was to study the relationship between teachers' age and classroom management style. Results showed a positive and significant relationship between these variables meaning that use of control is increased in older ages. Fernandez (2014) tested the theory of Baumrind (1971) about the effect of four classroom management styles (authoritarian, authoritative, permissive and rejecting-neglecting) on behavioral characteristics of students. Research showed that each style created a specific behavioral characteristic in students. Generally, the more interactive and controlling the teachers behave, the more optimal results are obtained such as responsibility, social qualifications. If the interaction and control are neglected, individuals will become less experienced and irresponsible. As a result, an authoritative teacher increases social competencies and capabilities as well as responsibilities of students. In contrast, an authoritarian teacher is inactive in social interactions and students of permissive and rejecting-neglecting teachers are poor in leadership and self-control skills. Niemi (2013) evaluated factors affecting classroom management. Results showed that there was a significant difference in subscale of education management. In addition, there was a positive and significant correlation between classroom population and teachers' score in scales of individuals' management and behavioral management. Therefore, teachers who teach crowded classes have higher control on individual and behavioral managements. There was a significant difference between teachers who passed aforementioned programs and other teachers showing the effect of such programs on the application of more interactive styles. In his paper titled as classroom management in middle school, Decarlo reported the effect of educations of professional growth on development of managerial skills. Su (2003) studied factors affecting teacher's classroom management. The study was conducted on middle school teachers. It was found that three factors such as classroom, teacher's preparedness and teaching style were effective on classroom management meaning the behavior of students. Martin and Nancy (2003) evaluated classroom management and its relationship with teacher's ideology on students' control. They showed that there was a significant relationship between teacher's ideology on control and his/her managerial style. A capable teacher feels that he/she can control educationally and disciplinarily the classroom using his/her skills. It is noteworthy that the more experienced the teachers, the more interactive is their managerial style. In other words, they have obtained many skills and they use their internal powers rather than external forces. Students are responsible for their learning in interactive managerial style and an efficient teacher will support them to choose the best behavior. The teacher determines classroom's rules by collaboration of students. Discipline is controlled in an interactive setting. Students participate in class planning and the efficient teacher gives students the opportunity to control their activities and to judge their behaviors. As a result, students enjoy the relationship with teacher, classmates and the educational setting rather than virtual networks.

Concerning the third hypothesis, results indicated that interaction and interventionist managements associated significantly with students' internet addiction and non-interventionist management did not associate significantly with students' internet addiction. Martin et al (2000) studied the effect of teacher's characteristics on classroom management in schools. According to them, factors such as personality, academic grade, educational periods, low work experience and small size of the classroom associated with interactive style. Amin Yazdi & Ali (2014) evaluated the effect of classroom management styles on growth of metacognitive skills of students. Based on results obtained from data analysis, the research hypothesis (the students of interactive teachers have higher metacognitive skills than students of interactionist teachers) was confirmed. Farokhnejad (2006) evaluated factors affecting classroom management from views of high school teachers of Boushehr. The research aimed to study views of teachers on factors affecting classroom management. Based on views of respondents, factors such as control, leadership, lesson plan and organization had respectively the highest effects on the increasing effectiveness of classroom management. There was no significant difference among views of teachers on factors affecting the increasing effectiveness of classroom management based on variables of teaching experience, field of study and type of academic degree (teaching, non-teaching). But female teachers (compared to male teachers) believed that leadership, encouragement, motivation, control and evaluation of activities of learners were effective on the increasing effectiveness of classroom management. Results indicated that " effective discipline in classroom" and selection of teaching methods and techniques had the highest effects and prompt response to students' indiscipline had the lowest effect on effectiveness of classroom management. Gholami (1998) evaluated classroom management styles from view of teachers and their relationship with academic achievement of primary fifth grade students in Khoramabad. Research hypotheses were as follows: 1- Most teachers believe in student-centered classroom management 2- teachers' classroom management associates with academic achievement of students 3- Academic achievement of students whose teachers believed in student-centered view is higher than those whose teachers believed in lesson-centered view. Results of data analysis confirmed all hypotheses.

Shanbadi (1997) evaluated factors affecting classroom management based on teachers' views. He showed that control, evaluation and motivation were effective on the increasing effectiveness of classroom management. Safari (1997) studied the relationship between leadership style in classroom management and teaching effectiveness of instructors in Kermanshah university of medical science. The general goal of research is to explore the relationship between leadership style of classroom management and teaching effectiveness of instructors in Kermanshah university of medical science. Other goals of the research are to determine type of leadership style of teachers in classroom as well as to determine each leadership styles in class management. Results are as follows: 1- there is a relationship between leadership style of classroom management and teaching effectiveness of instructors of Kermanshah university of medical science 2- there is a relationship between strong task- and relationship-oriented leadership style and the teaching effectiveness of teachers 3- there is a relationship between poor task- and relationship-oriented leadership style and the teaching effectiveness of teachers.

In addition, results of present research showed that 16% of students had weak addiction and 12% had strong addiction. Such percentages are very high concerning researches conducted previously in Iran and foreign countries. For example, studies conducted on internet addiction in China, Taiwan, Hong Kong and Korea indicated that on average, 12.15% of youths suffered from internet addiction (Cooch, 2006). Teachers are qualified human sources and they are builders of nation's future. Their motivation and skills are among the main goals of their educational program to increase students' motivations. Classroom management refers to a safe and motivational learning setting. Therefore, classroom management is a set of techniques and skills that allow the teacher to control effectively the students and to create a positive learning setting (Stenberg & Williams, 2010). This term combines teacher's personality, abilities, leadership and professional ability as well as processes occurred in a group of students and their outcomes. Dyjyk &Astajylykvyk (2011), Wolfgang & Glickman (1986) presented a comprehensive definition for classroom management. According to them, classroom management means all efforts of teacher to control class activities including social interactions, students' behavior and learning. Some

basic aspects of classroom management have been assumed in this definition, one of them is discipline or behavioral management. Therefore, classroom management contains but is not limited to discipline (Martin and Baldwin, 8:1999).

The results of Glasser (2008), Gordon (1974) indicated that the quality of behavior of teacher and student had a high effect on success of students. Good teachers spend some times to know students and their interests. Then, they make intimate relationship with students as a friend or a responsible adult. When a teacher allows students to determine their daily activities, announces class rules at the beginning of academic year, informs students from outcomes of rules' violation, allows students to advance in class activities by their own speed, pays attention to personal differences, encourages students to group work and class control, students will try more interestingly in class activities and better learning of materials. The main duty of teacher in teaching-learning process is to prepare students for individual life (2005). The change and application of an efficient, effective and collective managerial style, as well as a developing world and rapid changes are required to realize educational goals. The teacher should provide students opportunities to acquire skills in different dimensions such as problem-solving skill, decision making skill, skill of making human relationships, creative and critical thinking skills. Therefore, academic achievement of students is not limited to student's knowledge and exams' passes rather acquiring basic skills of life in a moral setting as well as applying management style proportional to classroom condition and spiritual-psychological features of students are among essential teaching skills.

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Thermal comfort indoors: A factor that influences the environmental perception of the occupants (Case study: Student community of the Autonomous University of Baja California).

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Abstract

People's performance, efficiency and comfort may be adversely affected by unfavorable conditions of thermal environment. In Mexico, thermal comfort research has been developed in warm climates (dry and wet) from country's north and southeast and in cold climates (dry) from country's center. In this paper, the results obtained with a thermal comfort study carried out during a typical year's cold period in Ensenada city, Baja California (13.5 °C average monthly temperature), are presented. The study was conducted with a student sample of the Autonomous University of Baja California. The campus is located on Ensenada city west coast which is influenced by Santa Ana's winds and sea breeze during winter. Study is correlational type and was analyzed with 917 observations and simultaneous recording of temperature, relative humidity and wind speed, during the period from January 30 to March 03, 2017. The questionnaires applied to the subjects evaluated were based on ISO 10551 and ANSI/ASHRAE 55 standards; also, the measuring instruments used to monitor environmental variables comply with ISO 7726, which allowed obtaining a class II database. Data were processed by Averages Intervals of Thermal Sensation (MIST) method. Comfort temperature obtained was 20.3 °C with a thermal comfort range 16.8 °C to 23.8 °C. About 30% population sample coincided that educational spaces do not have the ideal environmental conditions for the effective practice of teaching-learning process.

Keywords: Thermal comfort; thermal sensation; thermal perception; student's performance.

Introduction

According to ISO 7730 (2005), thermal comfort "is that condition of mind which expresses satisfaction with the thermal environment", which in terms of ANSI/ASHRAE 55 (2010) "is assessed by subjective evaluation". However, based on Auliciems (1998), occupant's thermal perception is also defined by the physical and psychological sensations generated by the thermal environment stimuli, activity, clothing, experience and human expectation. Virtually all the studies that analyze this phenomenon base their results and procedures on the individual's thermal sensation, including procedures suggested by ISO 7730 (2005) and ANSI/ASHRAE 55 (2010).

People's performance, efficiency and comfort may be adversely affected by unfavorable conditions of thermal environment. In this way, it is important to know the thermal comfort local models derived from the correlation between subject's thermal sensation and every physical variable which influences his thermal perception and, therefore, the thermal comfort range.

This study was developed at Autonomous University of Baja California facilities, Ensenada campus (UABC-Ensenada), and seeks to identify, among other aspects, the thermal perception of the student community regarding the spaces in which the chair is taught daily (classrooms, workshops and laboratory). The above-mentioned, in order to know, in upcoming research studies, the degree of influence that thermal environment has on the academic performance of students according to the thermal period (warm or cold) of the academic semester in which they are enrolled.

This paper contains the partial results of a comprehensive thermal comfort research developed during the representative thermal periods of a typical year in Ensenada city: cold period (February), warm period (August) and two thermal transition periods (May and November). Nonetheless, in this publication only

cold period analysis results are shown; which were compared with Auliciems & Szokolay's (1997) mathematical equations.

The aims proposed for this study are enlisted as follows:

Neutral temperature (Tn) estimation based on student sample's thermal sensation.

Thermal comfort ranges (ZC) estimation based on student sample's thermal sensation.

Identify the thermal environmental acceptance of students in educational spaces of the UABC-Ensenada based on the conditions presented by the thermal environment.

Method

The methodological procedure employed in this study is divided in seven sections:

1. Study case and target population,
2. Study periods,
3. Design of statistical sample,
4. Design of survey questionnaire,
5. Data logging equipment,
6. Survey questionnaire application and
7. Data processing.

Study case and target population

Ensenada city is located in the state of Baja California, México, with geographical coordinates: 31° 52' north latitude, 116° 37' west longitude and 1 to 1,900 meters above sea level (INEGI, 2009). According to Garcia (2004), it presents an extreme dry climate with a dry tempered bioclimatic classification, based on Fuentes & Figueroa (1990). Its annual mean dry-bulb temperature (DBT) is 17.1 °C and relative humidity (RH) 80.8 %, average annual rainfall is 246.7 mm and north-west to south-west prevailing winds with a speed mean 3.9 m/s. The target population observed to carry out the study were students of Autonomous University of Baja California, subjects on average age from 18 up to 23 years, residents of the above-cited city, with sedentary activity (1.2 met, in compliance with ISO 8996, 2004) and clothing insulation thermal resistance of 1.0 clo (ANSI/ASHRAE, 2010).

Study period

The period considered to carry out the study and thermal comfort estimation was established according a typical year's minimum thermal conditions in Ensenada city: Cold period. Its maximum average, average and minimum average DBT correspond to 19.4 °C, 13.5 °C and 7.6 °C respectively; meanwhile, its maximum average, average and minimum average RH are 91.5 %, 80.8 % and 60.9%. The study of this period was carried out from January 30 to March 03, 2017.

Design of statistical sample

Sample from which the study was carried out was designed with a confidence interval of 5.0 % and a confidence level of 95.0 %; in this way, the sample design corresponded to 383 observations. However, it was possible to collect 983 total observations, of which 917 were used to perform data correlation.

Design of survey questionnaire

The measurement instrument considered during the on-site assessment survey was a questionnaire designed in six sections and 37 questions. Sections and questions related to thermal sensation were based on the seven-point subjective scale suggested in ISO 10551 (1995) and ANSI/ASHRAE 55 (2010), and was adapted as shown in Table 1.

Table 1. Thermal sensation scale used in survey questionnaire.

Thermal sensation	ISO 10551 (1995) scale	Adapted scale for this study

Hot	+ 3	7
Warm	+ 2	6
Slightly warm	+ 1	5
Neutral	0	4
Slightly cool	- 1	3
Cool	- 2	2
Cold	- 3	1

Physical factors and data logging equipment

Physical variables recorded simultaneously with the application of surveys were: Dry Bulb Temperature (DBT), Black Globe Temperature (T_G), Relative Humidity (RH) and Wind Speed (WS). In addition, clothing thermal insulation, metabolic activity and body mass index for each person surveyed were calculated. Environmental variables were measured and recorded with a Reed® SD-2010 heat stress meter datalogger with 0.1 °C resolution in temperatures and 0.1 % for RH; ± 0.8 °C DBT accuracy, ± 0.6 °C for T_G and ± 3 % for RH. Also, the WS was measured and recorded with a Extech AN10 anemometer whose resolution is 0.1 m/s and ± (3 % + 0.3 m/s) accuracy (Fig. 1).

Equipment selection and distribution was based on ISO 7726 (1998) and ANSI/ASHRAE 55 (2010), which it is recommended the heights from which the measurement instruments should be located (assessments with people sitting): 0.10 m (ankle level), 0.60 m (level abdomen) and 1.10 m (head level); as well as the possibility of placing the measurement instruments on geometric center of the evaluation space when resources permit. The above mentioned, allowed to classify to the database obtained in each evaluation as class II database (de Dear and Brager, 1998).

Survey questionnaire application

The study was conducted in classroom buildings (spaces where students spend most of their time) which show a typical architectural typology, these spaces are naturally ventilated. The general procedure for conducting observations from questionnaires application was developed as follows:
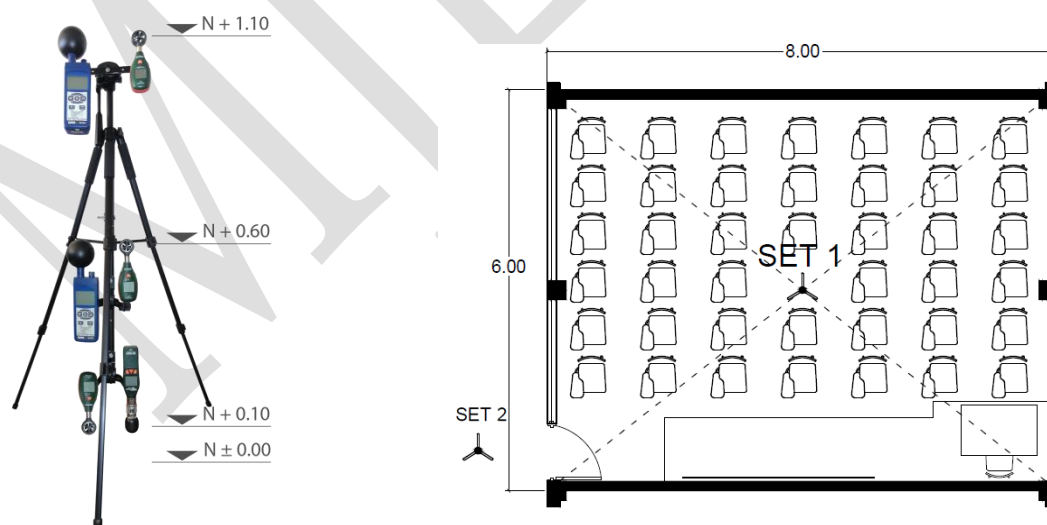
Fig. 1. (a) Datalogging equipment according to ISO 7726 and ANSI/ASHRAE 55; (b) Distribution of measurement equipment in classrooms.

– Groups were deterministically selected based on:
  Students must attend third semester or later (minimum stay of one year in Ensenada city).

The group should cover a mixed student population.

Groups should cover specific times (07 h 00 - 09 h 00 and 15 h 00 - 17 h 00) in order to attend the most critical cold and warm moments of a typical day.

- Two groups of students were evaluated on a daily basis: morning/afternoon time shifts. The application started after 30 minutes of class beginning.
- At the beginning of each evaluation, data logging equipment was installed within the classroom -as suggested by ANSI/ASHRAE 55 (2010) in terms of position and heights (Fig. 1) as well as the questionnaires to each participant.
- During the evaluation, a coordinator read the questionnaire, solved doubts, recorded physical feature readings already mentioned and carried out the progress of the questionnaire (Fig. 2). Total evaluation time took 18 min approximately.
- At the end of the questionnaire, weight and size were optionally measured (Fig. 2), these data should be stated on the report.
- Finally, the questionnaires were collected neatly in order to define a survey serial number parameter. Based on this methodological procedure, 45 groups and 983 observations could be obtained.

Data processing

Although DBT, T_G, RH and the WS were recorded simultaneously during the on-site survey application and including the emission of comfort votes, this paper only provides the results obtained from thermal sensation (TS) and DBT correlation for cold period analysis. For this, correlational data analysis was carried out by Averages Intervals of Thermal Sensation (MIST) method developed by Gómez et al. (2007), which uses descriptive statistics (standard deviation, SD) in the estimation of a neutral temperature value (defined as comfort temperature) and two ranges of thermal comfort (extended and reduced) that can result not equidistant to neutrality value. Data correlation was developed according to the three levels of activity (passive, moderate and intense), without distinction by gender, age or body size.

Fig. 2. (a) On-site surveys application; (b) Measurement of height and weight.

Results

Results presented in this work are product of correlation between TS analysis and DBT exclusively for the cold period of Ensenada city. In this sense, the comfort votes collected reflect a higher concentration in the TS cooler and neutral categories, as well as superior adaptation to temperatures below from that of Thermopreferendum (Neutra temperature, Tn). For this period, comfort ranges are equidistant to Tn, the lower limits represent same distance than the upper limits. The estimated Tn from the thermal sensation results in 20.3 °C (r^2 = 0.9789), with a reduced thermal comfort range from 18.5 °C to 22.0 °C (3.5 K) and an extended one from 16.8 °C to 23.8 °C (7.0 K) (Fig. 3).

In this sense, based on the Auliciems & Szokolay (1997) equation (eq. 1), the Tn results in 21.8 ° C, 1.5 K above Tn obtained from the methodological development of this study, which allows to notice a degree of

psychological, physiological and attitudinal adaptation by the subjects to the local climatic conditions of the city of Ensenada. The above mentioned could guarantee greater precision of the results obtained with this type of studies, since besides considering the environmental variables of the space, the individual perception of the people evaluated is considered.

$$\text{Tn} = 17.6 + 0.31 \text{ Tmed} \tag{1}$$

Tn: Neutral temperature
Tmed: Monthly mean temperature

   Table 2 concentrates the reduced and extended thermal comfort ranges obtained as reference of thermal adaptability and thermal tolerance indoors, as well as patterns of local architectural design in Ensenada city. In this matrix can be appreciated in detail the magnitude of thermal ranges from which, according to the statistical processing performed, one can perceive each of the subjective levels of thermal sensation.

Table 2. Thermal comfort ranges (reduced and extended) estimated for cold period of Ensenada city.

Thermal sensation	Scale	Reduced range (°C)	Extended range (°C)
Hot	7	24.8 - 26.2	26.5 - 27.9
Warm	6	23.4 - 24.8	25.2 - 26.5
Slightly warm	5	22.0 - 23.4	23.8 - 25.2
Neutral	**4**	**18.5 - 22.0**	**16.8 - 23.8**
Slightly cool	3	17.1 - 18.5	15.3 - 16.8
Cool	2	15.6 - 17.1	13.8 - 15.3
Cold	1	14.1 - 15.6	12.3 - 13.8

COLD PERIOD
Dry Bulb Temperature - Thermal Sensation
Processed evaluations: 917 (458 women, 457 mens); activity level: 3 levels

SD	TS	Scale	-2 SD	-1 SD	Mean	+1 SD	+2 SD	Votes
1.7	Slightly warm	5	18.4	20.2	**21.9**	23.6	25.4	50
1.8	Neutral	4	16.4	18.1	**19.9**	21.7	23.4	442
1.8	Slightly cool	3	15.5	17.2	**19.0**	20.7	22.5	346
1.8	Cool	2	13.9	15.7	**17.5**	19.4	21.2	79

	Equation	y = 0.67x -7.25	y = 0.68x -8.69	y = 0.70x -10.18	y = 0.71x -11.73	y = 0.73x -13.35
	r²	0.9785	0.9788	0.9789	0.9788	0.9784
	Neutral	**16.8**	**18.5**	**20.3**	**22.0**	**23.8**
	Limits	-3.5	-1.8		1.8	3.5

DRY BULB TEMPERATURE - THERMAL SENSATION
Processed evaluations: 917 (458 women, 457 mens); activity level: 3 levels

y = 0.699x - 10.18
r² = 0.9789

Reduced comfort range (3.5 K)
Extended comfort range (7.0 K)

-2 SD   -1 SD   Mean   +1 SD   +2 SD
Lineal (-2 SD)   Lineal (-1 SD)   Lineal (Mean)   Lineal (+1 SD)   Lineal (+2 SD)
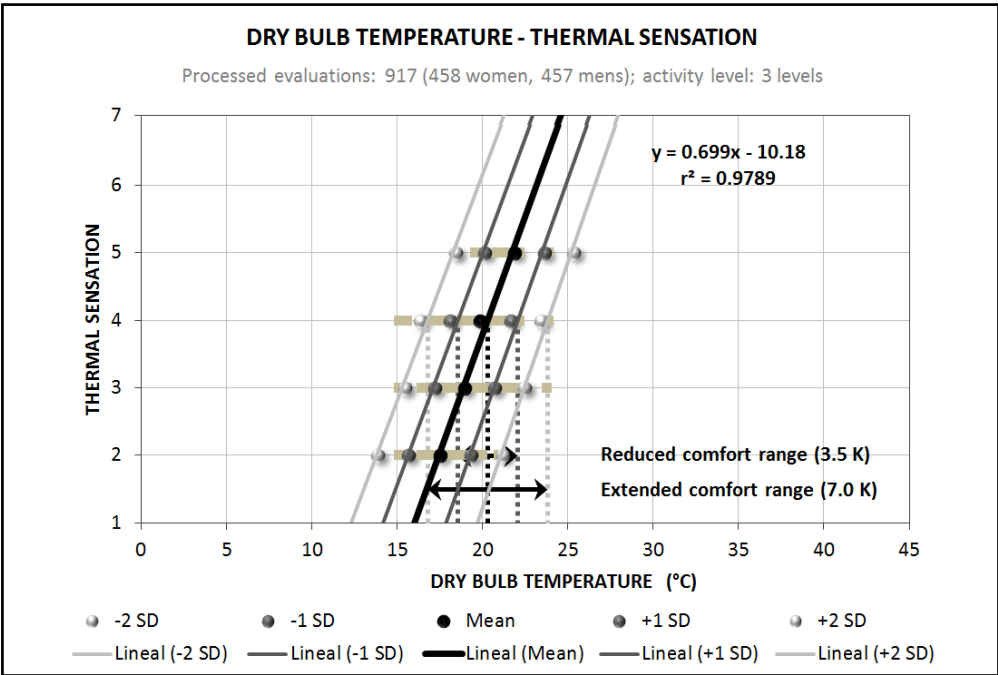
Fig. 3. Cold period DBT-TP correlation by MIST method.

Graphically, Fig. 4 concentrates the results showed in the previous table. In this one the Tn and its thermal ranges of comfort can be identified, as well as the thermal range from which the population sample evaluated manifested to perceive each thermal levels considered in the subjective scale. In this sense, from a temperature below 16.8 °C people begin to perceive cold, which intensifies for every 1.7 K that reduces the temperature; likewise, from 23.8 °C people begin to perceive heat, which intensifies every 1.6 K which increases the ambient temperature. This allows having thermal comfort's local models that responds to cold period of Ensenada city, and from which can be derived different investigations of human performance, illness, comfort, construction systems, architectural design, building materials, etc.
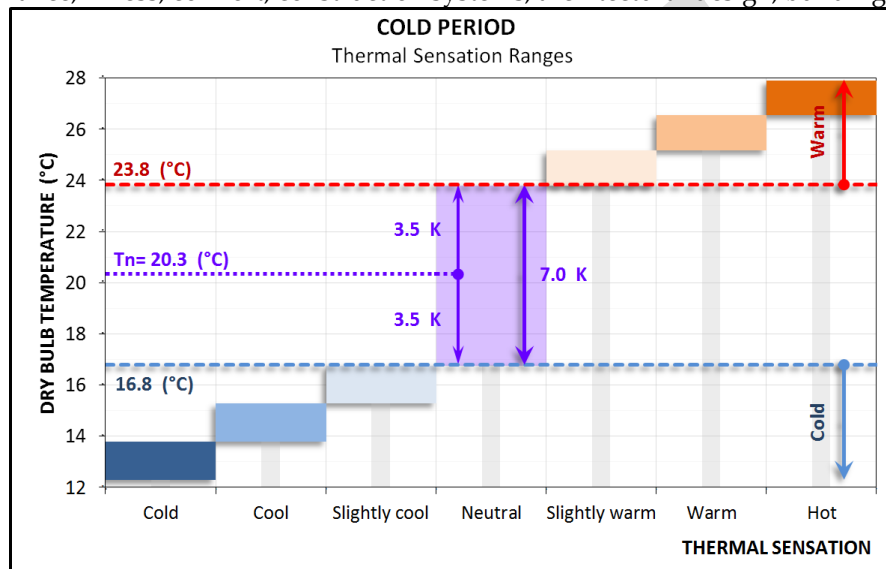
Fig. 4. Thermal ranges by thermal sensation level for the cold period of Ensenada city.

Conclusions

Neutral temperature estimated from the correlation between DBT-TS for cold period in Ensenada city is: 20.3 °C. The difference found between the Tn value obtained with this study and the Tn value estimated from the equation of Auliciems & Szokolay (1997) is 1.5 K, which allows to identify an important influence of local environmental conditions on the thermal perception of people. Tn and thermal comfort ranges allow to identify the adjustment that the thermal sensation of the people adopts according to their psychophysiological adaptation from the climatic conditions that the environment presents. In this study, the physical variables that had the greatest effect on the thermal perception of people were TG with a coefficient of determination (r^2) of 0.3653 and TBS with one of 0.3541.

Based on Auliciems & Szokolay model (1997), which depends on the average external temperature to obtain the comfort temperature, a Tn of 21.8 °C was estimated for cold period. The approximation between these results and those obtained with this study allows proving that, in naturally ventilated buildings (classrooms), Tn value is an external average temperature function, as Humphreys (1981) pointed out. In compliance with this, the phenotypic adaptation of the subjects in dry temperate bioclimate is a result of prolonged exposure to low temperatures throughout the year, which produces greater tolerance amplitude and preference compared to temperatures below Tn; in contrast, the subject reduces its thermal adaptive ability in environments with temperatures above the Tn.

With the questionnaires applied in this research students are identified with a degree of nonconformity regarding the thermal conditions that periodically inside the spaces where the teaching-learning process is carried out (classrooms, workshops and laboratories); suggesting, at first, the unfavorable influence on school performance.

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The Effect of Teacher Recast vs. Peer Recast on Grammatical Accuracy of Iranian Introvert vs. Extrovert EFL Learners

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Abstract
Recast is a type of corrective feedback which has been used to rectify language learners' errors in language production (Lyster, 1998). This true experimental study endeavored to find the effect of teacher recast vs. peer recast on grammatical accuracy of introvert vs. extrovert Iranian EFL learners. In the pursuit of the purpose of the study, a cohort of 150 intermediate EFL students studying at Jahad Daneshgahi language institute were given the grammar section of Oxford Placement Test (OPT) as the homogeneity test and pretest to be homogenized based on their grammatical knowledge. Considering 1 standard deviation above and below the mean score of the students on the test, 100 EFL learners were selected. The participants were then given Eysenck Personality Inventory (EPI) to categorize them into extrovert and introvert learners. These participants, then, formed 4 different experimental groups who received two different types of recast (teacher recast vs. peer recast). The researcher selected 15 grammar points with the highest rate of error in the pretest. These topics were taught to the participants in all groups. Top Notch series were used to teach the selected grammar lessons. All participants in all groups received a researcher-made grammar posttest at the end of the intervention. Through this study, it was found that peer recast has more significant effect than teacher recast on grammatical accuracy of Iranian EFL learners. It was also revealed that there is no significant interactional effect between recast and introversion and extroversion. The findings of this study can be useful to policy makers, teacher trainers, language teachers and language learners.

Keywords: teacher recast, peer recast, grammatical accuracy, extroversion, introversion

Introduction

English language is the most commonly used language in the world. It is the medium used in many higher educational systems in many countries. To this end, many international and large-scale tests have been designed to assess students' knowledge of language. Of prime significance in this regard is knowledge of grammar as without it, it is unlikely for the students to successfully take English tests. In addition, grammar is a significant component of communication. Through it may not be as significant as vocabulary is in this sense (Wilkins, 1972), insufficient grammatical accuracy can block communication severely.

English grammar, often defined as sound, structure and meaning system of the language (Subasini & Kokilavani, 2013), has been the focus of many language teaching methods, e.g., Grammar Translation Method (GTM) and an inseparable part of all language classes. Error correction strategies designed by educators, per se, is a proof on this issue. Many of these correction strategies occur in the form of feedback, i.e., Corrective Feedback (CF), focused or unfocused feedback, teacher feedback, peer feedback, etc..A type of CF which has been used in language classes is 'recast'. Recast has been defined as providing the students with the correct form of the structure, pronunciation or word order in a way that does not obstruct communication (Thornbury, 2005). Recast has been considered as a powerful way to solve EFL students' grammatical problems (Rice, 2008). The significance of this issue has caused investigations to be conducted in the last two decades. Indeed, a substantial body of research studies have examined the occurrence and nature of recast, or the roles of recast and learners' response to recast.

For example, Doughty and Varela (1998) compared the performance of two groups of young learners in a content-based classroom. The results showed that the learners in the corrective recasting group which included a repetition of the error, followed by a recast outperformed the other group who received no feedback.   In turn, these investigations have caused recast to be categorized into teacher recast and peer

recast. While teacher recast is teacher-centered approach to correcting errors by providing students with correct feedback, the peer feedback is a more learner-centered approach to correct errors in the class. It should be mentioned that peers in the classroom can provide each other with interactions which foster learning. Although lecture-based approaches to learning support teacher feedback as a useful tool for learning, more learner-based approaches support the use of peer feedback in language classes (Savery, 2006). This fact is the main reason the researcher in this study compared the effect of peer recast with teacher recast. For example, Asari (2011) conducted a meta-analysis and categorized different types of recast and discussed their effect on language learners' knowledge of grammar.

Problem Statement

Researchers in the context of Japan, Canada, the United States, New Zealand, etc. have investigated the effect of recast on language learning (Lighbown, 2007). The central point in many of these studies has been the linguistic form (Grammar vs. lexicon) as comprehensible input, however; few studies, if any, have dealt with this issue in the EFL context of Iran; especially with regard to grammar.

In addition, the dominant language teaching methods in the context of Iran are communicative, whereas; it seems that not all error correction methods are communicative either. In many cases the teacher is the sole authority who solves the problems, whereas research has revealed that uncommunicative error correction methods hinder communication and affect learners' fluency in the language (Eliss, 2004).

Moreover, it seems that EFL instructors in the context of Iran do not distinguish between different types of feedback which can be used in language classes. In many cases, they provide learners with translated correct answer and do not always make use of other learners in order to provide recast. It is assumed that the probable positive effect on grammatical accuracy may prove that recast is a suitable way to solve this problem.

Furthermore, the literature in the field has evidence on the priority of learner-centered approaches in teaching over teacher-centered approaches (Kumaravadivelu, 2006). However, more research is required to make sure learner-centered approaches to error correction can also be more effective than teacher-centered approaches to error correction .

Finally, although the effect of matched and mismatched personality-type classes on acquiring language skills and subskills has already been studied, to the researcher's best knowledge, the interactional effects of recast method and personality type (extroversion vs. introversion in the present study) has not been studied.

Research Questions

RQ1: Is there any significant difference between the effect of teacher recast and peer recast on grammatical accuracy of Iranian EFL learners ?

RQ2: Is there any significant difference between personality types (extrovert vs introvert) in terms of the grammatical accuracy as a result of treatment?

RQ3: Does the interaction of recast method (teacher recast vs peer recast) and personality type (introversion vs extroversion) affect the grammatical accuracy of Iranian EFL learners?

Purpose of the Study

The study aims at investigating the effect of teacher recast vs. peer recast on grammatical accuracy of Iranian EFL learners with two different personality types of extroversion and introversion. In other words, the interaction of CF (peer vs teacher recast) and personality type (extroversion vs introversion) on the grammatical accuracy of Iranian EFL learners will be studied. The study also aims at understanding which of the introvert or extrovert Iranian EFL learners benefit more from teacher recast or peer recast in terms of their grammatical accuracy. In fact, this study is a comparison between teacher recast and peer recast as well as introvert and extrovert learners.

Significance of the Study

The issue of recast, in general, is a neglected one. Mostly, EFL learners' errors are corrected through direct feedback which is provided by the teacher. This study can signify the importance of this issue by seeking the possible effect of recast on grammatical accuracy of Iranian EFL learners.

If it is able to determine whether teacher recast or peer recast is more effective than the other one on correcting grammatical errors of EFL learners, it can help Iranian EFL instructors choose the type of recast to use in their classes since it is hoped that it would be a step forward in enhancing the quality of error correction in Iranian EFL context.

On the other hand, a problem with language classes is whether the classroom atmosphere and its procedures matches the learners' personality type and their learning styles. The findings of this study may help language educators make this decision easier. If it proves that introvert EFL learners and extrovert EFL learners benefit equally from teacher recast and peer recast, there will be no need to separate learners based on their learning styles. However, contrary results may signify the importance of matched classes in terms of learning styles.

Method

Participants

In order to select the participants for this study, 150 intermediate EFL students studying at Jahad Daneshgahi Language Institute Tabriz branch were given the grammar section of Oxford Placement Test (OPT) to be homogenized based on their grammatical knowledge. The results from this test were also used as the pretest. Using a random sampling procedure and considering 1 standard deviation above and below the mean score of the students on the test, 100 EFL learners were selected. The participants were then given Eysenck Personality Inventory (EPI) to categorize them into extrovert and introvert learners. These participants formed 4 different experimental groups. Some participants (n=6) were excluded from the stud, as they did not continue to the end of the process. The table below reveals groups' information.

Table 3.1
Participants Ethnographic Data

Group	Thinking Style	Number	Age	Gender
Teacher Recast	Introvert	24	adult	Female
Teacher Recast	extrovert	23	adult	Female
Peer Recast	introvert	23	adult	Female
Peer Recast	extrovert	24	adult	Female

Procedure
After selecting the participants for the study, the treatment course of the study began. By analyzing the results of the pretest, the researcher selected 15 grammatical issues with the highest rate of mistake in the pretest. These topics were taught to the participants in all groups through the treatment. These grammar lessons included, using present perfect tense, past perfect tense, future in the past forms, conditional sentences, tag questions, past continuous form, passive vs, active forms, subject verb agreement, and proper use of conjunctions. Grammar in Use series were used to teach the selected grammar lessons.
The teacher taught the grammar lessons through the following steps:
a) The teacher began the lesson by activating participants' schema through referring to the previous grammar lesson with which the participants are familiar.
b) The teacher provided examples to the participants to teach the new lesson implicitly.
 c) The teacher guided mechanical drills by writing a sentence on the board and asking the participants to repeat the sentence. The teacher underlined parts of the sentence and substitute it with other words with the same part of speech. Next, the participants were asked to negate the sentences and to change them into interrogative form.
d) The participants were asked to practice the lesson in groups of two. In fact, the teacher provided the learners with a set of words on the board and asked them to ask and answer questions using those words.
 e) The participants had to ask and answer questions so that other classmates can hear what they say.
f) In the teacher recast groups (either introvert or extrovert) the teacher corrected the participants mistakes by providing right answers in a communicative manner by saying sentences such as : " did you mean…" or, " ok, let's repeat what you said. You said that…". etc.
g) In the peer recast groups (either introvert or extrovert), again, the participants were asked to ask and answer questions in front of the class. In this occasion, however; other peers were asked to provide them with true sentences if they commit any errors. This process was as well be communicative and did not block communication.
        This process lasted for 15 sessions. Having practice grammar for 15 sessions, all participants were given a researcher-made posttest the results gained from the pretest and posttest were compared to find the answers to the research questions.

Piloting the Study
The researcher piloted the study in order to make sure the process opted for this study was practical and feasible. The procedure of the main study was used in the pilot study. In addition, through the pilot study, the researcher also piloted the researcher-made posttest and calculated its validity (0.81), in order to be analyzed and proved ready for the study.

Design of the study
The study was a true experimental one. As explained by Mackey and Gass (2015), studies with random assignment of participants and a control group are true experimental. There were two types of independent variables in this study, namely type of recast (peer vs teacher recast) and personality type (extrovert vs introvert) as the moderator variable. The dependent variable is the written grammatical accuracy of Iranian EFL learners.

1. **Data Analysis**
Descriptive Analysis of the Tests
    The first test used was to ensure the normal distribution of the data. As revealed in Table 4.1 ratios of skewness and Kurtosis were within the range of +/-1.96, thus normal distribution of the scores as an assumption of a parametric study was met (based on Strevens, 2009).

Table 4.1

Normal Distribution of the Scores

		N	Skewness		Kurtosis	
		Statistic	Statistic	Std. Error	Statistic	Std. Error
Pilot Test		30	-.615	.398	.175	.799
Oxford Placement Test (Grammar Section only)		150	.324	.198	-.326	.394
Oxford Placement Test (Pretest of Grammar)	Group 1	24	.064	.398	-.935	.714
	Group 2	23	.043	.398	-.987	.714
	Group 3	23	.078	.398	-.337	.714
	Group 4	24	.299	.398	-.688	.714
Posttest of Grammar	Group 1	24	.427	.398	-.198	.714
	Group 2	23	.425	.398	.414	.714
	Group 3	23	.401	.398	-.359	.714
	Group 4	24	.317	.398	.110	.714

Piloting Researcher-made Grammar Test
As can be seen in Table 4.1, the distribution of the scores was normal for the 30-item researcher-made grammar test given to the students at the pilot test. Table 2 reveals more descriptive statistics of the pilot study.

Table 4.2

Descriptive Statistics, Pilot Test

	N	Mean	Std. Deviation	Variance
Researcher-made Grammar Test	30	21.43	5.283	27.909

Item analysis was conducted for the posttest (Appendix E). As can be seen in Table 4.2, the mean score of the test was (M = 21.43) and the standard deviation was (SD = 5.283).

Next, the reliability of test was checked based on Crombach's Alpha method.

Table 4.3

Reliability Statistics, Pilot Test

	Cronbach's	AlphaN of Items
Researcher-made Grammar Test	.791	30

p = .05

The test result on Table 4.3, (α = 0.791, p = 0.05) proved that the reliability of the test was acceptable according to many scholars (α > 0.7).

In addition, item analysis showed that the item facility of the test's items was between 0.5 and 0.8 and discrimination indices were between 0.25 and 0.5, (0.5 < IF <0.8 and 0.25 < DI < 0.5) which are in the acceptable ranges. Then, the test items are not too easy or too hard and the test has the power to distinguish between different test takers.

Selecting the Participants
The grammar section of Oxford placement test (OPT) was given to 150 English language learners (N = 150). The test had 100 multiple-choice items and by assigning 1 point to correct answers and 0 to the wrong answers, the test was scored. Then the statistics were done.

Table 4.4

Descriptive Statistics, Oxford Placement Test

	N	Mean	Std. Deviation	Variance
Oxford Placement Test (Grammar Section)	150	57.17	16.327	266.583

Considering Table 4.4, the mean of the scores was (M = 57.17) and the standard deviation was (SD = 4.888). The acceptable range of the scores for this study were between the mean and one standard deviation below (-1SD) and one standard deviation above (+1SD) the mean, (57.17 – 16.327 = 40.843 and 57.17 + 16.327 = 73.497). Accordingly, 100 intermediate participants, whose scores stood between 41 and 73, were selected. Based on the results of this test and introvert and extrovert questionnaires, participants were distributed into four different groups.

Homogeneity Test
To insure about the homogeneity of the groups in terms of grammar knowledge, as mentioned in chapter 3, the scores of four groups in oxford placement test were compared by using one-way ANOVA test.

Some other tests (normality and Levene's test) were done to check that the data meet the assumptions for applying the ANOVA test. Descriptive statistics of four different groups (Table 4.5) indicated that the mean score for the first group (N = 25) was (M = 56.84) and (SD = 7.809). For the second group (N = 25) the mean was (M = 54.60) and (SD = 7.533). For third group (N = 25) the mean was (M = 56.84) and (SD = 2.234). Finally for the fourth group (N = 25) the mean was (M = 55.32) and (SD = 10.299).

Table 4.5

Descriptive Statistics, Pretest of Grammar

	N	Mean	Std. Deviation	Variance
Group1 (Teacher Recast / Introvert)	24	56.84	7.809	60.973
Group2 (Teacher Recast / Extrovert)	23	54.60	7.533	56.750
Group3 (Peer Recast / Introvert)	23	56.84	7.809	60.973
Group4 (Peer Recast / Extrovert)	24	55.32	10.299	106.060

According to Table 4.1, distribution of the scores for different groups was normal and the first assumption for applying the ANOVA test was met. By applying Levene's test, the homogeneity of variances of four groups was checked and the amount of significance in Table 4.6 (Sig = 0.190), which is greater than 0.05, shows that the variances of four groups homogeneous. So the second assumption for applying the ANOVA test was also met.

Table 4.6

Homogeneity of Variances, Pretest of Grammar

Levene Statistic	df1	df2	Sig.
1.620	3	96	.190

Then the ANOVA test was carried out. According to Table 4.7, one-way ANOVA test, the F value ($F_{3, 96}$ = 0.444, p = 0.722) indicated that there was not a statistically significant difference among the groups and they were homogenous in terms of grammar knowledge. Figure 4.1 illustrates the mean score and standard deviation of grammar pretest of different groups.

Table 4.7

ANOVA, Pretest of Grammar

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	94.840	3	31.613	.444	.722
Within Groups	6834.160	96	71.189		
Total	6929.000	99			

P= .05
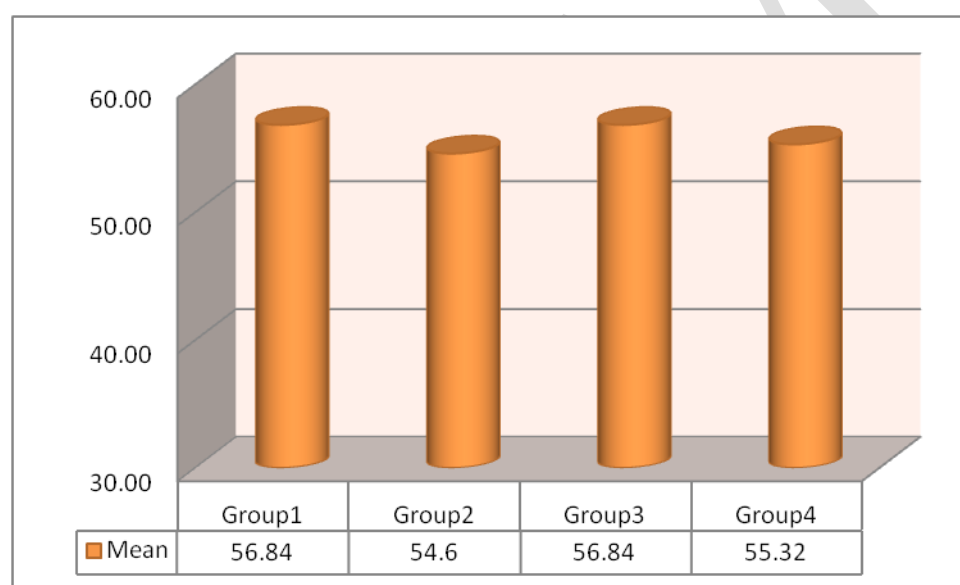
Figure 4.1: Mean score and standard deviation of grammar pretest of four groups.

Main Study

The First Research Question
H01: There is not any significant difference between the effect of teacher recast and peer recast on grammatical accuracy of Iranian EFL learners .

As for the first research question, the scores of teacher recast and peer recast groups were compared through independent samples t-test to answer the first research question. Table 4.9 shows descriptive statistics for the combination of two teacher recast groups and combination of two peer recast groups (disregarding the personality of participants).

Table 4.9

Descriptive Statistics, Posttest of Grammar

	N	Mean	Std. Deviation	Variance
Teacher Recast Groups (Group1 & Group2)	47	16.86	2.778	7.715
Peer Recast Groups (Group3 & Group4)	47	19.16	2.985	8.913

Independent samples t-test results (Table 4.10) represents that scores were significantly higher for peer recast groups (M = 19.16, SD = 2.985) than for teacher recast groups (M = 16.86, SD = 2.778, t $_{(98)}$ = 3.988, p < .0005. Then the **first null hypothesis (H₀1) was rejected** and there is a significant difference between teacher recast and peer recast in improving the grammatical accuracy of Iranian EFL learners.
It should be noted that the assumption of homogeneity of variances was met (Levene's F = .431, p = .513). That is why the first row of Table 4.10, i.e. "Equal variances assumed" was reported.
Table 4.10

Independent T-Test, Posttest of Grammar, Teacher Recast vs. Peer Recast Groups

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Grammar Post Test	Equal variances assumed	.431	.513	-3.988	96	.000	-2.300	.577	-3.44	-1.15
	Equal variances not assumed			-3.988	95.494	.000	-2.300	.570	-3.44	-1.15

Figure 4.2 visualize the mean score of grammar posttest for teacher recast and peer recast groups and it can be seen that peer recast groups performed better than teacher recast groups.
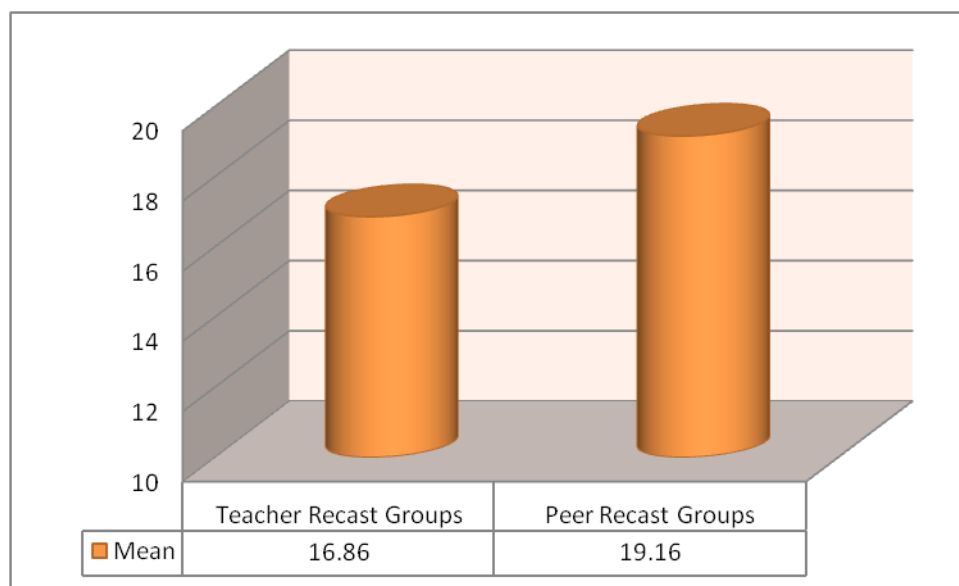
Figure 4.2: Mean scores of grammar posttest for teacher recast and peer recast groups

The Second Research Question

H02: There is not any significant difference between personality types (extrovert vs introvert) in terms of the grammatical accuracy as a result of treatment?

To answer the second research question, an independent-samples t-test was applied and the scores of introvert and extrovert groups were compared (disregarding the method of recasting). Table 4.11 indicates descriptive statistics for the combination of two introvert groups and combination of two extrovert groups.

Table 4.11

    Descriptive Statistics, Posttest of Grammar

	N	Mean	Std. Deviation	Variance
Introvert Groups (Group1 & Group3)	47	17.96	3.276	10.733
Extrovert Groups (Group2 & Group4)	47	18.06	2.931	8.588

Noticing Table 4.12, independent samples t-test results indicates that introvert groups (M = 17.96, SD = 3.276) performed more or less the same as extrovert groups (M = 18.06, SD = 2.931), t $_{(98)}$ = .161, p = .873 > .05. Then the **second null hypothesis (H$_0$2) was supported** and there is not any significant difference between personality types (extrovert vs. introvert) in terms of the grammatical accuracy as a result of treatment among Iranian EFL learners

Table 4.12

 Independent T-Test, Posttest of Grammar, Introvert vs. Extrovert Groups

	Levene's Test for Equality of Variances	t-test for Equality of Means

		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Grammar Post Test	Equal variances assumed	.412	.523	-.161	98	.873	-1.00	.622	-1.334	1.134
	Equal variances not assumed			-.161	96.807	.873	-1.00	.622	-1.334	1.134

As it was illustrated in Figure 4.3, (the mean score of grammar posttest for introvert and extrovert groups) both groups' performance were almost the same.
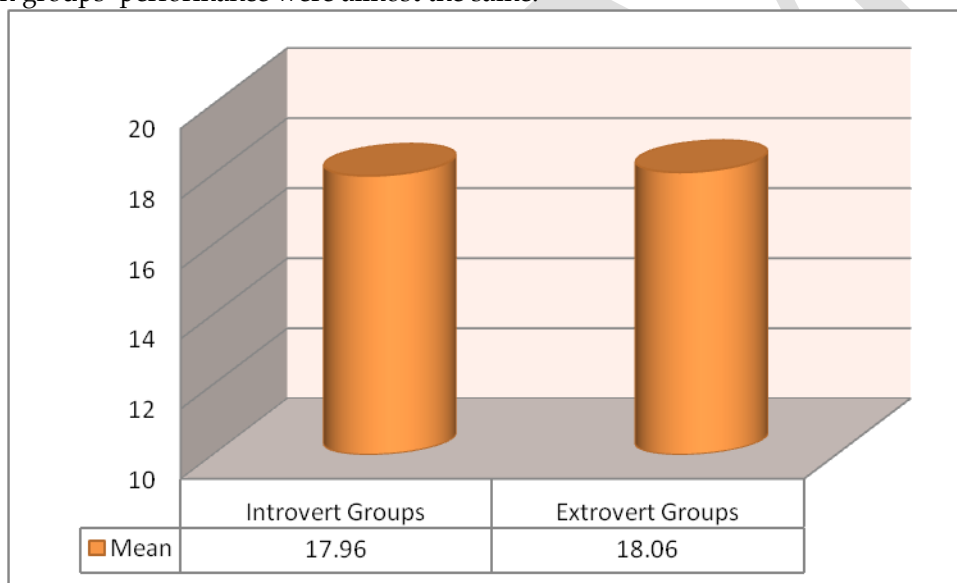
Figure 4.3: Mean scores of grammar posttest for introvert and extrovert groups

The Third Research Question

H03: The interaction of recast method (teacher recast vs peer recast) and personality type (introversion vs extroversion) does not significantly affect the grammatical accuracy of Iranian EFL learners.

The results of grammar posttest were analyzed using a two-way ANOVA test. Descriptive statistics was shown in Table 4.5 before. According to Table 4.1, distribution of the scores of four groups was normal and by applying Levene's test, the homogeneity of variances of four groups was checked and the amount of significance in Table 4.13 (Sig = 0.880), which is greater than 0.05, shows that the variances of four groups were equal. So, all the assumptions for applying the two-way ANOVA test were met.

Table 4.13

Homogeneity of Variances, Grammar Post Test

Levene Statistic	df1	df2	Sig.
.223	3	96	.880

Table 4.14 shows the results of applying two-way ANOVA to the scores of grammar posttest as the dependent variable. 2 × 2 full-factorial ANOVA examined the effects of treatment (teacher recast and peer recast) and personality type (introvert and extrovert) on grammar scores. The main effect of treatment was statistical ($F_{1, 96}$ = 15.799, p < .0005, partial eta-squared = .141), but the effect of personality ($F_{1, 96}$ = .030, p = .863, partial eta-squared = .000) and the interaction between treatment and personality ($F_{1, 96}$ = 1.301, p = .257, partial eta-squared = .013) were not statistically significant. This model explained R^2 = 15.1% of the variance in grammar scores.

Table 4.14

Two-way ANOVA, Grammar Post Test (Dependent Variable)

Source	Type II Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Observed Power[b]
Corrected Model	143.390[a]	3	47.797	5.710	.001	.151	.941
Intercept	32436.010	1	32436.010	3874.884	.000	.976	1.000
Treatment (teacher/peer recast)	132.250	1	132.250	15.799	.000	.141	.976
Personality (introvert/extrovert)	.250	1	.250	.030	.863	.000	.053
Treatment * Personality	10.890	1	10.890	1.301	.257	.013	.204
Error	803.600	96	8.371				
Total	33383.000	100					
Corrected Total	946.990	99					

a. R Squared = .151 (Adjusted R Squared = .125)
b. Computed using alpha = .05

So, **the third null hypotheses of the study (H$_0$3) was supported** and the interaction effect of recast method (teacher recast vs. peer recast) and personality type (introversion vs. extroversion) does not affect the grammatical accuracy of Iranian EFL learners. Figure 4.4, shows the mean score of grammar posttest for different groups.
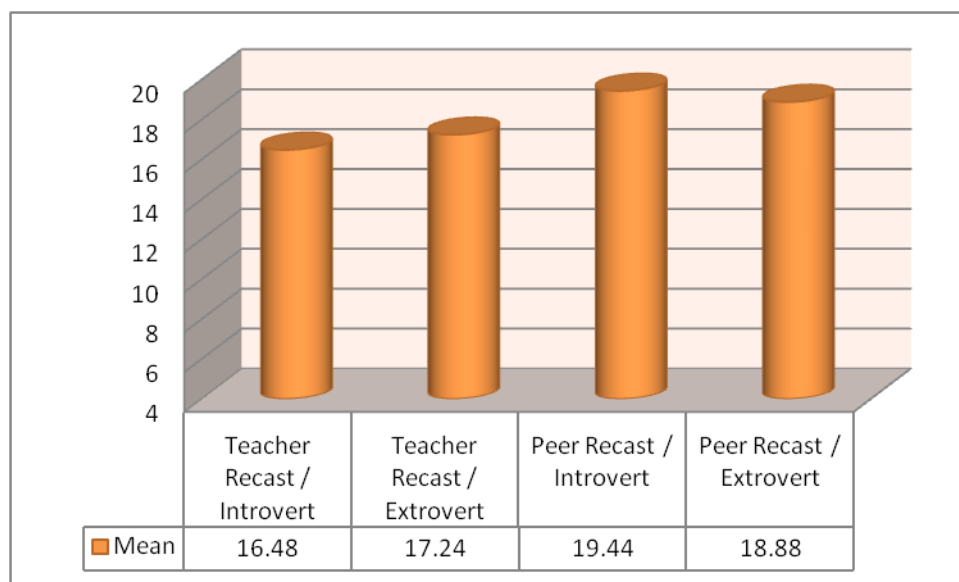
Figure 4.4: Mean scores of grammar posttest for different groups.

Discussion

In the discussion section, the findings of the study are critically interpreted in light of previous studies. Reading the literature, the researcher could find a number of studies that measured the effect of recast on grammatical accuracy of language learners. The researcher also intended to discuss the findings of the studies that discussed different types of recast and learners with various learning styles. Some of the most relevant research findings were selected and are discussed.

In a quasi–experimental study, Fatemi and Harati (2013) examined the effect of two forms of CF; namely, teacher recast and prompts on grammatical accuracy of university level language learners. They aimed to find out which of these types of CF, if any, has more effect on grammatical accuracy of the learners. To this end, they selected 96 language learners out of 69 freshmen studying at Ferdowsi University in Mashhad on the basis of a written pretest. They found out that recast through CF has effect on grammatical accuracy of language learners. Similarly, in the current study, it was revealed that CF through recast can have a significant positive effect on grammatical accuracy of language learners. Therefore, it can be claimed that the findings of both studies are in line.

Thornbury (2005) discussed different types of feedback and their effect on language learning in general and grammatical accuracy in specific. As stated by him, feedback is a process of providing the correct form to the learners which has been subject to investigation. The results of such studies led to categorizing feedback to different types, i.e., explicit vs. implicit, positive vs. negative vs. negative, focused vs. unfocused, teacher recast vs. peer recast. In terms of teacher recast vs. peer recast Thornbury (2005) posited that also the focus of more traditional approaches to language learning had been on teacher recast, more recent approaches advocate peer recast as much. The significance of peer recast has resulted in in-depth studies about peer feedback with regard to types of learners and recast. Similar to Thornbury (2005), the findings of the current study showed almost an equal positive effect of peer recast and teacher recast. However, neither Thornbury (2005), nor this study could clearly state that either peer recast or teacher recast have superiority over each other.

Lyster (1998) posited that both teachers and language learners have a role in constructing meaning in language classes. They interact and provide other learners with feedback. In terms of recast, he mentioned that it can take at least two forms, namely, teacher recast and peer recast. He found both of these types significant to successful language education. Although Lyster's (1998) claim was not based on

an empirical study and was theoretically stated, the findings of this study provide empirical evidence to prove his statement was, to a great extent, correct.

Although the number of studies that deal with recast and language learners' learning styles are scant, the researcher managed to find some studies that deal with this issue.

Conclusion

Through this study, it was found that peer recast can have more positive effect than teacher recast on grammatical accuracy of Iranian EFL learners, although teacher recast also has effect on grammatical accuracy of Iranian EFL learners. It was also revealed that there is no significant interactional effect between recast and introversion and extroversion. It means that being an extrovert learner or an introvert learner does not affect language learners' intake in the grammar classes.

The findings of this study can be of interest to policy makers, curriculum designers, teacher trainers, language teachers, and language learners.

Using the findings of the study, policy makers can be clearer with educational policies such as the issue of matched and mismatched classes. This question which is one of the long lasting questions in educational settings, is well answered in this research. Indeed, as no interactions were found between extraversion learning styles, i.e., introversion and extroversion and the effect of teacher recast and peer recast, it seems unnecessary to separate language learners based on their learning styles.

Curriculum designers who are in charge of setting educational objectives can also benefit from the findings of the study. The findings of the study can help them set collaborative goals in language educations, which requires peers' help and collaboration, discussions, negotiations and feedback in language classes. In this way, they can increase the quality of language classes.

By reading this research report, teacher trainers will be informed of the significant effect of recast on grammatical accuracy of language learners, in turn, they can inform language teachers in training session of the significant of collaborative learning and emphasis on recast. As a result, the quality of language classes will be increased.

Language teachers, on the other hand, who are well informed of the significant of these research findings can implement different forms of recast in their classes. They also find out that in case of recast, there is no need to pay attention to some of the students cognitive learning styles' differences, such as introversion and extroversion.

Finally, language learners, who are at the core of teaching and learning processes, should realize that learning has various forms. Although the most common form of learning is by receiving feedback from the teachers, other peers in the class can also foster the process; thus, it is significant to make use of them.

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Evaluation of Machine Translation (Google Translate vs. Bing Translator) from English into Persian across Academic Fields

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Abstract
Machine translation, as a digital technology, has been in the center of attention during the last decade. It is now being used increasingly by many students and researchers as an effective aid in developing compositions and comprehending texts in English. Many investigations have been performed on machine translation; nonetheless, few researchers have considered English-to-Persian accuracy of machine translation at lexical, semantic, and syntactic levels. The present study used Groves and Mundt (2015) Model of error taxonomy to compare English-to-Persian translations produced by Google Translate and Bing Translator. To this end, 240 texts were selected from four domains, including law, literature, medicine, and mass media, i.e. 60 texts from each domain. The texts were translated by Google Translate and Bing Translator, as well as human translators and then evaluated with respect to lexical, semantic and grammatical accuracy. Based on the results, the texts translated by Google Translate were more accurate than those produced by the Bing Translator. The results implied that machine translators are still too crude to be used as proper alternatives for human translations of the Persian texts.

Keywords: Bing Translator; Google Translate; academic fields; translation accuracy.

Introduction

   Machine translation has recently entered the realm of many students and researchers, and today, great efforts have been devoted to this new technology. Many investigators have evaluated the output quality of machine translation. Aiken and Balan (2011) evaluated, for the first time, the quality of Google Translate using 50 different languages. Based on their results, machine translations' accuracy in European languages was better than Asian languages. Khosravizadeh and Pashmforoosh (2011) made an analysis on the semantic structure of Google Translate using English-Persian pairs in biblical, literary, and political sentences. They concluded that Google Translate can be reliable with the involvement of a human translator. Mirzaeian (2010) used Google Translate to assess the performance of this system in translating English idioms to Persian. Ghoreyshi and Aminzadeh (2011) investigated English-to-Persian translation of Pars, Padideh, and Google Translate, based on Catford's (1965) shift (i.e. structure shift, unit shift, class shift, and intra-system shift), and the result indicated that Google Translate performance is much better than the two other systems. Dhakar, Sinha, and Pandey (2013) assessed the translation quality of Google Translate and Bing Translator. They found that Bing Translator has better performance when translating news, technology, medical, and official texts from English into Hindi. Sadeghi Azer and Aghayi (2015) assessed the output quality of Padideh Software and Google Translate using Van Slype's model (1979) from English into Persian in different text types, including kid's story, political texts, computer science texts, legal texts, poems, and web pages. Their result demonstrated that translations produced by Google Translate are more acceptable than Padideh Software. Two very recent studies performed comparative and contrastive analyses on machine translation. Ghasemi and Hashemian (2016) carried out a comparative study of Google Translate translations from English into Persian. They used Keshavarz's model (1999) of error analysis in the areas of lexico-semantic, tense, preposition, word order, distribution, and use of verb group, as well as active and passive voice. Hakiminejad and Alaeddini (2016) performed a contrastive analysis on machine translation and examined the efficiency of Google Translate in translating verb tense from English into Persian.

   The studies reviewed above are typical examples of research on machine translation in different

languages. Based on the review, however, there is an information gap on the quality of machine translation from English into Persian at lexical, semantic and syntactic levels. Hence, in an attempt to fill in the gap, the current study evaluated the efficiency of Google Translate and Bing Translator in translating lexical, semantic, and syntactic features from English into Persian in the domains of law, literature, medicine, and mass media. To this end, the following research question was formulated:

Is Google Translate lexically, semantically and syntactically more accurate than Bing Translator, when translating academically oriented phrases and sentences from English into Persian?

Method

2.1. Sample selection

A total of 240 English texts were selected from different text books, currently serving as academic books at different universities in Iran. The texts were taken from law, literature, medicine, and mass media, with 60 texts from each. The domains under study represented four different academic fields. The fields are unique in terms of the academic genre common to each academic community under investigation.

The number of words served as the main criteria for the selection of phrases and sentences from the academic domains under study. As such, the selected materials were composed of four groups called (a) very short noun phrases, with 2 words, (b) short noun phrases, with 2 to 5 words, (c) long phrases, with 10 to 13 words, and (d) sentences, with 18 to 23 words in length.

2.2. Evaluation and scoring procedure

The evaluation of the quality of machine translators was performed by human assessment based on Groves and Mundt (2015) Model, which served as the study's yardstick for evaluating and scoring the translations made by machine and human translators. The reason for adopting this model is that it allows for detailed analysis and scoring of the translated materials. The Model was slightly modified to suit the objectives of the study more effectively. In the original model, there were two categories of 'pronoun incorrect' and 'pronoun reference', but the current study used only 'pronoun incorrect' for the sake of simplicity. Other categories such as verb tense, apostrophe, sentence structure, run on, and comma splice were excluded from the study because they were not in the scope of the present study, and some of them were not applicable to both languages (e.g., apostrophe). In addition, a new category, named 'unclear', was added to the Model. The addition of this item was because the present study aims to evaluate the semantic accuracy of machine translation. So wherever the semantic concept was not clear, the evaluators used the term 'unclear' to indicate lack of clarity. Besides, because the objective of this study was to assess the accuracy of machine translation lexically, semantically and syntactically, in line with Groves and Mundt (2015) Model, the researcher categorized the errors into three groups: (1) lexis, (2) semantics, and (3) syntax (Table 1).

Table 1. Errors category in the present study (adapted with some modifications from Groves and Mundt (2015) Model

Types of errors	Our category	Explanation
Lexis	Wrong word + word choice + missing word	Incorrect meaning for context + not exactly 'wrong' but could be clearer or more appropriate + missing word(s)
Semantics	Word order + unclear	Incorrect word order + incomprehensible meaning (based on five-point Likert scale)
	Verb tense	Time is incorrect
	Word form	Part of speech of noun is incorrect

Syntax	Article	Article is missing, unnecessary, or incorrect
	Plural	Noun plural marker is missing, unnecessary, or incorrect
	Agreement	Subject and verb do not agree in number
	Preposition	Wrong preposition
	Comma	Commas missing or unnecessary
	Spelling	Untranslated words or translated with wrong spelling
	Pronoun incorrect	Pronoun used is incorrect for sentence
	Fragment	Incorrect incomplete sentences

2.3. Procedure

All the texts under study (n=240) were first translated into Persian by four expert translators and then by Google Translate and Bing Translator individually. The translators, as native speakers of Persian, with a Ph.D. degree in English language and literature, had full command of translation in both Persian and English. The Persian translations done by the four experts served as the benchmark against which machine translations could be judged. All the machine translated materials were given to the evaluators to score based on error category available in Table 1. Error analysis, with a five-point Likert scaling, served as the main criterion for scoring the vocabulary and the structure accuracy of the texts translated by Google Translate and Bing Translator. As such, the lexical and syntactic correctness of the machine translations were evaluated and scored based on the number of errors identified in the texts. However, for semantic accuracy, the five-point Likert scaling served as the scoring measure, with 4 indicating the best translation, 3, very good, 2, average, 1, poor, and 0, very poor translation. In this study, all the translations within a score range of 0-2 were considered 'incomprehensible', receiving a negative point. Following the evaluation and scoring results, the data were analyzed and then tabulated.

2.4. Statistical analysis

Chi-square (χ^2) and t-test, from SPSS version 21.0, were used to analyze the data. The tests made a comparison between (a) the machine translations and human translation and (b) between Google Translate and Bing Translator. The computations were intended to find out if any significant differences in the results would emerge. The two types of computations (i.e. both Chisquare (χ^2) and t-test) yielded similar results. Therefore, to avoid repetition, only Chi-square (χ^2) computations was reported in the Result section. Probability (p) values were considered statistically significant, if less than .05.

Results

The study used a quantitative design to investigate the possibility of any significant difference in the quality of translations done by Google Translate and Bing Translator from English into Persian considering Groves and Mundt (2015) Model. The translations done by the four human experts just served as the benchmark against which the Google and Bing translations were judged and scored.

3.1. The domain of law

As shown in Table 2, the highest and lowest lexical error frequency can be observed in Bing-translated sentences and short phrases (f = 195 and f = 11), respectively. There were also 172 errors in translation of sentences produced by Google Translate.

Table 2. Frequency and percentage of English-to-Persian lexical errors in Google- and Bing-translated legal texts

MT	Noun phrase						Sentence	
	Very short		Short		Long			
Total of words	f	%	f	%	f	%	f	%
	20		37		116		621	
Bing	14	70	11	29.7	43	37.0	195	31.4
Google	14	70	14	37.8	54	46.5	172	27.6

MT, machine translation; f, error frequency

As Table 3 shows, the highest semantic errors belonged to very short phrases translated by both Google translate and Bing Translator, as well as long phrases translated by Bing Translator. The percentages of errors in all of these texts were 100%.

Table 3. Frequency and percentage of English-to-Persian semantic errors in Google- and Bing-translated legal texts

MT	Noun phrase						Sentence	
	Very short		Short		Long			
Total of sentences	f	%	f	%	f	%	f	%
	10		10		10		30	
Bing	10	100	8	80	10	100	10	33.3
Google	10	100	8	80	8	80	10	33.3

MT, machine translation; f, error frequency

Based on Table 4, comma and verb tense, in the sentences translated by Google Translate, had the highest frequency (f = 18 and 13), whereas in the Bing-translated sentences, agreement and verb tense were the highest (f = 18 and 15), respectively.

3.2. The domain of literature

Based on Table 5, the highest lexical error frequency belonged to the translation of sentences produced by Bing Translator (f = 132) and Google translate (f = 95). However, very short phrases rendered by Google Translate and Bing Translator had the lowest error frequency (f = 6 vs. 8, respectively). Google- and Bing-translated short phrases indicated a close error frequency (f = 11 vs. f = 12, respectively), whereas in translation of long phrases, both systems had an equal frequency (f = 32).

As Table 6 indicates, the highest percentages of errors can be observed in sentences rendered by Bing Translator and Google Translate (100% vs. 93%, respectively), followed by Bing- and Google-translated long phrases (90% vs. 80%, respectively). The lowest percentage of semantic errors belonged to Google-translated very short phrases (40%), followed by Bing-translated short phrases (50%). The percentages of errors in short phrases translated by Google Translate and in very short phrases rendered by Bing Translator were relatively high (60% vs. 70%, respectively).

Table 4. Frequency and percentage of English-to-Persian syntactic errors in Google- and Bing translations of the legal texts

MT	Error type	Noun phrase						Sentence	
		Very short		Short		Long			
		f	%	f	%	f	%	f	%
Bing	VT	-	-	-	-	6	5.1	15	2.4
	WF	correct	0	1	2.7	2	1.7	7	1.1
	ART	-	-	-	-	3	2.5	2	0.3
	PLN	1	5	4	10.8	1	0.8	2	0.3
	AGR	-	-	-	-	5	4.3	18	2.8
	PREP	-	-	1	2.7	1	0.8	4	0.6
	COM	-	-	-	-	correct	0.0	9	1.4
	SP	correct	0	correct	0	correct	0.8	7	1.1
	PRO	-	-	-	-	2	1.7	10	1.6
	FRAG	-	-	-	-	5	4.3	6	0.9
Total of errors/words		1/20		6/37		26/116		80/621	113/794
Google	VT	-	-	-	-	5	4.3	13	2.0
	WF	correct	0	1	2.7	3	2.5	3	0.4
	ART	-	-	-	-	3	2.5	correct	0.0
	PLN	1	5	2	5.4	1	0.8	2	0.3
	AGR	-	-	-	-	4	3.4	8	1.2
	PREP	-	-	3	8.1	3	2.5	3	0.4
	COM	-	-	-	-	correct	0	18	2.8
	SP	correct	0	correct	0	correct	0	4	0.6
	PRO	-	-	-	-	2	1.7	2	0.3
	FRAG	-	-	-	-	6	5.1	7	0.1
Total of errors/words		1/20		6/37		27/116		60/621	94/794

MT, machine translation; f, error frequency; Boxes show high-frequency errors.

Table 5. Frequency and percentage of English-to-Persian lexical errors in Google and Bing translations of the literary texts

MT / Total of words	Noun phrase						Sentence	
	Very short		Short		Long			
	f	%	f	%	f	%	f	%
	20		**32**		**123**		**605**	
Bing	8	40	12	37.5	32	26	132	21.8
Google	6	30	11	34.3	32	26	95	15.7

MT, machine translation; f, error frequency

Table 6. Frequency and percentage of English-to-Persian semantic errors in Google and Bing translations of the literary texts

MT / Total of words	Noun phrase						Sentence	
	Very short		Short		Long			
	f	%	f	%	f	%	f	%
	10		**10**		**10**		**30**	
Bing	7	70	5	50	9	90	30	100
Google	4	40	6	60	8	80	28	93

MT, machine translation; f, error frequency

As shown in the Table 7, incorrect use of comma and verb tense had the highest frequency in sentences rendered by Google Translate and Bing Translator (f = 36 and 35), respectively. There were some areas where the machine translators did very well. For Bing Translator, the areas included plural noun (in short phrases) and spelling (in very short and short phrases). For Google Translate, the areas were: spelling (in very short phrases, short phrases, and long phrases), article (in long phrases), and plural noun (in short phrases). In all these areas, no error was found.

Table 7. Frequency and percentage of English-to-Persian syntactic errors in Google- and Bing-translated literary texts

MT	Error type	Noun phrase						Sentence		
		Very short		Short		Long				
		f	%	f	%	f	%	f	%	
Bing	VT	-	-	-	-	1	0.8	35	5.7	
	WF	1	5	2	6.2	3	2.4	5	0.8	
	ART	-	-	-	-	3	2.4	11	1.8	
	PLN	1	5	correct	0	5	4.0	9	1.4	
	AGR	-	-	-	-	3	2.4	20	3.3	
	PREP	-	-	2	6.2	2	1.6	3	0.4	
	COM	-	-	-	-	1	0.8	17	2.8	
	SP	correct	0	correct	0	4	3.2	13	2.1	
	PRO	-	-	-	-	2	1.6	7	1.1	
	FRAG	-	-	-	-	4	3.2	10	1.6	
Total of errors/words		2/20		4/32		28/123		130/605		164/780
Google	VT	-	-	-	-	6	4.8	19	3.1	
	WF	1	5	2	6.2	1	0.8	3	0.4	
	ART	-	-	-	-	correct	0.0	3	0.4	
	PLN	3	15	correct	0	3	2.4	8	1.3	
	AGR	-	-	-	-	3	2.4	10	1.6	
	PREP	-	-	4	12.5	1	0.8	11	1.8	
	COM	-	-	-	-	1	0.8	36	5.9	
	SP	correct	0	correct	0	correct	0.0	6	0.9	
	PRO	-	-	-	-	4	3.2	4	0.6	
	FRAG	-	-	-	-	4	3.2	5	0.8	
Total of errors/words		4/20		6/32		23/123		105/605		138/780

MT, machine translation; f, error frequency; Boxes show high-frequency errors.

3.3. The domain of medicine

In Table 8, the results of lexical observations indicated that the Bing- and Google-translated sentences had the highest error frequency (f = 137 vs. f = 119, respectively). Google-translated very short phrases and Bing-translated short phrases had the lowest error frequency (f = 6 vs. f = 7, respectively), followed by very short and short phrases rendered by Bing Translator (f = 11 and 15, respectively).

Table 8. Frequency and percentage of English-to-Persian lexical errors in Google- and Bing-translated medical texts

MT	Noun phrase						Sentence	
	Very short		Short		Long			
Total of words	f	%	f	%	f	%	f	%
	20		41		115		598	
Bing	11	55	15	36.5	37	32.1	137	22.9
Google	6	30	7	17.0	29	25.2	119	19.8

MT, machine translation; f, error frequency

The data from Table 9 indicates that long phrases rendered by Bing Translator had the highest percentage of error frequency (90%), followed by Bing-translated sentences (86.6%). The lowest percentages of errors belonged to very short phrases translated by Google Translate (25%) and Bing Translator (30%), respectively. An equal percentage of errors, i.e. 70%, was observed in the translation of short phrases by both systems and that of long phrases by Google Translate.

Table 9. Frequency and percentage of English-to-Persian semantic errors in Google- and Bing-Translated medical texts

MT	Noun phrase						Sentence	
	Very short		Short		Long			
Total of sentences	f	%	f	%	f	%	f	%
	10		10		10		30	
Bing	6	30	7	70	9	90	26	86.6
Google	5	25	7	70	7	70	26	56.6

MT, machine translation; f, error frequency

The data presented in Table 10 demonstrates that spelling (f = 28) and verb tense (f = 19) was the most common form of the errors in translation of the sentences produced by Bing Translator. The use of verb tense in Google-translated sentences (f = 18) was also high. Apart from these areas, the performance of the two systems in other areas was almost well.

Table 10. Frequency and percentage of English-to-Persian syntactic errors in Google- and Bing-translated medical texts

MT	Error type	Noun phrase						Sentence		
		Very short		Short		Long				
		f	%	f	%	f	%	f	%	
Bing	VT	-	-	-	-	6	5.2	19	3.1	
	WF	correct	0	correct	0.0	8	6.9	7	1.1	
	ART	-	-	-	-	correct	0.0	4	0.6	
	PLN	1	5	correct	0.0	4	3.4	7	1.1	
	AGR	-	-	-	-	5	4.3	5	0.8	
	PREP	-	-	3	7.3	correct	0.0	5	0.8	
	COM	-	-	-	-	correct	0.0	5	0.8	
	SP	correct	0	3	7.3	12	10.0	28	4.6	
	PRO	-	-	-	-	2	1.7	1	0.1	
	FRAG	-	-	7	17.0	3	2.6	10	1.6	
Total of errors/words		1/20		13/41		40/115		91/598		145/774
Google	VT	-	-	-	-	7	6.0	18	3.0	
	WF	correct	0	correct	0.0	2	1.7	4	0.6	
	ART	-	-	-	-	1	0.8	3	0.5	
	PLN	1	5	1	2.4	3	2.6	11	1.8	
	AGR	-	-	-	-	8	6.9	2	0.3	
	PREP	-	-	5	12	correct	0.0	1	0.1	
	COM	-	-	-	-	correct	0.0	3	0.5	
	SP	correct	0	1	2.4	4	3.4	11	1.8	
	PRO	-	-	-	-	2	1.7	1	0.1	
	FRAG	-	-	7	17.0	8	6.9	11	1.8	
Total of errors/words		1/20		14/41		35/115		65/598		115/774

MT, machine translation; f, error frequency; Boxes show high-frequency errors.

3.4. The domain of mass media

It is clear from Table 11 that the highest lexical error frequencies belonged to Google- and Bing-translated sentences (f = 141 and f = 131, respectively), followed by Bing- and Google-translated long phrases (f = 25 vs. f = 18, respectively). Error frequency in short phrases rendered by Bing Translator was higher than Google Translate (f = 7 and f = 4, respectively). However, in very short phrases, the two systems indicated an equal error frequency (f = 8).

Table 11. Frequency and percentage of English-to-Persian lexical errors in Google- and Bing-translated mass media texts

MT	Noun phrase						Sentence	
	Very short		Short		Long			
Total of sentences	f	%	f	%	f	%	f	%

		20		31		171		629
Bing		8	40	7	22.5	25	14.6	131	20.8
Google		8	40	4	12.9	18	10.5	141	22.4

MT, machine translation; f, error frequency

As shown in Table 12, Google Translate and Bing Translator indicated very high percentages of errors in translations of sentences (96% vs. 90%, respectively). Further, long phrases translated by Bing Translator had high error frequency (80%). In translation of very short phrases, Google Translate and Bing Translator indicated high error percentage (70% vs. 60%, respectively), whereas error frequency in short phrases was low (0% vs. 30%, respectively).

Table 12. Frequency and percentage of English-to-Persian semantic errors in Google- and Bing-translated mass media texts

MT	Noun phrase						Sentence	
	Very short		Short		Long			
	f	%	f	%	f	%	f	%
Total of sentences	10		10		10		30	
Bing	6	60	3	30	8	80	27	90
Google	7	70	correct	0	4	40	29	96

MT, machine translation; f, error frequency

As shown in Table 13, verb tense had the highest number of errors in translations of sentences by Google Translate and Bing Translator (f = 18). Other areas were handled almost very well by the two systems.

Table 13. Frequency and percentage of English-to-Persian syntactic errors in Google- and Bing-translated mass media texts

MT	Error type	Noun phrase						Sentence	
		Very short		Short		Long			
		f	%	f	%	f	%	f	%
Bing	VT	-	-	-	-	6	3.5	18	2.8
	WF	correct	0	correct	0	2	1.1	5	0.7
	ART	-	-	-	-	2	1.1	2	0.3
	PLN	correct	0	1	3.2	1	0.5	9	1.4
	AGR	-	-	-	-	7	4.0	6	0.9
	PREP	-	-	correct	0	1	0.5	3	0.4
	COM	-	-	-	-	-	-	12	1.9
	SP	correct	0	correct	0	1	0.5	9	1.4
	PRO	-	-	-	-	3	1.7	4	0.6
	FRAG	-	-	-	-	4	2.3	8	1.2
Total of errors/words	0/20		1/31			27/171		76/629	
Google	VT	-	-	-	-	4	2.3	18	2.8
	WF	correct	0	correct	0	correct	0.0	7	1.1

ART	-	-	-	-	correct	0.0	correct	0.0
PLN	1	5	correct	0	2	1.1	8	1.2
AGR	-	-	-	-	6	3.5	5	0.7
PREP	-	-	correct	0	1	0.5	5	0.7
COM	-	-	-	-	-	-	10	1.5
SP	correct	0	correct	0	1	0.5	5	0.7
PRO	-	-	-	-	2	1.1	2	0.3
FRAG	-	-	-	-	5	2.9	7	1.1
Total of errors/words	1/20		0/31		21/171		74/629	

MT, machine translation; f, frequency; Boxes show high-frequency errors.

Discussion

Based on the computations, Google Translate is more accurate than Bing Translator in selecting proper lexis for the texts taken from the law, literature and medicine. Regarding the mass media texts, however, Google Translate is not better than Bing Translator. A reason for Google's better performance may be that its treasury of legal, literary, and medical terms is apparently richer than Bing Translator, and accordingly Google Translate is more likely to identify the proper meaning of the words. However, unlike the current work, in Costa-Jussá et al.'s study (2012) in translations of Catalan-to-Spanish languages using four machine translators (Apertium, Google Translate, Transl, and UPC), Google Translate's performance was better than medicine in the domain of journalism; the reason may be rooted in the differences involved in the constructions of the machine translation systems used in Costa-Jussá et al.'s study. In a similar study, Dhakar et al. (2013) compared the translation quality of Google Translate and Bing Translator in translating English-to-Hindi news texts. Their result indicated that the lexical translation of Bing translator is better than Google Translate when translating from English into Hindi. The reason for these discrepancies between the results might be related to difference in linguistic features and construction of different languages under study.

The result of semantic translation of the texts by the two systems revealed no difference between Google Translate and Bing Translator in the domains of law, literature, medicine, and mass media. On the contrary, Kit and Wong's (2008) finding on legal texts using six different machine translators and 13 languages pairs revealed that the systems powered by Systran, such as Google Translate, provide semantically appropriate translations. Additionally, Costa-Jussá et al. (2012) reported Google Translate's successful performance in semantic translation of Catalan to Spanish, in the domains of journalism and medicine. The study by Sadeghi Azer and Aghayi (2015) demonstrated that semantic translations of legal texts, kid's story, political texts, and poetry from English into Persian by Google Translate are reasonably acceptable. The reason for these contradictory results might be due to the difference in the architecture of machine translation systems. They compared a rule-based and a statistical-based machine translation system (Google Translate and Padideh), but the present study evaluated two statistical-based machine translators. On the other hand, they used Asian languages such as Chinese, Japanese, and Korean, but in the present study, Persian language, a sub-branch of the Indo-European languages, was used; so it is well obvious that these languages are very different in structural constructions (Sadeghi Azer, & Aghayi, 2015).

From the perspective of syntactic translations, the result indicated that Google Translate could outperform Bing Translator in rendering literary and medical texts. However, in translation of legal and mass media texts, the two systems were similar. It was interesting that in translation of mass media sentences, Google Translate did better than Bing Translator.

Error analysis results of the four domains in syntactic translations revealed remarkable results. Verb tense, comma, and spelling were the most common forms of errors in all domains. Both translation systems could not handle the verb tense very well. The wrong use of verb tense by machine translators

might be due to two reasons: first, they were not able to translate the verb, and second, they translated verb tense incorrectly. Therefore, it seems that machine translation cannot make any difference between the verb tense, thereby using the wrong verb tense. In line with this finding, the result of a study by Khosravizadeh and Pashmforoosh (2011) on literary texts showed that Google Translate has problem in translating verb tense from English into Persian. Another study performed by Precup-Stiegelbauer (2012) on novel from English into Romanian language also indicated that Google Translate is not able to properly identify the verb tense, thereby translating the verb tense wrongly. The finding of a recent study on four passages of Oliver Twist by Google Translate indicated Google Translate fails to translate verb tense properly from English into Persian (Hakiminejad & Alaeddini, 2016).

Both translation systems indicated some errors in the area of spelling. However, in all domains and directions, the wrong use of spelling by Bing Translator was two times more than Google translate. Most of the spelling errors were related to the words that were not translated in source text and left intact in the target text. This problem is more likely due to the word limitation of the dictionary used by Bing Translator. It was very noticeable that the words that Bing Translator was not able to translate, and hence were left intact in the target text, were mostly of Persian origin. Comma was another area that the two systems manifested some errors. However, Bing Translator performed better than Google Translate because Google Translate uses comma exactly the same as the source text without any flexibility, whereas Bing Translator seems to be more flexible in choosing the comma.

It is interesting to note that word form and article were the areas that Google Translate and Bing Translator performed reasonably well. It seems that low error frequency in articles is probably due to this fact that the article, as commonly used in English, does not exist in Persian, thereby the two translation systems are able to compensate such syntactical gaps between the two languages. The low error frequency in word form is likely because Google Translate and Bing Translator are good at recognizing part of speech of the words.

In summary, Google Translate was more accurate than Bing Translator at lexical, semantic and syntactic levels in translating phrases and sentences from English into Persian from the four different domains under investigation. Error analysis of grammatical items revealed that verb tense, comma, and spelling were the most frequent errors generated by the two machine translation systems.

Conclusion

The findings of the present study show that machine translation is not yet as accurate as human translation in translating texts from English into Persian translation. However, so long as machine translation systems use very simple sentence structure, they can render suitable translations in different academic domains, although in some certain domains their translations could be even more appropriate. It is worth indicating that from the viewpoint of a researcher or student, with some knowledge of the language, the translations made by these systems, though occasionally patchy, will be reasonably understandable and accordingly very helpful as they could help the individual to get some knowledge of the text.

There are various machine translation systems with different levels of output. It depends on the researchers and students to decide which one is the best for their purposes and needs. For instance, for translation of mass media texts, Google Translate could be a relatively reliable tool, which can be good news for the researchers and students of journalism with limited command of English. Nonetheless, it is essential for the users to know about the shortcomings of the system as well.

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The Kinesics of PowerPoint Presentations in the Iranian EFL Academic Classrooms

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Abstract
This inquiry concentrates on the Iranian EFL learners' PPT presentations to unfold the subtle integration of gesture and speech into one another. In other words, the focus of the study is on learners' recurrent creation of gesticulations (McNeill, 2005) while presenting an academic topic orally in EFL through PowerPoint, so as to see how meaning is mediated during the presentation in the classroom. In this regard, focusing on Hodge and Kress's (1988) theoretical framework, which links semiotics to teaching contexts, this research analyzes the co-speech gestures in the PPT presentations based on Levy and McNeill's (2005) scheme with the four categories of iconic, metaphoric, deictic, and beat gesticulations as its analytical framework. Results indicated how the creation of gesticulation in the PPT presentations encompasses a sort of mediation between what is in the mind of the presenter and what is expressed to the class audience, and how this mediation of gesticulations facilitates and clarifies the meaning in the presenter's PPT presentation process, so that the audience can better grasp and understand the presenter's intentions. Finally, some implications for language teachers and researchers were proposed to better understand the dialectic relationship of oral speech and gesture in language during the PPT presentation process, and include some pedagogical implications to apply this knowledge into practice in the classroom

Key Words: kinesics, PowerPoint presentation, gesture, gesticulation, semiotics

Main text

Why is a telephone conversation probably much more difficult to hold than a normal face-to-face conversation? What forces people to make more effort to transmit their messages in a telephone conversation and to check whether their addressee received them? The answer refers to the fact that in a face-to-face conversation, interlocutors have access to a wide range of means of communication, including gestures and body movements. Actually, gestures are subsystem and subcategory of the human nonverbal communication system which are studied under the title of "kinesics." Occasionally, it is referred to as the study of the silent language, which is regarded as an efficacious means of communication that inspires interactions. A gesture is a form of non-verbal communication in which visible bodily actions communicate particular messages, either in place of speech or together and in parallel with spoken words. Gestures include movement of the hands, face, or other parts of the body. Gestures differ from physical non-verbal communication that does not communicate specific messages, such as purely expressive displays, proxemics, or displays of joint attention. Gestures allow individuals to communicate a variety of feelings and thoughts, from contempt and hostility to approval and affection, often together with body language in addition to words when they speak. Gesture processing takes place in areas of the brain such as Broca's and Wernicke's areas, which are used in speech and sign language. David McNeill (1992, 2006) has developed a broad theory about how gesture and speech are part of a single thought process which he calls it "gesticulation."

"Gesticulation" is motion that embodies a meaning relatable to the accompanying speech. Gesticulation is by far the most frequent type of gesture in daily use and it covers many variants and usages. It is made chiefly with the arms and hands but is not restricted to these body parts – the head can take over as a kind of third hand if the anatomical hands are immobilized or otherwise engaged, and the legs and feet too can move in a gesture mode. In a large sample of gestures, Shuichi Nobe found the stroke phase of the gesticulation is synchronous with the co-expressive speech about 90% of the time (gesture phases are defined below). When strokes are asynchronous, they slightly precede the speech to which they link semantically, usually because of brief hesitations, and the time-gap is small. Gesticulations rarely if ever follow their co-expressive speech (Kendon, 1972). There is no basis for the

assertion that strokes occur during hesitations. Such view has attained urban legend status, but it is based on a misrepresentation of the original study by Butterworth & Beattie (1978). They reported that the rate of gesture occurrence was higher during speech pauses than phonations. However, far more gestures occur during phonation than pauses, so the 90% figure is the result (Nobe also did not replicate their higher gesture rate during pauses, possibly because of different communicative situations: Nobe was looking at narrations, while Butterworth & Beattie had analyzed college tutorials, where gestures during pauses are likely to have had 'turnsuppression' functions not prominent in narrations). The expression 'co-expressive speech and gesture' is explained below. Other controversies have revolved around the issue of whether gesticulations are communicative – 'made for the listener' – or beneficial primarily for speech production – 'made for the speaker' (cf. Krauss et al., 2000, Alibali, Kita, & Young, 2000).

Gesticulations combine both 'universal' and language-specific features. Speakers of every language studied thus far (and this is a sizable list: in our lab alone, besides English, Japanese, Mandarin, Korean, Spanish, French, German, Italian, Turkish, Georgian, Russian, ASL, Taiwanese Sign Language, and a few African languages) produce them, and the gesticulations for the same events in a cartoon stimulus show clear similarities across these languages. Yet, there are also striking differences which are traceable to characteristics of the languages the gestures are co-occurring with, in particular whether the language is, in Leonard Talmy's typology (Talmy, 2000), S-type or V-type (see McNeill & Duncan, 2000). Gesture space is oriented in terms of absolute compass direction by speakers of Guugu Yimithirr (an Aboriginal language with obligatory absolute orientation in its verb morphology) and also speakers of Tzotzil (a Mayan language that lacks the lexical precision of directional reference as seen in Guugu Yimithirr, but whose mode of living promotes exact spatial orientation, which is then embodied in gestures; see John Haviland 2000) (Cited in McNeill, 2005).

2. Literature Review

Gestures have been studied throughout the centuries from different viewpoints. In the antiquity, Quintilian (80 AD) studied in his Institution Oratoria how gesture may be used in rhetorical discourse. Another broad study of gesture was published by John Bulwer in 1644. Bulwer analyzed dozens of gestures and provided a guide on how to use gestures to increase eloquence and clarity for public speaking. Andrea De Jorio published an extensive account of gestural expression in 1832. Today, one of the most prominent researchers in the field of gesture research is Adam Kendon (2004). He has investigated many aspects of gestures, including their role in communication, conventionalization of gesture, integration of gesture and speech, and the evolution of language. Other prominent researchers in this field include Susan Goldin-Meadow and David McNeill. Susan Goldin-Meadow (2003) has intensively investigated the role of gesture in problem solving in children. David McNeill (1992, 2006) has developed a broad theory about how gesture and speech are part of a single thought process which he calls it "gesticulation." In fact, a large number of investigations have studied gestures from different aspects (Gullberg & McCafferty, 2008; Kendon, 2004). Several of these studies have focused on the processes by which language learners use gestures when learning and communicating in the L2 (McCafferty, 1998; McCafferty and Ahmed, 2000; McCafferty, 2008; Roebuck & Wagner, 2004). McCafferty (2004) stated that the physical and metaphoric movement proved crucial to successful communication. Another research indicated that deictic and iconic gestures are pervasive in children's speech. Children produce deictic gestures before they begin to talk (Bates, 1976; Butcher and Goldin-Meadow, 2000), and shortly thereafter (usually by 18 months), they produce iconic gestures along with their speech (Bates et al., 1979; Masur, 1983; Morford and Goldin-Meadow, 1992; Iverson et al., 1994; Butcher and Goldin-Meadow, 2000). Moreover, throughout childhood, deictic and iconic gestures become more complex and frequent (Jancovic et al., 1975; McNeill, 1992), and children produce them in a number of different contexts: with friends (Azmitia and Perlmutter, 1989; Church and Ayman-Nolley, 1995), family (Bates, 1976), and teachers (Fernandez et al., 1996). In other studies, it was found that children also use gestures while talking about a number of different topics: giving directions (Iverson and Goldin-Meadow, 1997), and explaining concepts (Church and Goldin-Meadow, 1986; Perry et al., 1988, 1992). Several studies

suggest that the gestures children produce while speaking reveal much more about what they are thinking than does their speech alone (Church and Goldin-Meadow, 1986; Perry et al., 1988; 1992; Alibali and Goldin-Meadow, 1993; Goldin-Meadow et al., 1993; Church et al., 1995; Garber, 1997; Alibali, 1999; Church, 1999; Goldin-Meadow, 2000). Lazaraton (2004) found that the ESL teacher used gestures extensively during vocabulary explanations, including a high level of iconics and metaphorics to illustrate the meaning of words. Also, Lee's (2008) findings call for a better understanding of how the integration of graphics and gestures in private speech (Wertsch, 1979) interact in second language acquisition. Gullberg's (2008) findings support the idea that gesture simultaneously mediates cognition and meaning (p. 203). Kita (2000) proposed that "spatio-motoric thinking as a representational gesture (e.g., iconics) can be applied to the virtual environment that is internally created as imagery. Representational gestures are actions in the virtual environment" (Kita, 2000: p.165). Sime (2008) found that learners seemed to be particularly interested in gestures that in some way supported their learning, particularly when meaning was vague. Finally, in another gesture study edited by McCafferty and Stam (2008), Kida (2008) investigated the role of gesture and visual information in improving comprehension in the L2.

All in all, the literature on gesture emphasizes the central and crucial nature of gesture in negotiating meaning. In fact, the study of gesture provides a window into cognition (McNeill, 1992, 2005; McNeill & Duncan, 2000), and this insight into cognition has the potential to inform teachers on the types of problems L2 learners are having in various contexts (see also Stam, 2008). With regard to the growing body of research on gesture and second languages (see McCafferty and Gullberg, 2008), the present study addresses the gap in the literature on how gesture works to form a functional semiotic system during an L2 learner's PPT presentation process in the EFL context of Iran. In other words, no studies in the realm of L2 could be found that directly investigated how gestures and speech work together to create meaning during the EFL learners' presentation process through PPT.

3. Theoretical Framework

According to Hodge and Kress (1988), semiotics [including gestures] not only assists learners to make meaning, but also encourages the language teachers to play a critical role in the classroom. Since semiotics is the combination of signs and symbols to communicate the information, the students and the teachers utilize a number of signs, some of which are iconic and some are symbolic. Thus, it can be said that, semiotics is a fundamental issue to be regarded in language teaching pedagogy, because it helps the individual to develop his cognitive facilities at all levels of perception. Moreover, semiotics not only does offer different ways of teaching, but also broadens the scope of language teaching by offering tools to consider for visual communication in a given teaching context.

4. Objective of the Study

The major concentration of this study is on specific segments from the EFL learners' presentation of an academic topic through PPT in which moments of meaning in the speech/gesture stream are created through a reorganization of semiotic resources. These moments occurred when meaning became a challenge for the EFL learners to express, or when one significant part of the semiotic system of speech and gesture needed to be backed through an emphasis on using another part. In other words, the overall aim of this investigation is to inform teachers of language and literacy about how EFL learners can position a variety of gestures and sign systems available in the EFL environment and use these signs to mediate meaning in their PPT presentations in front of the class. Particularly, the purpose of the study is on how EFL learners integrate the sign system of gesture and speech to make meaning across very short spans of time. Actually, this research indicated how gesture can be helpful during EFL learners' PPT presentations. In other words, the following question was answered in this investigation:

•   How does gesture interact with EFL learners' PPT presentation of an academic topic to make meaning?

5. Method
5.1. Context

The present study has been conducted in the EFL context of Shiraz University, which is one of the popular Universities in Iran. The data was collected in two sessions from an MA class majoring in TEFL. Each session dealt with one specific MA course, i.e. the topic of the course in the first session of data collection was discourse and that of the course in the second session was psycholinguistics. The time of data collection in the discourse session was 10-12 in the morning and the psycholinguistics session was 1:30-3:30 in the afternoon. As formerly mentioned, the context was an EFL one with EFL non-native MA learners.

5.2. Participants

The primary participants consisted of 9 cases of MA learners in TEFL at the EFL context of Shiraz University who were at the age of about 24 to 30. They were supposed to present a discourse and/or psycholinguistic topic during the class. These cases were told in advance that their PPT oral presentations were going to be observed or video recorded.

5.3. Materials and Instruments

1. A projector for the PPT presentation.

2. A video camera for recording the students' oral presentation as well as their gestural tactics while presenting the class material in PPT.

3. A transcription scheme, developed by McNeill (2005), for coding and analyzing the gestures.

The data were video-recorded and photographed by a camera to pinpoint the gesticulations used during the PPT presentations. Some conspicuous exemplars of these 7 EFL learners' PPT presentations were extracted from the recorded data due to their representativeness to be analyzed against McNeill's (2005) transcription scheme for gestures.

5.4. Data Collection Procedure

Regarding the data collected for the present investigation, in the first stage, the camera was located at the corner of the conference room, where the presenters always present their respective topics through PPT, video-recording the entire presentation. Then, some conspicuous and typical pictures of co-speech gestures in the PPT-presentation process were cut from the recorded video, or in case the cut video was not clear, the same co-speech gesture was asked to be acted out again to be photographed for the sake of clarity. In other words, the second stage dealt with utilizing the same camera in order to photograph some conspicuous and typical co-speech gestures in the PPT presentation process. Also, as further evidence to support, some field notes were used to keep track of the gesticulations.

5.5. Data Analysis Procedure

In the current study, the main concentration is on the selected segments of data, i.e. the exemplar EFL learners' gesticulations which were chosen out of about a 40-minute PPT presentation each. These segments were purposely selected to show moments of signification, and to answer the research question. For this study, the exemplar segments were viewed as episodes of meaning microgenesis. This developmental approach is derived from Cole (1996), Vygotsky, (1978, 1986), Wertsch (1985, 1991), Wells (1999), and Werner (1978). During the transcription and analysis processes, the concept of the psychological predicate and the utterance were applied to indicate the ending of an utterance and the beginning of a new one in the analysis. That is, as the background context of meaning seemed to change and the EFL learner visibly shifted to another speech/gesture moment, one utterance ended and another one began. From a gestural perspective, this visible change was generally determined by the hands and arms in a position to begin a new gesture or in a resting position. In other words, one gesture phrase ends and another begins (McNeill, 2005; Kendon, 2004). The recognition of these kinds of permeable boundaries can reveal tensions among different types of semiotic resources and a type of catharsis as these tensions in the discourse are resolved (Robbins, 2003, p. 33). With regard to the analysis, the focus was on a salient reorganization of semiotic factors, and the area around the stroke as a part of the gesture/speech stream. The next section gives more information about the transcription and gesture coding procedures as well as the frameworks based on which these processes have been performed. Therefore, the present study has utilized the following framework, presented in the next section, for the analysis of the EFL learners' gesticulations in the selected segments.

5.5.1. Analytical Framework

To make the data analyzable, the EFL learners' major co-speech gestures in the video were transcribed. The transcription and the analysis in this study were performed on the basis of Levy and McNeill's (2005) framework, proposing a classification scheme with four categories: iconic, metaphoric, deictic, and beat, all of which are the same gesticulations or speech-framed gestures on Kendon's (2004) Continuum as well. The following are the descriptions of these categories according to McNeill (2005):

Iconic: Such gestures present images of concrete entities and/or actions. For example, appearing to grasp and bend back something while saying "and he bends it way back." The gesture, as a referential symbol, functions via its formal and structural resemblance to event or objects.

Metaphoric: Gestures are not limited to depictions of concrete events. They can also picture abstract content, in effect, imagining the unimageable. In a metaphoric gesture, an abstract meaning is presented as if it had form and/or occupied space. For example, a speaker appears to be holding an object, as if presenting it, yet the meaning is not presenting an object but an 'idea' or 'memory' or some other abstract 'object' (for examples, see McNeill 1992, Cienki 1998). This is a gestural version of the 'conduit' metaphor that appears in expressions like "he packed a lot into that lecture", where the lecture is presented as a container and the message as its contents (Lakoff & Johnson, 1980). Recent work on metaphoric gestures has greatly expanded the subject. Cornelia Müller (2004) has developed a new theory of metaphor as a dynamic process (whereby 'sleeping' metaphors are 'awakened' in context) in which metaphoric gestures play an essential part. Parrill & Sweetser (in press) have developed a new theoretical account based on 'mental spaces blending theory'. Metaphoric gestures often indicate that the accompanying speech is meta- rather than object-level – for example, saying "the next scene of the cartoon" and making a conduit cup of meaning gesture (iconic gestures, in contrast, favor the object level).

Deictic: The prototypical deictic gesture is an extended 'index' finger, but almost any extensible body part or held object can be used. Indeed, some cultures prescribe deixis with the lips (Enfield, 2001). Deixis entails locating entities and actions in space vis-à-vis a reference point, which Bühler called the origo (Bühler 1982, Haviland, 2000). Much of the pointing we see in adult conversation and speech is not pointing at physically present objects or locations but is abstract pointing, which Bühler referred to as deixis at phantasma. The emergence of abstract pointing is a milestone in children's development. In striking contrast to concrete pointing, which appears before the first birthday and is one of the initiating events of language acquisition, abstract pointing is not much in evidence before the age of 12 and is one of the concluding events (McNeill, 1992).

Beats: so called because the hand appears to beating time. Other allusions to the musical analogy use the term 'baton' (Efron, 1941). As forms, beats are mere flicks of the hand(s) up and down or back and forth, zeroing in rhythmically on the prosodic peaks of speech. This rhythmicity has made beats seem purely speech-related. However, they also have discourse functionality, signaling the temporal locus of something the speaker feels to be important with respect to the larger context. One can think of a beat as gestural yellow highlighter.

6. Results

In this section, several exemplars from the learners' utterances along with their respective gestures are transcribed. The exemplar co-speech gestures based on Levy and McNeill's (2005) classification of gestures have also been depicted by representative pictures of the learners who perform the respective gesticulation.

Gesticulation 1: Iconic Gesture and speech

In the middle of her speech, this presenter utilizes the above iconic gesture to show the concrete notion of picture. In other words, while saying, "… to imagine the picture of a bilingual cognitive mechanism…," she uses the two index and thumb fingers of her both hands to make the audience figure out their perceived object of picture in their minds. This is regarded as an iconic gesture since she is showing a concrete object which exists in the real world, rather than an abstract notion. Although this type of gesture occurred frequently in the presenters' speech, it was recognized that it occurs along with one or more

other gesture types. In other words, iconic gesture often occurs in combination, rather than alone during these EFL PPT presentations.

Gesticulation 2: Metaphoric Gesture and speech

In his speech, this presenter explains, "…the traditional grammar does not consider grammatical selection with regard to…" and to show the notion of grammatical selection in this gesticulation, he makes use of the metaphoric gesture in the picture as if it is a touchable object in his hand and he is just showing it to the audience. In fact, this can be regarded as a simple use of gesture which facilitates the presenter's expression of an abstract subject and not a concrete one, and this was observed frequently in many of these PPT presentations. Furthermore, it was revealed that metaphoric gesture frequently occurs not only in combination with other gesture types, but also alone. This may be justified by the fact that the topics of these PPT presentations are language-oriented and so they are more abstract in nature.

Gesticulation 3: Deictic Gesture and Speech

Stretching her right hand towards the screen and using her index finger, this presenter refers the audience to the point she concerns with while saying, "In the second part…" This can be gestured through stretching the whole hand, the index finger, the four fingers, or even the thumb. By the deictic gesture, the presenter draws the attention of the audience in an indirect way. In other words, instead of telling about the place of the second part, she shows it by her hand and finger. This was observed frequently in the PPT presentations both alone and in combination with other gesture types.

Gesticulation 4: Beat Gesture and Speech

While saying the phrase "… falling and rising intonation…," this presenter moves his hands upward and downward again and again. Although this gesture has come along with falling and rising, it keeps on its move one or two seconds after its respective words. In other words, at the very beginning, it can be considered as both beat and iconic. However, when the presenter is finished with saying the words, the gesture becomes a beat and not an iconic anymore. Nevertheless, this mere-beat gesture was rarely observed in their presentations and was mostly combined with one or more other gesture type(s).

Gesticulation 5: Iconic + Metaphoric Gestures and Speech

This presenter uses both iconic and metaphoric gestures simultaneously while saying, "… when we compare two things…," i.e. iconic when showing things and metaphoric when showing two. In other words, thing is gestured by her fingers and two is gestured by her using of two hands at the same time. In fact, this subtle entanglement of iconic and metaphoric gestures can be a great help to make the audience link their mental knowledge to the real objects outside which, as a result, leads to better comprehension of the expressed point. This type of gesture was not frequent in the presentations.

Gesticulation 6: Iconic + Deictic Gestures and Speech

This presenter is using iconic and deictic gestures at the same time when he says, "… on the table…" In other words, showing the table is iconic and using her fingers to show on can be deictic. In fact, this gesture is another type of phrasal gesture, i.e. integration of two gesture types to express or show one phrase. In fact, these types of gestures are not separable and they usually show an entire phrase composed of a number of single words. Since the topics of the presentations were language-related and abstract, this type of gesture was not frequent.

Gesticulation 7: Iconic + Beat Gestures and Speech

This presenter uses an iconic gesture showing a coin and a beat gesture showing the other side when she says, "But the other side of the coin is …" However, it must be mentioned that the whole phrase itself is metaphoric, but what this presenter gestures for this metaphoric speech cannot be considered as metaphoric, rather it is iconic-beat, which was not frequent in the presentations which may be due to the nature of topics in these presentations.

Gesticulation 8: Metaphoric + Deictic Gestures and Speech

At the same time with pointing to the slide or to the specific word, this presenter gestures the word utterances and its plurality with his fingers straight and open towards the word utterances. In other words, he acts as if he carries the word utterances in his hand and his open fingers show the plurality of utterances. Therefore, the acts of carrying and showing the plurality are metaphoric and the act of pointing to the word is deictic. This gesture was so frequent in the presentations.

Gesticulation 9: Metaphoric + Beat Gestures and Speech

This presenter uses the above gesture for this utterance: "… suddenly, you forget the things you want to say…" This gesture is a mixture of metaphoric and beat gestures, i.e. showing the state of forgetting by her hand being opened upward can be considered as metaphoric, and the sudden move of her hand can be regarded as beat. This type of gesture was also frequently applied among the PPT presenters.

Gesticulation 10: Deictic + Beat Gestures and Speech

This presenter has already asked a question and now he is looking forward to an answer on the part of the audience. In other words, he is asking about their ideas on the respective issue. As it is seen in this picture, he is both pointing to the audience and turning his fingers suddenly. The former is a deictic gesture and the latter is a beat gesture. In fact, the presenter did this immediately after his question. Some of the similar gesticulations were observed in these presentations, but they were not frequent.

Gesticulation 11: Iconic + Metaphoric + Deictic Gestures and Speech

In this gesticulation, this presenter says, "… in just one subtle way…" while she makes use of the iconic and deictic gesture of her index finger (because of the similarity of her index finger to the shape of the number 1, it is considered as iconic. Moreover, it is deictic since her index finger is pinpointing something), and the metaphoric gesture of showing subtle by folding the two other fingers. This is also rarely observed in the other presentations.

Gesticulation 12: Iconic + Metaphoric + Beat Gestures and Speech

This presenter tells the utterance, "… this is an umbrella term for …," for which she has made the concrete form of an umbrella by her hand (iconic) as if she is holding the abstract term (metaphoric) with a sudden move of her hand a little above and a sudden straightening and opening of her fingers to make the respective form in her mind (beat). This type of gestural combination was rarely observed among the presentations.

Gesticulation 13: Iconic + Deictic + Beat Gestures and Speech

This presenter has asked a question and has waited for a classmate to respond. Now, he is choosing among those who are ready to respond, so that he says, "You, please," while he is stretching his right hand a little upward and also towards the audience (beat), pointing to or asking one of them to speak (deictic), and holding his hand as if showing the word you, i.e. the selected classmate (iconic). This type of gesture was not frequently used by the presenters.

Gesticulation 14: Metaphoric + Deictic + Beat Gestures and Speech

In this gesticulation, the presenter gestures his utterance, "… and it can be replaced with…," by moving his hands up and down (beat) with his index fingers straight and open as if they are showing the pronoun it (deictic) and depicting the entire process of replacement (metaphoric). This type of gestural combination was frequently observed in these PPT presentations.

Gesticulation 15: Iconic + Metaphoric + Beat + Deictic Gestures and Speech

In this gesticulation, the presenter turns back to the audience and moves his hands slightly above with his palms down (beat), with the tip of his fingers down towards the floor as if pointing to something with both hands (deictic), his right hand is almost in the same line with his left as he explains, "… when the knowledge is put into practice…" as if showing the action of putting into practice (iconic, metaphoric). He makes a quick shift (beat) from looking at the audience to addressing the imaginative notion of putting into practice as if there is something below his hands and he wants to touch it (metaphoric). Suddenly, he comes back to his normal position of hands as he continues his speech (beat; also metaphoric: to show the end of this utterance).

Another example of such a combination of four gestures and speech can be clearly seen in the following picture of another presenter:

While saying, "… can be performed in two directions…," this presenter uses an iconic gesture by her both hands to show the notion of two directions as if there really are two ways or directions below her hands (metaphoric). Moreover, she stretches both of her index fingers tips of which are towards the floor to point to the directions (deictic) with a mild beat downward. This four-gesture combination was not frequent in the presentations on the whole.

7. Discussion

In the similar vein with McCafferty (2004) and others (McNeill, 1992; McCafferty, 2002), the data in the present research indicate that the presenters create a functional system (see Luria, 1979) that changes into a regulatory space, and each part of the system interacts with other parts of the system to mediate meaning, though sometimes the presenters focus on some specific parts more than others during the course of the PPT presentation process. As with McCafferty (1998; 2004) and Unger (2007), beats were prominent when presenters were having difficulty making meaning. In many ways, the data from these EFL learners or PPT presenters in this study are also in line with Lazaraton's (2004) view who found large numbers of iconics and metaphorics applied by English teachers with English as the L2. McCafferty and Gullberg (2008) also report extensive use of representational gestures in many studies when the L2 is used, and this is in the same vein with the exemplar presenters in this investigation who frequently showed diverse concepts by their hands, i.e. iconic or metaphoric gestures.

In the Gesticulation 2, he clearly concentrated on a specific dimension of grammar by using representational gestures in a metaphorical space when he mentioned grammatical selection. Moreover, the way these iconic and metaphoric gestures act as deictic displays for the audience, as well as pointing back to the PowerPoint presentation text is also important to notice. For instance, in Gesticulation 8, the presenter illustrates utterances by signifying the plurality dimension of utterances through the positioning of his opened hands in relation to his body and the screen on the wall while making a spinning move and widening his opened and straightened fingers. This series of movements signifies a specific type of movement and meaning for the audience and for him; then he clearly refers back to this dimension to position the concept of plurality during other utterances in this segment. In this way he is creating a similar reference point as in McCafferty (2002, 2004), and returns to this point as a part of the ongoing discourse. Creating a reference point to describe a specific type of concept clearly indicates one of the definitions of microgenesis from Wertsch (1985): "the unfolding of an individual perceptual or conceptual act," and is exactly in line with Hodge and Kress' (1988) view that semiotics assists learners to make meaning. In most of the data, this genesis of meaning could be observed by using the stroke as a reference point, around which other semiotic resources are organized, particularly during moments when one part of this semiotic system began to weaken and another part of the system compensated. By closely observing this genesis of meaning teachers and learners can observe how presenters are creating deictic displays to share attention on a specific idea from the slides they are presenting. In other words, the presenter is intending for the audience to understand a major piece of information from the PPT slides, through the abstract and concrete use of iconic, metaphoric, and beat gestures to create deictic ones. For example, Gesticulation 15 conspicuously depicts this presentation process, which is exactly the point that the current study aims at; i.e. semiotics is the combination of signs, speech, and gestures, or what McNeill calls "gesticulations," to communicate the information, the students and the teachers should utilize a number of signs and gesticulations, some of which are iconic and some are symbolic, so as to benefit the individuals to develop their cognitive facilities at all levels of perception, and as a result, to offer different ways of teaching and learning, and to broaden the scope of language teaching by suggesting tools to consider for visual and gestural communication in a given teaching context. Therefore, as Hodge and Kress (1988) have already implied, semiotics is not only a meaning mediator for the learners, but also encourages the language teachers to play a critical role in the classroom.

In most of the exemplar gesticulations in this study, it is revealed that metaphoric and deictic gestures are pervasive in the presenters' co-speech gestures. This may not be in line with the studies whose finding deals with the fact that learners produce deictic gestures before they start to speak (Bates, 1976; Butcher and Goldin-Meadow, 2000), and shortly thereafter, they act out beat and iconic gestures along with their speech (Bates et al., 1979; Masur, 1983; Morford and Goldin-Meadow, 1992; Iverson et al., 1994; Butcher and Goldin-Meadow, 2000). Furthermore, the present research is to some extent in line with the finding that throughout language learning, deictic and iconic gestures become more complex and frequent (Jancovic et al., 1975; McNeill, 1992), and learners show them in a number of different contexts, such as with friends (Azmitia and Perlmutter, 1989; Church and Ayman-Nolley, 1995), family (Bates, 1976), and teachers (Fernandez et al., 1996). The whole findings of this research confirm the view that learners also apply gestures while speaking on a number of diverse topics, such as telling stories (McNeill, 1992), giving directions (Iverson and Goldin-Meadow, 1997), and explaining concepts (Church and Goldin-Meadow, 1986; Perry et al., 1988, 1992). Therefore, in the same vein, the present study adds presenting an academic topic through PPT to this list.

A deeper examination of what the presenters are referring to and what they are visualizing when they create gestures as semiotic resources can also be observed when assessing the current study in light of Kita's (2000) view, mentioned in the literature, that "spatio-motoric thinking can be applied to the virtual environment that is internally created as imagery; representational gestures are actions in the virtual environment" (p. 165). This view appears to be specifically helpful to evaluate how learners make use of representational gestures as semiotic factors during their PPT presentations, and how studying gestures as semiotic resources can disclose what material from the PPT presentation texts is significant in the minds of the presenters. In other words, teachers and learners can better understand how presenters visualize the content of the slides. As the exemplar presenter in the present research produced semiotic systems, s/he created gestures and gesticulations that indicated how s/he was conceptualizing concepts and words, comprised of what seemed to be the most crucial or key information from the slides s/he was presenting. For instance, in Gesticulation 10, the presenter appeared to regard himself as a part of the virtual environment to show the locations of the audience he defined in his mind. This presenter implied the notion of waiting for a response by showing spinning gestures in his body, hand, and the physical space in front of him for the audience to view; which backed the idea of answer my question or I'm looking forward your opinion, when he further swirled his fingers in a circle. Recall that he changed the position of his body into turning his fingers after having asked his question while stretching his hand a little. After recognizing a mismatch between his speech and the gesture he performed before turning to the audience, he totally reorganized his gesture in the form of, as Kita (2000) said, an "action in the virtual environment" (165); i.e. turning towards the audience and swirling his fingers through his stretched hand; in this moment, the environment of waiting for a response changed. The subtleties of the PPT presentation process can be recognized by applying this type of approach to the data: the data or the picture depicts the process features of presenting the text in the slide in the presenter's asking the question and his efforts to elicit the response of it in the deictic type of a firm beat.

The most crucial dimension for the classroom literacy applications is how the integration of the semiotic resources of gesture and speech, or gesticulation builds moments of shared thinking (see joint attentional scenes in Tomasello, 1999; 2003). The iconic and metaphoric gestures become transparent reference points in the way the boundaries of these gesture overlap to make a deictic display. In other words, the iconic and metaphoric gestures arrange language and meaning to simultaneously point the presenter and the audience to particular concepts from the PPT presentation slides. The presenters are strongly guiding the audience in implication or signification. Recall that the presenter, in Gesticulation 9, utilized a well-known metaphoric gesture from the surrounding community, i.e. the opening and closing of the hand upward to imply the word forget, as if something is going to fly and go up in the sky. In fact, the representational gestures used in this data clearly indicated how the presenter was putting her mental concept of forgetting into practice for the audience; and in general, how the interaction and integration of speech and gestures, or what McNeill calls "gesticulations," mediate to communicate the information that

the students and the teachers apply in their PPT presentations to promote their cognitive abilities at all levels of perception, and as a result, to learn different ways of teaching and broaden the scope of language teaching by applying tools such as PPT slides for visual and gestural interaction in a given teaching context. Therefore, on the basis of what Hodge and Kress (1988) have suggested in the theoretical framework of the current investigation, semiotics and, in terms of this study, "gesticulations" can not only be regarded as mediators of meaning for the learners, but also as academic facilitators for language teachers to apply them properly, so as to have a crucial role in their classrooms. Of course, these suggestions for integrating gesture study in the classroom are still evolving. Additional extensions of using gesture in the classroom deals with guiding students into identifying metaphoric gestures in moments of presentation or speech and comparing these to metaphors expressed in different types of speech, readings, and other media (e.g. movies, or digital games). All in all, access to cameras and methods for giving video to students are the crucial challenges to integrating the study of gestures and speech into different literacy/language learning contexts. However, despite the challenges, the potential benefits are ultimately only restricted by the imagination and institutional, curriculum, and cultural constraints. By having teachers and students use gesture as a reference point around which to inventory semiotic resources, which includes noticing how these resources are created and evident as utterances that are a part of larger systems of utterances and semiotic resources, teachers and students of language and literacy at all levels can develop their ability to determine what information they are noticing and decide what to include in their PPT presentations and other types of speech. The study of gesture and the suggested applications for the classroom demonstrate how gesture can be used to make judgments about language and cognition and enhance literacy learning across a wide variety of contexts. Therefore, on the basis of what Hodge and Kress (1988) have suggested in the theoretical framework of the current investigation, semiotics and, in terms of this research, "gesticulations" can not only be regarded as mediators of meaning-making for the EFL learners to express and present their PPT slides, but also as valuable facilitators for the audience or comprehenders to apply them properly in these meaning-making, inferential, and interpretive processes.

8. Conclusion

The end result of the present research has three dimensions. The first dimension deals with how gesture and speech mingle into one another, and how they create what McNeill (2005) calls "gesticulation" in the process of EFL learners' PPT presentation. Actually, the learners' ingenious creation and embodiment of gesticulation encompasses a type of mediation and adaptation in what the learners contemplate to present. This mediation and adaptation occur between what is in the mind of the presenter and what is explained to the audience. The more the mediation of gesticulations expedites and clarifies the meaning in the learner's PPT presentation process, the better the audience can perceive, comprehend, and decipher the presenter's motives or comments. And this is exactly the second important dimension that this study emphasized. Accordingly, EFL teachers can apply gesture as a reference point, which encompasses recognizing how semiotic elements are produced and mediated as utterances that are a part of larger systems of utterances and semiotic resources, in order to consciously develop learners' use of gestures and gesticulations to enable them to be better presenters, meaning-makers, interpreters, criticizers, and expressers. In other words, EFL teachers at all levels can develop learners' capability to determine what information they are attending to and specify what to put in their slides and also other types of interpretation, presentation, and generation of text. The kinesics or the research on gesture and the respective utilizations for the classroom indicate how gesture can be used to make interpretations about language presentation and cognition and promote literacy learning across a wide variety of contexts.

Finally, the third dimension is concerned with the determination of the cases in which the presenters gestured what they spoke. In other words, totally there were 15 cases or representatives of gesticulations in the EFL learners' PPT presentations out which only are 5 cases acted out more frequently than the others. In fact, in almost all of these frequent cases, the metaphoric gesture is present. This indicates that

the academic EFL contexts where abstract and language-related notions are often presented may be considered as one of the reasons that can justify the frequent utilization of metaphoric gesture. However, it should be noted that the type of combination may also be a determining factor influencing the frequency of occurrence of the gestures in the presenters' gesticulations. If one intends to examine the factors that contribute to the frequency of occurrence of the gestures in the presenters' speech, one should take into account so many features, such as social, cultural, educational, and, above all, personal features, all of which may be individually determined, especially the last one, i.e. personal features, which is totally individual-specific. Figure 1 summarizes these 15 gesturing cases as well as the 5 frequent ones highlighted in red color, though the frequency level of these gestures may be totally different in other teaching or learning contexts.

Figure 1. Gesticulation Types in EFL PowerPoint Presentations

Basically, throughout the literature of EFL teaching and learning, the concept of gesture and gesticulation has not been considered seriously with regard to its actual practice and interaction of teachers and learners in the classroom. Therefore, this paper might be a helpful guide and also a consciousness-raising investigation for EFL teachers, instructors, researchers as well as curriculum developers to consider EFL learners' gesticulations in PPT presentations and try to set or establish some frameworks according to which EFL teachers can promote EFL learners' potential capabilities for the creation of gesticulations in PPT presentations or in any other types of contexts in which the application of gestures would facilitate language learning.

9. Pedagogical Implications

Through a precise observation of EFL classroom interactions, one can easily figure out the fact that gestures are as prevalent as textbooks, blackboards, desks, and lesson plans. Since gesture is so pervasive in the EFL classroom context, it is necessary to assess the roles these gesticulations play in the educational situations including teaching and learning. One main implication can be the important and noticeable role that gestures have in helping EFL learners utilize their cognitive capacity when communicating about conceptual problems (Goldin-Meadow et al., 2001; Cook and Goldin-Meadow, 2006). Another implication can be the fact that gestures have impact on the way information is communicated and negotiated between teachers and students during learning sessions. For instance, Goldin-Meadow and Sandhofer (1999) observed natural adult–child interactions and discovered that adults often incorporated children's deictic and iconic gestures into what they thought that children had verbally explained (about Piagetian conservation problems) in their speech. This has obvious educational implications. Given that gestures play crucial roles in EFL teaching and learning contexts, EFL teachers should be able to take advantage of gestures – their own and learners' gestures – in the classroom. For instance, Pozzer-Ardenghi and Roth (2007) have recently studied teacher–student interactions during high school biology lessons and found that for many concepts, hand gestures provided additional clarifying input for students. They reasoned that hand gestures and other visual aids might help students who are struggling with advanced concepts that are not easily represented and taught through speech alone. In fact, when teaching first-grade children about basic mathematical concepts (i.e. counting numbers of objects), teachers frequently use nonverbal behaviors such as pointing, counting on fingers, circling objects with the finger, etc. (Flevares and Perry, 2001). Interestingly, this visual clarification takes place more frequently when students seem confused. Moreover, this increased visual instruction often occurs in the absence of increased verbal clarification. In other words, teachers specifically use things like gestures to target students who struggle with mathematical concepts which can be a useful implication. Furthermore, EFL teachers can also use gestures to help struggling learners in other domains as well. For instance, when EFL learners grapple with aspects of a new language, EFL teachers can use gestures to help with these problems. In fact, in a recent literature review on the role of gestures in second language learning, Gullberg (2006) outlined several reasons why hand gestures may be a crucial tool in helping struggling learners master a new language. For instance, she states that visually rich gestures, such as iconic gestures, serve as ideal input to beginning learners of a second language.

Taking these general implications into account, this study attempts to propose some specific and practical implications for EFL contexts. The goals of the classroom applications evolving from the gesture research can be intended to prompt the students and teachers to:

• Create a variety of representations on inexpensive poster paper, such as main idea statements, quoted phrases, graphic organizers, collages, etc. that entails specific gestures of gesticulations to be utilized as part of PPT presenting, summarizing, and writing processes;

• Use inexpensive video cameras to record oral explanations of the relationships between main ideas and supporting details illustrated by gesticulations, including thesis statements and main points of slide presentations, summarized readings, film, music, and other media presentations;

• View videos with an emphasis on prompting students to notice the relationships between deictic types of gestures and transition words to explain relationships and mediation of meanings;

• Write formal explanations of the relationships of supporting detail presented by gesticulations and gestures to main ideas and thesis statements;

• Move back and forth across phases in this entire series of applications, emphasizing the deictic types of gestures and words used to express relationships, particularly the representations and explanation between supporting details, main idea statements, thesis statements, and presentations of slides or other texts.

• Develop their ability to specify what information they are noticing and decide what to include in their presentations and other types of interpretation and generation of text.

• Utilize gesture as a reference point, which includes noticing how semiotic elements are generated and mediated as utterances that are a part of larger systems of utterances and semiotic resources.

• Illuminate how gesture can be applied to make interpretations about language and cognition and promote literacy learning across a wide variety of EFL contexts.

Nevertheless, these points for integrating gesture study in the classroom are still evolving. Additional extensions of using gesture in the classroom deals with guiding students into identifying metaphoric gestures in moments of speech and comparing these to metaphors expressed in different types of readings and other media (e.g. movies, or digital games) which are so difficult to be done for EFL educators. All in all, access to cameras and methods for giving videos to students are the crucial challenges to integrating the study of gestures and speech into different literacy/language learning contexts. However, despite the challenges, the potential benefits are ultimately only restricted by the imagination and institutional, curriculum, and cultural constraints. By having EFL teachers and students use gesture as a reference point and notice how they are created and evident as utterances that are a part of larger systems of utterances and semiotic resources, they can develop their ability to determine what information they are noticing and decide what to include in their PPT presentations, speech, and other types of interpretation and creation of text. The study of gestures and the suggested applications for the classroom demonstrate how gestures can be used to make interpretations about language and cognition and enhance literacy learning across a wide variety of EFL contexts.

10. Hints to Future Investigations

In addition to these varied avenues for future research, there still remain a number of other important research questions. For example, to what extent are hand gestures processed similarly or differently than other actions made with the hand (e.g. reaching behaviors, physical manipulations of objects, pantomimes, etc.)? How are gestures different in one's native language compared to a second (or third, or fourth . . .) language? Are there different neural mechanisms involved in gesture production compared to gesture comprehension? Finally, now that the evidence strongly favors the view that gestures and speech are indeed an integrated system, what exactly is the nature of this system: is it propositional, imagistic, spatial, motoric, or some combination of these?

11. Limitations of the Study

As in most research there were many limitations to this study. There is a limitation with regard to the inclusion of just 9 exemplar participants, who are at MA level. Despite utilizing an objective analytical

framework to the data, the findings are ultimately subjective to some extent. In addition, generalizability of the findings is also limited. To counter a variety of limitations, data interpreted for the present paper are displayed for readers to make their own judgments about the verifiability of the findings. Finally, the participants were already aware of the research topic.

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Neurophysiology of a Sustainable Lifestyle and the Role of Students' Research Activity in its Formation(as exemplified by studying the "Human Ecology"course)

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Abstract
The article considers neurophysiological and epigenetic principles of human behavior. According to the theory of functional systems, the model of stable behavior is formed in the student age, which is associated with the final maturation of the brain and the systemic organization of a person's mental activity. A leading role in the formation of sustainable lifestyle is played by universities, where in the process of teaching, in the course of scientific research activities, students acquire scientific knowledge resulting in the formation of the necessary competences, in order of their importance for their own self and the environment.
The diversity of research activity results forms the patterns of a sustainable lifestyle for every person; therein lies the modern role of higher education – achieving the Millennium Development Goals, well-being and prosperity of every person.

Keywords: neurophysiology, epigenetics, behavior, sustainable lifestyle, competencies, research activities, student

Globally: Achieving sustainable development goals through a sustainable lifestyle.
Sustainable lifestyle is rather the necessity caused by the globalization of all processes and phenomena occurring in the modern world than just a fashion trend of our time; and solving global problems begins with each person! (Scott K. 2009 & Resolution of the United Nations General Assembly 2015). Such lifestyle is based on the understanding of the vital importance of health, the desire to get education and develop, take care of other people, remember the consequences of own decisions with respect to the environment (Scott K. 2009 & Resolution of the United Nations General Assembly 2015). It also refers of our socialization, the development of competencies in the field of sustainable development, and ultimately leads to the transformation of values, self-awareness and ideology, which today are becoming important factors on the way to achieving the Millennium Development Goals (Scott K. 2009 & Resolution of the United Nations General Assembly 2015). The formation of a sustainable lifestyle is influenced by a number of factors. It is rooted in culture, politics, economics, social foundations, the peculiarities of upbringing and education. For the sustainable lifestyle to enter our culture and society, and become part of our daily lives, it is necessary to form it at all levels (Scott K. 2009 & Resolution of the United Nations General Assembly 2015).

The main values of health, education, caring for parents, helping other people and other value attitudes are laid down in childhood and define the "vector" of human behavior throughout their later life. The system of competencies necessary for the person's self-realization and adaptation in various spheres of life is formed at school age. The student age is characterized by full maturation of mental activity and at this age a person is able to fully understand why, how and why he/she should behave this way, and not otherwise. That is why today, the knowledge and skills obtained at universities are extremely important for forming the paradigm of a sustainable lifestyle for every person.

Today, science is recognized as the main vector of sustainable development and universities should become a platform for fundamental research, the results of which will have important applied and fundamental importance for humanity (UNESCO Science report: towards 2030. 2015).

Sustainable development cannot be based solely on technical sciences; social and human sciences play a vital role in the formation of a sustainable lifestyle (UNESCO Science report: towards 2030. 2015) However, understanding how a sustainable lifestyle is formed is based more on natural and exact sciences, such as mathematics, chemistry, physics, biology, etc. Natural and exact sciences reveal the essence of understanding the natural processes, phenomena and events of the world, through

observations, experiments and the results obtained, they bring a person to understand how the world works and what the role of each person is in it! (Christine V. McLelland. 2006). Specificity of natural science disciplines consists in obtaining scholarly knowledge in the course of special organization of students' research activities. Perhaps, it is research activities that form a system of competencies making the basis of a sustainable worldview of a person.

Neurophysiology of behavior and sustainable lifestyle.

The nature of human behavior is extremely complex. People can believe and appreciate one thing, behaving differently. This is called a gap between values and actions. To overcome this gap, something more than just information and awareness-raising is needed. It is necessary to interact with people, provide them with resources and opportunities and encourage them to change behavior through communication, training and development (Jackson T 2005&. Scott K. 2009). What is behavior from the viewpoint of the person?

Behavior as a lifestyle is a physiological feature of the brain function that organizes the functioning of the entire body; therefore its formation should be considered from the position of systemic physiology. The theory of functional systems (FS) developed by Pyotr Anokhin and Konstantin Sudakov considers human behavior as a special functional system based on the dominant motivation; needs that are formed both on a metabolic basis and under the influence of the environment are the leading factors in the organization of behavioral acts of a biological or social orientation (Sudakov K.V.2011). The properties of brain structures change under the influence of dominant motivation. For example, cognitive tasks cause the expression of early genes (IEGs) such as egr-1, c-fos, and Arc in the neurons and various brain structures associated with them: amygdala, hippocampus and cerebral cortex involved in the formation of long-term memory (Keiichiro M.2015). Based on the expression of IEGs, protein molecules are synthesized that determine the processes of growth and differentiation of cells involved in the formation of memory and its storage (Sudakov K.V. 2011). Further, by means of the reverberation of the cortical-subcortical excitations, not only structures but peripheral receptors are involved, tuning them to perception and interaction with factors that satisfy the human needs and achievement of their goals. Cortical plasticity of the brain is manifested in a huge variety of architectonics of interneuronal synaptic connections, and is expressed in the functional specification of neurons through the neurogenesis mechanisms; this process is expressed especially vividy at an early age under the influence of new cognitive tasks (F. Strumwasser. 1994)

Various epigenetic markers, such as medications, special nutrition, sports, etc. play an important role in the 'turning on' or 'turning off' certain genes that are responsible for behavior. The investigation of epigenetic mechanisms of behavior is especially important while studying physiological, genetic, ecological and other behavior mechanisms. Today, some genes involved in behavioral epigenetics have already been investigated. For example, the following genes are responsible for the processes of teaching and memory: CREBs, BDNF, GRINs (NMDA), RELN, DNMTs, MESTs, SLC6A4 (5HTT). ANP, SLc6A4(5HTT), RELN, MESTs, NR3C1(GR), BDNF paerticipate in the stress mechanisms and associated behavioral reactions (Barry M. Lester. 2011). Certain genes are the 'vectors' of human behavior at the physiology level, as they determine the peculiarities of human thinking, predisposition to diseases, etc. It is very important to study the influence of scholarly knowledge on the diversity of the genome variation, owing to which the physiological capabilities of a person are determined in different environmental conditions.

In fact, the biological meaning of epigenetic changes is not only "knowing how to act", but also "having the ability to perform these actions". Christopher W. Kuzawa believes that epigenetic changes are the basis for both rapid and slow adaptation of living organisms to various environmental factors (Kuzawa CW. 2009, 2005 & Barry M. Lester). Epigenetic inertia and time frames of human adaptation can last in the range of several hours, days, months or several years (homeostasis, generations) and much longer for thousands and even millions of years (natural selection) (Barry M. Lester. 2011). Rapid epigenetic changes in maintaining the human body homeostasis are likely to increase the 'useful time' of

active consciousness allowing a person to make the right decisions under extreme environmental conditions in emergency situations, for example, at altitudes or in space.

Research activities as a functional system of forming competencies

From the standpoint of systemic physiology, it is reasonable to consider the research activities of students as a functional system, the purpose of which is to form the students' competencies of vitality: personal, environmental, and other ones.

At the university, through the study of various sciences, these competencies continue to be enriched with new knowledge, and by the end of teaching they become a system of concepts about the world; in addition, at that time general scientific and professional competencies are formed that determine the intellectual and professional abilities of future specialists (E. Shtakk. 2016)

The FS competencies and own model of behavior are formed individually, based on the association of factors and subsequent formation of local microsystem levels of neurons; it passes through certain stages of the scientific method: observation, hypothesis, experiment and analysis of the obtained results (Christine V. McLelland.2006). The stages of research activity should correlate with the stages of forming human behavior FS.

At the stage of observation (the FS afferent synthesis stage), motivation to the problem under study is formed and its significance for own self is evaluated. The main question that the student asks at this stage is 'How much is this topic interesting and necessary for me?'

Formulation of a question or problem, formation of a hypothesis, planning of methods and stages of scientific research corresponds to the stage of decision-making of the FS. The decision-making is implemented through forward programming of the future result – the action result acceptor (ARA). Neurons forming ARA transform the impulses coming to them from nervous and humoral influences into holographic images. (Sudakov K.V. 2011). These holograms can be constructed by the genome elements, by the configuration of DNA and RNA molecules, as well as by a specific pattern of impulse activity, ganglion and brain neurons (Sudakov K.V. 2011).

Peculiarities of thinking (style, creativity) depend on the state of genes responsible for the biochemical balance of the brain neurotransmitter systems. Reduction of the cortex role in case of depression, diseases of the nervous system, malnutrition, low physical activity leads to the dominance of subcortical structures. It can be manifested by a low level of intelligence and a conformed type of thinking, and this is one of the possible causes of 'contradictory' human behavior in accordance with people's values of upbringing and education and actions commited by them.

The existence of gender differences in the styles of decision-making is proved experimentally. Girls make the decision based on sustainable preferences, regardless of the purpose (the context-independent style), and young men put the goal first, and then consider the preferences (the context-dependent style) (Goldberg Je.2003).

The experiment (action) is the realization of the hologram of the action result acceptor, in which the programmed result is compared constantly with those achieved. The results of millions of people are 'carried' away beyond the brain, and this is the role of each person in the space-time continuum.

Materials and methods of the research

The purpose of this work was to assess the impact of students' research activities on the formation of sustainable lifestyle competencies when studying the Human Ecology course.

26 students of the 2nd year majoring in Geoecology took part in the research. The results of two training models were compared. According to the 'Traditional model' using conventional forms and methods of teaching, 11 persons were trained (the first group). The second model of education presupposed active participation of students in scientific research; 15 persons participated in the research work. Students' motivation was participation in the International Student Conference with the publication of the research findings.

The theme for the investigation – "Global geoecological phenomena and their role in the epidemiology of vector-borne diseases" – was selected together with students (Mitjagina A.V., Cholak E.I. 2017). The

study of this theme is in the framework of the thematic course units of the disciplines "Medical ecology" and "Environment". The remaining sections were studied by the students of both groups similarly. After defining the theme, the following assignments were distributed among students: collecting earthquake statistics, collecting data on the incidence of transmissible diseases in the world, analyzing the climate and socio-economic situation in countries with different incidence rates, analyzing global fire statistics, mapping epidemic situation for the countries with different seismic risk using the QGIS 2.18.7 'Las Palmas'program.

Intermediate results of the research were discussed with the students at the seminar sessions. After completing the study of these course units, the results of the final testing were analyzed on a 5-point grading scale, the value of which corresponds to the traditional grading forms. The results of the effectiveness of training models were assessed by means of factor analysis with a preset level of significance $p<0.05$.

Table 1. The results of students' final testing in the thematic course units "Medical ecology" and "Environment" over 2016 academic year.

Course units	Conventional teaching model			Scientific research teaching model		
	M±m	Min/max	SD	M±m	Min/max	SD
Medical ecology	4.09±0.21	3-5	0.70	4.46±0.16	3-5	0.63
Environment	4.09±0.21	3-5	0.70	4.5±0.16	3-5	0.63

The final testing results showed a good level of the students' acquisition of general professional competencies, the average grade for these two course units of the discipline was 4.09 ± 0.21 points (Table 1). Each thematic course unit is represented by indicators of sustainable development and should determine the level of competency formedness (Table 2). The authors believe that traditional forms and methods of teaching form a 'threshold' level of competencies in students, in the context of which the students "know how to act", and which are necessary for their self-realization in life and professional activity, whereas the forms and methods of teaching within the framework of scientific research form an 'advanced' level, the general meaning of which is "the desire to act".

Table 2. Examples of the formed competencies for sustainable development while studying thematic course units "Medical ecology" and "Environment".

Course units	The studied indicators of sustainable development	Examples of the 'threshold' level of competencies	Examples of the 'advanced' level of competencies
Medical ecology	Infectious and non-infectious diseases, maternity and child welfare service, quality of life, social welfare, gender inequality	Personal: the 'norm' of a healthy lifestyle General scientific: etiology and epidemiology of diseases Ecological: morbidity and quality of the environment, Professional: factors of the occupational environment and their impact on the incidence of infectious and	Personal: sustainable lifestyle General scientific: multifactor analysis of morbidity tendencies Ecological: tendencies of climate and morbidity, statistical assessment of morbidity Professional: engineering solutions and ergonomics of the occupational environment

		non-infectious diseases	to improve quality of health and work
Environment	Tendencies of climate change, biodiversity, water supply intake and quality of water, waste recycling, CO_2 emissions, use of alternative energy sources, condition of forest resources	Personal: environmental impact reduction General scientific: technologies of using alternative energy sources, environmental management and audit standards Ecological: environmental performance evaluation, environmental policy. Professional: environmental management of the enterprise	Personal: engineering solutions to reduce environmental impact General scientific: business solutions in using alternative energy sources Ecological: environmental policy of sustainable consumption and manufacturing Professional: solving business cases of sustainable development in the professional activities

Table 3. Factor loadings of thematic course units of the "Human Ecology" discipline in case of using Conventional teaching model and Scientific research teaching model

Course units	Traditional model Factor Loadings (Varimax normalized) Extraction: Principal components		Scientific research model Factor Loadings (Varimax normalized) Extraction: Principal components		
	Module 1	Module 2	Module 1	Module 2	Module 3
Medical Ecology	0.209178	**0.822479**	**0.840334**	-0.164522	-0.265241
Urban and Dwelling Ecology	0.099683	**0.773252**	**0.744738**	0.022392	0.194774
Environmental Physiology	**-0.856026**	0.244948	**0.746252**	0.151005	0.382316
Industrial Ecology	**0.846751**	0.065435	0.119076	-0.032580	**0.918326**
Environment	**0.772501**	0.406892	0.088248	**0.841059**	-0.139253
Environmental Safety and Compliance	-0.225132	**0.717761**	-0.096710	**0.877245**	0.137207
Eigenvalues	2.150901	2.019415	1.849007	1.528372	1.135994
% of total variance	0.358484	0.336569	0.308168	0.254729	0.189332

The results of factor analysis showed that the total variance of the 'traditional' model of teaching made 68% of the in-class and extracurricular work, and the total variance of the 'Scientific Research' model was 73%. (Table 3) The obtained results indicate that research activities increase the proportion of students' independent work, which is extremely important for the formation of sustainable lifestyle competencies and future research results. In addition, the training of students within the framework of the 'Scientific Research' model increases the number of modules, which is important for the distribution of topics and their deeper study.

According to the factor loadings, the variance of each module determines the sequence of competency formation (significance) within the topics studied. In the 'Traditional' teaching model, the variance of the first module is 35%, i.e. the students see basic knowledge and skills acquired in the classroom primarily in personal importance (Environmental Physiology), then in the industrial field (Industrial Ecology), for the environment (Environment). The following thematic sections account for 33% of the total factor loading: Medical Ecology and Urban and Dwelling Ecology; the students consider the results of their studies for the biosphere (Environmental Safety and Compliance) to be useful last after all others.

In the 'Scientific Research' model, the studied topic determines the sequence of competency formation in the following thematic order: 30% of the factor loading of the first module can be attributed to the course units of Environmental Physiology and Medical Ecology. According to the students, the knowledge and skills acquired are necessary first of all for a healthy lifestyle and ensuring personal safety, in addition, the students consider it necessary to care of the health of the people around them, too. It is also very necessary to know about the epidemic situation in the country or in the region for the development of the most effective prevention measures (Urban and Dwelling Ecology). The students give 25% of the importance of the acquired knowledge in the course of the studied topic to the global assessment of the impact of geoecological phenomena on the epidemiology of diseases (Environment and Environmental Safety and Compliance); also, the obtained knowledge can be useful in their future professional work (Industrial Ecology).

Quantitative differences in the factor loadings of these two training models show that the topic of research, as well as the teaching forms and methods determine the level of competency formedness. In the 'Traditional Model', the factor loading of the Medical Ecology course unit is 0.82, and in the 'Scientific Research' model it makes 0.84; the factor loading of the Environment course unit amounts to 0.77 and 0.84; that of Environmental Safety and Compliance course unit is 0.71 and 0.81, respectively. It can be argued that traditional teaching methods and forms create the 'threshold' level of competencies in students, and research activities form the 'advanced' level.

The quality of research activities (the level of formed competencies and the research results) can also be assessed by qualimetric methods; the main characteristics of intellectual labor in this case will be: the number of published papers and their citation, projects, technological developments, etc.

Conclusion

Thus, the results of our study allow drawing the following conclusions:

Traditional methods and forms of training create the minimum level of competencies necessary for the students' self-actualization in their life and professional activity, whereas research activities, organized on the principle of the human behavior FS, form a system of competencies that are the basis of a sustainable lifestyle.

In the process of scientific research, a sequence of competency formation is created, in the order of their significance for the man and the environment. First, personal competencies are formed, as it is physiologically natural and conditioned by the importance for the persons themselves, subsequently ecological, general scientific and professional competencies are formed.

The results of scientific research of each person are individual, their diversity shapes the patterns of a sustainable lifestyle for each person; this is the modern role of higher education on the way to universal achievement of the Millennium Development Goals.

Appendix

Table A.1. The results of students' final testing in the thematic course units "The Human ecology" over 2016 academic year.

Course units	Conventional teaching model			Scientific research teaching model		
	M±m	Min/max	SD	M±m	Min/max	SD
Medical ecology	4,09±0.21	3-5	0,70	4,46±0.16	3-5	0,63
Urban and Dwelling Ecology	4,4±0,20	3-5	0,68	4,4±0,16	3-5	0,63
Environmental Physiology	4±0,23	3-5	0,77	4,2±0,17	3-5	0,67
Industrial Ecology	4,2±0,14	4-5	0,46	4±0,16	3-5	0,65
Environment	4.09±0.21	3-5	0,70	4,5±0.16	3-5	0,63
Environmental Safety and Compliance	4,18±0,18	3-5	0,60	4,4±0,13	4-5	0,51

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World of Games in the World of Education

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Abstract
Studying at the university is not a game. But it doesn't mean it cannot be treated as one! Fear of bad grades has never been the best way to motivate students. Often teaching activities are performed using the repetition of a model obtained with own experience as a student or, in the best cases, by trying to avoid the worst practices personally acknowledged as the most negative ones. The final goal - the diploma, at the end of the long "university journey" seems too distant to keep high morals during study. Here comes the question: how to prompt students to learning?

Gamification, a term that applies almost solely to entertainment, is a way of engaging people's competitive drive and applying it to achieve their better performance. My ideas, described in the following paper, are basing on my own thoughts on games, mainly World of Warcraft and possible applications in university environment. In the World of Warcraft from the very first minute you start playing, the game constantly dangles a carrot on a stick in front of you. It could be a new ability, a powerful sword, or a cool mechanical chicken to ride on. Whatever it is, it's always just attainable enough that you'll say "just one more quest! ". Short and clearly marked steps allows player to monitor his progress and gives knowledge how to reach next level.

Last but not least games have been primarily focused on competition, but nowadays it is also about cooperation to earn new achievements - both also most wanted in the didactics. This paper presents possible ways of introduction of gamification in education as well as their pros and cons.

Keywords: education, higher learning, gamification

3.Introduction

Since the dawn of mankind people enjoyed competition. Rivalry drives progress in technology, science, economy. Today people can find this thrill of struggle of being the best in video games. Unique story, progress through challenging levels and dungeons, thousands of achievements, cooperation and competition with millions of other players and that constant feeling of saving the word - those are the secrets of the most famous MMORPG World of Warcraft. Since over twelve years WoW is dominating the market(Humphries, 2014), everyone has heard of it, many has played it. According to recent statistics average player is spending around 23 hours per week in Azeroth - WoW's universe (Statista, 2014) , which is over half of time that student is weekly spending at school. This acknowledgement leads to a question: what is so tempting in game to "waste" so much time on it? And bonus question: can we learn from it how to attract people to other tasks like education?

Those inquiries pointed me to idea of implementing some of the games mechanics to classroom and see if there will be any positive outcome in class results. This paper will describe my founding about possible application of "gamification" in everyday's teaching activities.

4.What is a "gamification"?

Gamification is the application of game-origin elements and game principles in real-life contexts. Gamification commonly uses game design elements to improve user's engagement. During the last couple of years, gamification (Deterding, 2011; Huotari, 2012) has been a trending topic and a subject to much hype as a means of supporting user engagement and enhancing positive patterns in service use, such as increasing user activity, social interaction, or quality and productivity of actions (Hamari, 2013)

Even though the term "gamification" was first used in 2002 by Nick Pelling (Marczewski, 2012), a british computer programmer and inventor, it did not gain popularity until 2010 (Zichermann, 2011). Even prior to the term coming into common use, other fields were borrowing elements from videogames ;

for example, some work in learning disabilities and scientific visualization adapted elements from videogames. The term "gamification" first gained widespread usage in 2010, in a more specific sense referring to incorporation of social/reward aspects of games into software. The technique captured the attention of venture capitalists, one of whom said he considered gamification the most promising area in gaming. Another observed that half of all companies seeking funding for consumer software applications mentioned game design in their presentations (Peake, 2012),.

5.Introducing gamification

Before one introduce gamification into classroom it has to be fully thought out. This paper splits gamification into several elements. There is no precedence between them, because unless all are fulfilled we cannot speak about complete gamification (Brigham 2015).

5.3. Narration

Create an engaging story is considered as the hardest part of classroom gamification. People are curious, so even if the competition aspect will not be enough attracting, then maybe thirst for finishing the story will do the job? Lore is the main element that stays in memory, like movie Pulp Fiction or game Planescape: Torment- both share eternal popularity thanks to very good storyline (GamesRadar 2017).

Great story can also keep participants close to subject's history. Take a look at thousands of Wikias about almost every game, TV series or movies. For example WoWwikia - fan-made Wikipedia about World of Warcraft was the second biggest English Wikipedia in the word with about 5 million visitors each month (Engaged Portal, 2009). While it is about every aspect of the game, the most of the articles focus on lore of the game. There are also Wikias about Game of Thrones, DragonBall, Starcraft and those have thousands of articles, when chemistry-focused Wikia has only... 221 articles.

It is now obvious if teacher wants to keep students attention on classroom-game it needs to be told well. This is exhaustive task, so let's employ students to expand game's story. Work together with them to develop the narrative of the class, as well as short, and long-term goals. Allowing students to have a voice in the class game objectives design, vote on a model that fits everyone, and revise it as the class goes on to keep attention. As a result, students will be put behind the wheel of their own learning, allowing them to express creativity and control over the direction of the class.

Given that the class design is a collaborative effort, it will give students a sense of ownership towards the final outcome of the class, and in turn, motivate them to participate and succeed within the class narrative. Additionally, since the class and assignment design is done in a collaborative process, students who would otherwise struggle in a traditional class setting, will have the opportunity to be involved in creating a learning space they can excel in.

5.4. Immediate feedback

Students are often complaining that exam's results have to be waited. Teachers are usually limited to performing tests in order to evaluate student's knowledge. Assessment is usually done after larger part of material, and in the meantime student could have lost track on something basic and could be unable to catch up before evaluation. In games player receives an immediate feedback on his actions, fail on avoiding enemy's spell is clearly visible in declining health pool and vice versa: performing correct action rewards him with gold, experience or other currency. Classrooms must work in a similar fashion, as students must be able to receive and give feedback so it is known if the steps they are taking are in the right direction.

Performing often, short evaluation in classical way - on paper will be tiresome for teachers, so there is a need for automation. While in some subjects, like literature, it might be problematic, but in science it is truly effortless - just give students an additional math equation, chemical reaction to align or task to match species with their environment. The opportunities are unlimited.

5.5. Rewards and achievements

People do things, because they expect something in return. We go to work to earn money, we train hard to win tournament. Graduating is also a kind of goal of learning process. So why players spend thousands of hours collecting virtual points, but cannot take time to do few examples from math's class? Because those examples are not rewarding him with anything that he can boast himself. Each point in ranking can move him higher on results ladder, and he knows exactly how much does he need for overthrowing leader. In math he gets only a faint promise that this calculation will pay off on the distant test, but it is not too enough. Student has to see his progress immediately, so gamification experts are borrowing experience bars from games. There with any completed quests player is rewarded with experience points that allow player's avatar to level up. In school with each completed assignment, test, or project, a certain amount of points can be added to students' progress bar, bringing them closer to reaching their next level.
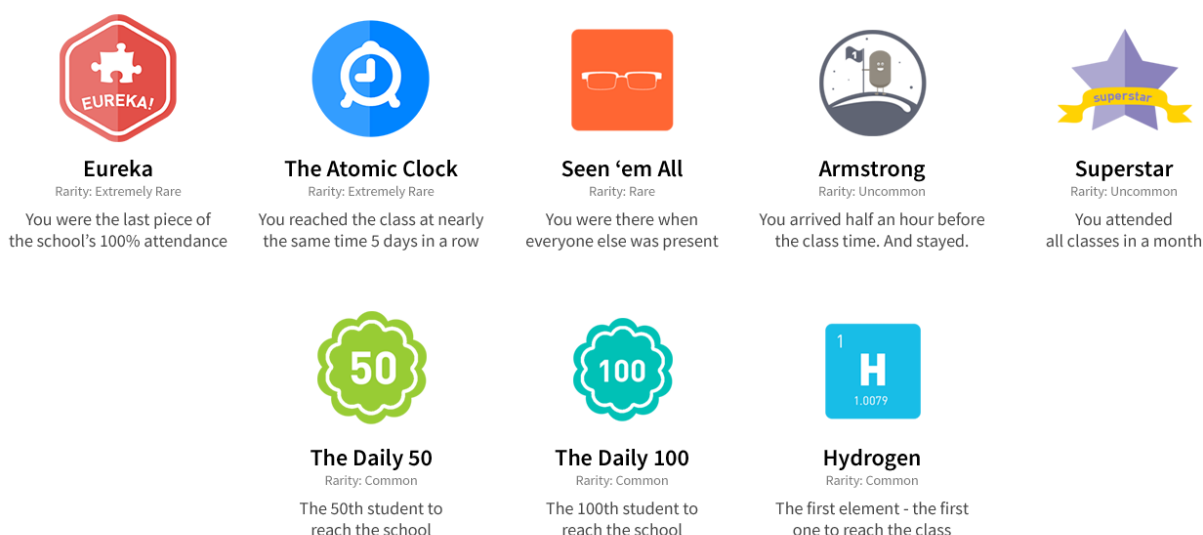
Fig. 1. Sample achievement badges from primary school. Not all achievements has to be strictly connected to learning.

As high school teacher Alice Keeler explains in her gamified classroom (Keeler, 2015), progress bars and levels allow students to set goals for themselves and celebrate success once achieving them. It also gives struggling students a touchable indication of how close they are to reaching the next level, allowing them to determine what they could have done better to get there. This can be tremendous for student confidence, as they are allowed to learn from their mistakes, and are motivated to raise their achievement to reach level promotion.

Badges and other rewards are a good ways of recognizing student positive deeds (see fig. 1.) and incentivizing students to continue raising their efforts in reaching academic goals. By providing a tangible symbol of achievement, badges and rewards - even virtual, can be very effective in celebrating certain student accomplishments, and can be a great tool for raising student engagement in classroom. Even if badges are given for simply attempting an assignment, completing extra task, or showing continued effort in reaching a goal, the mere recognition of effort can go a long way in motivating students to learn (Hamari, 2015)

5.6. Equal opportunities

Students' progress should be taken into account throughout all subjects, some people are good in math, but fail on PE, while others might be good at chemistry, but weak in history. Problem of unequal skills is solved in World of Warcraft. There some people might be good at player versus player combat, while other dominate in player versus A.I. fight. Every step a player does in PvP makes him progress in ladder board, weak players make tiny steps, while good players perform jumps. But in the end they will meet on top, but for weak one it will take much more time. Similar applies to classroom.

Currently there are grades, e.g.: 2.0 (worst) to 5.0 (best), and student's final mark is the average of all he has collected. Let's change the evaluating system into points: 0 for not attempting, 5 for best result. Furthermore: let's add additional, non-mandatory options to gain points. Below table show potential results for 3 students.

Table 15. Sample students results expressed in quantity of points they received.

Task	Student A	Student B	Student C
Test I	4	2	3
Test II	5	3	4
Test III	4	3	4
Bonus presentation	0	2	1
Homework I	1	2	2
Homework II	0	1	0
Total points	14	13	14

Student B is clearly the worst one, but at least we can see he works - he is doing additional tasks. Students A has very good results on tests, so he seems to understand the subject properly and he does not even need to do homework. And student C is doing on average. He could give it a rest, but he wants better grade, so he performs additional tasks to increase final result.

Furthermore experience-based grading system allows for retries on failure. At the same time, students who failed the first time, have the opportunity to learn from their mistakes, and try again until they succeed. This encourages students to learn for themselves in order to master appropriate skills and eliminate the pressure or fear of failure. In games, and in life, failure is an essential component of success. Students should be allowed to fail and learn from their mistakes without feeling dejected or unmotivated to try again. Even though this can be often automated it will still require more work in terms of preparing for teachers, but student performance and understanding will undoubtedly rise.

6. Summary

Though there are many who criticize gamification, it is unquestionable that gamification provides students and teachers with a new and very innovative way of enhancing learning. Gamification has the ability to transform the classroom to teach students practical skills, foster collaboration and creativity, as well as motivate students to advance their own learning through self-guided instruction.

There are current numerous examples of gamification applied to learning environments, both offline and online. Quest to Learn (Q2L), a was very first public school, opened in 2009 to offer its first class of sixth graders a gamified curriculum in which learning happens through the motivation of play (Davidson 2010). As an example, through the school's unified math and science track called "The Way Things Work," one game has students help a shrunken scientist navigate throughout the human body. Another example of gamification in learning is the Khan Academy, which is popular online gamified learning tool that features instructional videos and exercises on a variety of topics. In 2010, Khan Academy introduced badges as motivation for learning. There are hundreds of badges organized into different types, which include moon badges given for significant investment in learning and sun badges given for dedication.

It has been counted that average player by the age of 21 spends over 10 000 hours playing computer games (McGonigal, 2010) and less than 20 000 at school, nevertheless it is more possible that he will know better spells of his favourite character than laws of physics from school. It is time to act and change this phenomenon - school and universities have to embrace gamification to stop producing forced to learn students, and start creating students, for whom learning is an adventure.

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Improving sports technique of stretched Gienger salto on uneven bars based on biomechanical indicators

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Abstract
The main purpose of this paper is the improvement of sports technique key elements on the basis of the kinematic and dynamic indicators of stretched Gienger salto on uneven bars in the basic specialization phase of training. The following methods have been used in this research: theoretical and methodical analysis of the existing literature in artistic gymnastics; method of evaluation of gymnastics routine sports technique by using the algorithmic structural-systemic analysis of movement; video-computerized method, using "Pinnacle Studio", "Kinovea" and "Physics ToolKit" programs; method of movement postural orientation and evaluation of sports technique key elements with complex coordination of movement structure; method of linear-branched programming of learning and improving the gymnastics routines; statistical method, by means of "KyPlot" program. The results of the spatial – temporal characteristics of sports technique key elements of stretched Gienger salto on uneven bars reveal the phasic sequence of execution, namely the preparatory movement of launching from front giant, moment of bar release, multiplication of body posture and the concluding posture of re-grasping the bar in conformity with the technical requirements of FIG Code of Points. The use of the video-computerized method along with the movement postural orientation method and the algorithmic analysis of sports technique used in the Gienger salto stretched on uneven bars led to an increasingly efficient development of the contents of long-term learning programs, the improvement of technical execution and better performances in competition.

Keywords: artistic gymnastics, kinematic and dynamic indicators, key elements, long term programs of learning, performance;

Introction

   Artistic gymnastics has reached a very high level of development lately; its routines impress by the difficulty of their elements and combinations and also by the virtuosity of execution and elegance of movements. (Vieru, 1997; Smolevskij & Gaverdovskij, 1999; Grigore, 2001; Arcaev & Suchilin, 2004; Gaverdovskij, 2014).

   Constant analysis of gymnastics trends is a necessary condition of developing and improving an effective system for the preparation of top-class gymnasts and the technique of their "production on the line". To fully understand where modern gymnastics is heading we must know the trends in world sport. The most important trends are the following (Arkaev & Suchilin, 2004): rise in motivation and prestige of supreme sports achievements, growth in sporting technical results and tougher competition for the top sports titles.

   Although it has experienced a particularly rapid, profound and multilateral progress, partially renewing its contents and the Regulation provisions as well (reduction of technical requirements for difficulty score, FIG, 2017), artistic gymnastics undergoes a permanent crisis, raising numerous question marks on its future evolution both nationally and internationally (Dobrescu & Bibire, 2008).

   Thus, the technique is represented by a system of specific motor structures rationally and economically built, in order to obtain maximum efficiency in competition. The analysis of technique highlights the following components: technical element, technical procedure, style and basic mechanism (Dragnea & Mate – Teodorescu, 2002). The effective learning, in different stages of technical training, can be provided only if the learning stages and their content are closely related to efficiency criteria (Platonov, 2004). For the analysis of gymnastics routines technique, in terms of bio-mechanical positions, the "arithmetical"

entry is used, involving operations of improvement of the concrete issues (Smolevskij & Gaverdovskij,1999).

At the present moment, the issue of technical execution correctness in gymnastics is the main criterion for including the performances on a continuously ascending curve. The complexity of gymnastics current technique implies the use of a new technology able to decipher the internal mechanisms of the movement in order to understand and use them for increasing performances. Modern trends come from the field of biomechanics, as a scientific branch, dedicated precisely to the discovery of these mechanisms (Crețu, 2004).

There are numerous current concerns in the scientific research regarding biomechanics aspects in gymnastics; they are applied for understanding and classification based on the clear establishment of movements study field. The present orientations in the biomechanical research specific to this sports branch and the interest shown refer to the transfer of rotation movements, the mathematical modeling of biomechanical indicators, back giant, differences between the dismounts off front giant and back giant, dismounts off uneven bars (Crețu, Simăn & Bărbulescu, 2004; Hiley, & Yeadon, 2007; Potop, Grigore, Timnea & Ulareanu, 2014; Potop, Timnea, Mihaiu & Manole, 2014). Other issues that raise the interest of the researchers worldwide are the following ones: similarities between the giant on high bar and the giant on uneven bars, elements with release and re-grasping of the bar etc (Potop, Timnea & Triboi, 2013; Potop, Grigore & Timnea, 2015).

Besides its specific procedures, the uneven bars - women's artistic gymnastics event - enriched its contents with new procedures whose names are not yet found in the specialized literature. The main directions of development of routines on this apparatus are (Grosu, 2004): derivation, composition, concentration and loan (transfer).

In accordance with the requirements and the specific character of apparatus in women's artistic gymnastics, the elements on uneven bars are divided into several structural groups, defined not only by the way of execution but also by their purpose, namely: straightening, large and small rotations, free passing over bars, saltos and re-graspings, simple turns on longitudinal axis or turns during various basic movements, passing from a bar to another, mounting and dismounting (Vieru, 1997, Grosu, 2004; Dobrescu & Bibire, 2008; Readhead, 2011); the piked or stretched Gienger salto is included in group III of Giant circles elements with difficulty value D – 0.4 and E – 0.5 points.

The analysis of the specialized literature certifies the importance of research on sports technique of gymnastics routines and their learning, taking into consideration the positions and postures of the body. In this connection, V.N. Boloban and E.V. Biriuk (1979) propose the use of movement postural orientation method for the study of gymnastics sports technique. In recent years, the scientific papers have improved the concept and methodology of implementation of this method (Boloban, 1988-2015; Sadovski, Nizhnikovski, Mastalezh, Vishiovski & Begajlo, 2003-2013; Potop, 2012-2015 etc.).

The main purpose of this paper is the improvement of sports technique key elements on the basis of the kinematic and dynamic indicators of stretched Gienger salto on uneven bars during the stage of training basic specialization.

Hypothesis of the paper. We consider that the biomechanical analysis of stretched Gienger salto on uneven bars based on the achievement of the macro methods of learning in the case of young gymnasts aged 12 to 15 will contribute to the development of sports technique key elements and to the improvement of movement dynamic and kinematic characteristics.

7. Methods & materials

The research was conducted from 2012 to 2014, monitoring the performances of the gymnasts in three national events on uneven bars. The subjects were 9 athletes of 12 -15 years old. All of them were components of junior national team of Romania. To highlight the dynamics of biomechanical characteristics of Gienger salto we analyzed several saltos in competition conditions: during the National Championships of Romania, Oneşti 2012 - 6 saltos, during the National Championships of Romania, Bucharest 2013 - 12 saltos and at the National Championships of Romania, Bucharest 2014 – 9 saltos.

The methodological character of this research consists of the generalization and systematization of a large number of scientific data and the practical experience related to knowledge formation. Thus, the macro methods for learning the gymnastics routines are presented as a modern dynamic system that includes and integrates the technological, didactical, biomechanical and motor structures of the routines to be learnt. The objective practical-scientific argumentation for elaborating the macro methods to learn gymnastic exercises with increased difficulty was possible thanks to the use of modern theories (Potop, 2015).

Research methods used: method of theoretical and methodological analysis of literature related to artistic gymnastics; method of evaluation of gymnastics exercises sports technique by using the movement algorithmic analysis (Gaverdovskij, 2014); video computerized method, by means of: "Pinnacle Studio", "Kinovea" and "Physics ToolKit" programs; method of movement postural orientation and evaluation of key elements of sports technique with complex coordination of movement structure (Boloban, 2013); method of linear-branched programming of gymnastics routines learning and improving (Potop, 2015); statistical method by means of "KyPlot" program.

The biomechanical analysis was made with Physics ToolKit Version 6.0 program, monitoring the key elements of sport technique of Gienger salto, divided into two parts: rotation motion with rotation axis on apparatus, in terms of preparatory movement phase (PM): Sub-phase 1 (SPh1) spring under bar; Sub-phase 2 (SPh2-LP) body launching posture – moment of release of the bar; translation and rotation motion with GCG rotation axis regarding the basic movement phase (BM) – multiplication of body position (MP) – salto backward with ½ turn (180°) piked or stretched and concluding movement phase (CM) – concluding posture (CP) of re-grasping the bar (fig. 1).

8. Results

Table 1 presents the anthropometric and biomechanical indicators required by the biomechanical analysis of Gienger salto stretched on uneven bars, in terms of weight and height with arms up for calculating the inertia of rotation (IR), the radius of body segments movement during rotation phase with and without support.

Table 1. Anthropometric and biomechanical indicators required by the biomechanical analysis of sports technique used in Gienger salto stretched on uneven bars ($\bar{x}$ ±SD)

Stages of testing	Weight (kg)	HwAU (m) (height arms up)	Rotation movement with support				Rotation movement without support			
			IR (kg·m²)	Radius movement (m)			IR (kg·m²)	Radius movement (m)		
				toes	CGG	shoulder		toes	shoulder	arms
2012	33.1	1.84	112.88	1.789	1.046	0.517	14.20	0.734	0.481	0.776
n=6	±3.27	±0.09	±21.89	±0.09	±0.08	±0.05	±2.82	±0.07	±0.04	±0.06
2013	33.13	1.84	112.46	1.616	0.928	0.499	14.20	0.726	0.401	0.673
n=12	±2.87	±0.07	±18.31	±0.05	±0.05	±0.03	±2.25	±0.05	±0.05	±0.05
2014	35.8	1.88	123.77	1.660	0.968	0.524	15.58	0.725	0.432	0.721
n=9	±3.73	±0.06	±20.13	±0.10	±0.07	±0.04	±2.49	±0.06	±0.06	±0.07

Note: IR – inertia of rotation in phase of rotation movement without support = ½ m · ½ r² (½ body weight x ½ body height arms up²)

Table 2 shows the comparative results of biomechanical analysis indicators that characterize the kinematic structure of the key elements of Gienger salto sports technique according to joints angles data (using «Kinovea» program). The saltos were made in competitive conditions during the Romanian

National Championships of Artistic Gymnastics, Bucharest 2014 and the Romanian National Championships of Artistic Gymnastics, Onesti 2012.
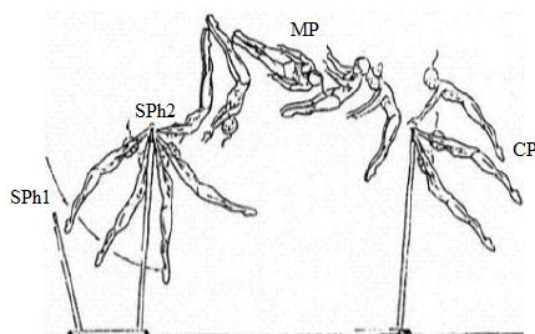
Fig. 1. Key elements of sports technique of swing forward and salto backward with ½ turn (180°) piked or stretched (Gienger salto) – to hang on HB on uneven bars

Table 2. Comparative indicators of angular characteristics of body segments during execution of sports technique key elements of stretched Gienger salto on uneven bars (2012, n = 6; 2014, n = 9)

Stat. Indic.	PI (deg)		SPh1 (deg)		SF2- LP (deg)				MP (deg)		CP (deg)			
	toes-vert.		thigh-torso		2.1 thigh-torso		2.2 torso-arms		thigh-torso		a thigh-torso		b torso-arms	
	TI	TF	TI	TF	TI	TF	TI	TF	TI	TF	TI	TF	TI	TF
$\bar{x}$	16.83	9.56	143.17	139.22	147.67	146.78	148.5	138.33	164.83	158.11	136.5	160.56	156.5	129.56
S	4.62	11.19	18.36	13.59	8.33	6.68	3.62	6.06	7.08	4.62	28.53	23.71	31.64	15.48
Cv%	27.46	17.13	12.82	9.76	5.64	4.55	2.44	4.38	4.29	2.92	20.90	14.77	20.22	11.95
t_{i-f}	1.495*		0.958		0.098		3.892		2.085 (signif.)		-1.352		2.116*	
p	>0.05		>0.05		>0.05		<0.01		<0.05		>0.05		>0.05	

Note: t_{i-f} - Unpaired Comparison for Means; signif. - significant < 0.15, *p< 0.05 (F – Fisher); SPh1 – sub-phase 1 – passing over low bar; SPh2 – L.P. – sub-phase 2 – body launching posture (release of bar); MP – FMH – multiplication of body posture – flight maximum height; CP – concluding posture of re-grasping the bar; TI –initial testing, TF – final testing

Figure 2 shows the individual spatial-temporal characteristics of gymnast I.A, (14 years old) in terms of GCG trajectory during Gienger salto execution on high bar on uneven bars in competitive conditions in the National Championships of Romania during the period 2012 – 2014.
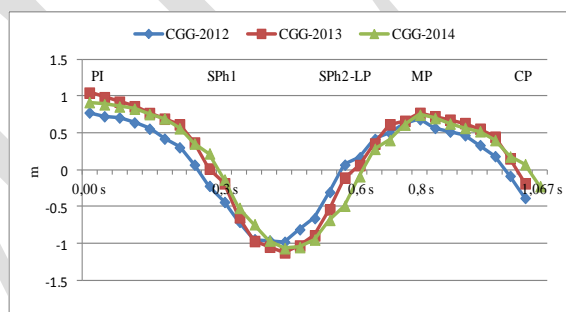
Fig. 2. Graphical representation of GCG trajectory during Gienger salto execution on high bar on uneven bars, gymnast I.A (14 years old)

Figure 3 presents graphically the individual values of the angular speed of body segments during Gienger salto execution on high bar on uneven bars by the athlete I.A. (14 years old), concerning the phase of preparatory movement for rotation with support and the basic phase of rotation without support and conclusion.
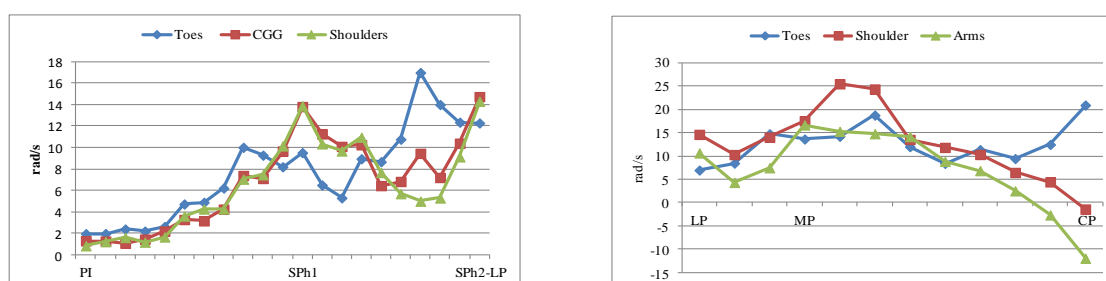
a) Phase of preparatory movement of rotation with support   b) Phase of basic movement of
rotation w/o support and conclusion

Fig. 3. Graphic representation of angular speed of body segments during execution of Gienger
salto on uneven bars

Table 3 presents the correlation between the biomechanical indicators of the key elements of sports technique of Gienger salto and the results achieved in the National Championships of Romania, Bucharest 2014.

Table 3. Results of correlative analysis of biomechanical indicators of stretched Gienger salto on uneven bars and results in competitions held in 2014 (n = 9)

No.	Indicators*		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	IR (kg·m²)	with S	-	.489	.724	.866	.435	.435	.472	.628	-.003	.458	.242	-.482	-.059	-.235	.226	.047
		w/o S	.999	.484	.725	.875	.431	.432	.467	.618	.037	.460	.239	-.461	-.057	-.182	.252	.090
2	RM with support (m)	toes	-	-	.594	.484	.927	.886	.948	.229	.129	.943	.044	-.372	-.372	-.251	.216	.041
3		GCG	-	-	-	.779	.829	.852	.900	.020	.132	.901	.030	-.437	-.283	-.154	.192	.074
4		shoulder	-	-	-	-	.425	.484	.653	.386	.123	.639	.353	-.407	.056	.001	.221	.155
5	RM w/o support, (m)	toes	-	-	-	-	-	.910	.823	.209	.134	.822	.059	-.414	-.421	-.242	.293	.086
6		shoulder	-	-	-	-	-	-	.904	.314	.257	.859	.153	-.442	-.345	-.218	.172	.029
7		arms	-	-	-	-	-	-	-	.275	.144	.952	.129	-.379	-.237	-.228	.133	-.000
8		SPh1	-	-	-	-	-	-	-	-	.028	.195	.195	.424	-.408	.275	.089	.231
9		SPh2.1	-	-	-	-	-	-	-	-	-	.326	.009	-.651	.087	-.604	-.776	-.826
10	KE, (degrees)	SPh2.2	-	-	-	-	-	-	-	-	-	-	.092	-.555	-.134	-.134	-.273	-.065
11		MP	-	-	-	-	-	-	-	-	-	-	-	-.225	-.060	-.100	.225	.108
12		CPa	-	-	-	-	-	-	-	-	-	-	-	-	-.428	.503	.538	.663
13		CPb	-	-	-	-	-	-	-	-	-	-	-	-	-	.062	-.614	-.463
14	AA, AF	difficult	-	-	-	-	-	-	-	-	-	-	-	-	-	-	.375	.732

15	(points)	execu										-	-	-	-	.901
		t.	-	-	-	-	-	-	-	-	-	-				
16		score	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Note: table 1 and 2; r- Pearson's correlation coefficient, p<0.05, r = 0.683; p<0.01, r = 0.833; IR – inertia of rotation, RM – radius of movement of body segments; SPh2.1 – thigh-torso angle; SPh2.2 –torso-arms angle; CPa- thigh-torso angle; CPb - torso-arms angle; KE – key elements, AA – all-around, AF - apparatus finals

Discussions

The method of video-computerized biomechanical analysis of Gienger salto, consistent with the method of movement postural orientation, allowed highlighting and identifying the key elements. Their assimilation deepens the understanding of sports technique used in gymnastics routines and makes possible the development of modern programs for their learning.

The macro methods of learning difficult acrobatic and gymnastics exercises of coordination, also the logical-structural diagram for achievement in sports training are well presented by Prof. V. Boloban (1988). Structurally, the macro methods introduce the functional assembly of long-term programs for learning the exercises of "movement school", the basic level of specialization, of the arbitrary and final programs, also the development of physical qualities consistent with the technical training based on the influence of key concrete goals of gymnasts' sports training (Boloban, 2013, Boloban & Potop, 2015).

The comparative analysis of the results of anthropometric and biomechanical indicators necessary for the biomechanical analysis of Gienger salto (table 1) reveals the increase of body weight by an average of 33.1 kg in the initial testing and by 35.8 kg in final testing, also an increase of the height with arms up – 1.88 m which influence the change of the value of inertia of rotation (IR), (kg m²) in the phase of rotation with support and in the phase of rotation without support as well. Regarding the radius of segments movement during the phase of rotation with support in the preparatory movement, we observe the decrease of toes movement and GCG and their increase at shoulders in the final testing, which led to the improvement of the preparatory movement in SPh1 and SPh2-LP.

The analysis of kinematic structure indicators of the sports technique key elements of Gienger salto on uneven bars according to segment angles data allowed the highlighting of joint angle mean and the significance of differences between tests (table 2):

- in preparatory movement phase, in the launching posture (LP) – handstand, there is an average of 16. 83 degrees of the angle between toes and the vertical in initial testing and a decrease by 7.27 degrees in final testing, with significant differences at p<0.05 (Fisher). These differences are caused by the improvement of launching posture (LP) – handstand, starting to make the vertical preparatory movement, although it originates from the concluding posture of another difficult element. In SPh1, which is the moment before passing over the low bar, the average angle between thigh-torso has a value of 143.17 degrees in initial testing and a decrease by 3.95 degrees in final testing, with insignificant differences at p>0.05, which justifies the importance of avoiding the low bar without disturbing the technical execution. In SPh2-LP, the posture of release of high bar is characterized by the decrease of the angle thigh - torso by 0.89 degrees and torso – arms by 10.17 degrees in final testing, with insignificant differences at p>0.05, which contributed to the improvement of the preparatory movement for beginning the salto.

- in the basic movement phase, the multiplication of body posture (MP) in the moment of GCG maximum height, there is a decrease of the angle thigh-torso by 6 degrees in final testing, which allowed the increase of salto flight phase amplitude.

-in the concluding phase, re-grasping of the bar in hanging position, we notice an increase of the angle thigh-torso, removing the legs from the bar; instead of it, the angle torso-arms decreased, thus the bar re-grasping with stretched arms (technical mistake) was more difficult.

The results of the correlative analysis highlight the following matters (table 3): strong connections between indicators at p<0.01 inertia of rotation (IR) during rotation phase with support and IR in the

phase of rotation without support and the radius of movement (RM) of shoulder joint during the phase of rotation with support on apparatus; IR in the phase of rotation without support with RM of shoulder joints; RM of leg joint in the phase of rotation with support with the RM without support of the joints of legs, shoulders and arms, SPh2.2 – angle between torso-arms in the phase of rotation with support; the RM of rotation with support of GCG with the RM of the rotation without support of shoulders and arms joints, SPh2.2; RM of rotation without support of the leg with shoulder joints; RM of the rotation without support of shoulders joint with arms and SPh2.2; RM of rotation without support of the arms with SPh2.2. The connections at $p<0.05$ have correlations between the inertia of rotation (IR) with support and without support with the RM of rotation with support of body GCG; RM of rotation with support with the RM of GCG and shoulder in the phase of rotation without support; RM without support of the leg with the arms and SPh2.2; SPh2.1 with execution and final score; difficulty with final score (result).

Conclusions

The results of the spatial – temporal characteristics of sports technique key elements of stretched Gienger salto on uneven bars highlights the phasic sequence of execution, namely the preparatory movement of launching from backward giant circle, moment of bar release, multiplication of body posture and the concluding posture of re-grasping the bar in accordance with the technical requirements of FIG Code of Points.

The correlative analysis between the biomechanical indicators of Gienger salto stretched and the performances achieved in competition on uneven bars by the gymnasts aged 12 to 15 years reveal strong and moderate connections between the kinematic characteristics of sports technique key elements and the scores obtained in competition. As for the weak connections, they require a special attention on improving the phasic structure of body posture.

The use of video-computerized method in accordance with the method of movement postural orientation and algorithmic analysis of sports technique of stretched Gienger salto on uneven bars contributed to the more effective development of the contents of long-term learning programs, the improvement of technical execution and the achievement of better performances in competition.

The biomechanical analysis of Gienger salto on high bar on uneven bars based on the achievement of the macro methods of learning in the case of young gymnasts aged 12 to 15 years contributed to the development of sports technique key elements and to the improvement of movement biomechanical characteristics, which confirms the hypothesis of this paper.

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Immortality and immortals in Pahlavi texts and Shahnameh

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Abstract

Immortality and immortals are among the issues being highly reflected not only in Shahnameh but also in Pahlavi texts.

Immortality among the other nations is a source being reflected in oral and written sources of those nations. Immortality and immortals have many aspects in Iranian culture and consequently in Firdausi Shahnameh, but to grasp such issues we have no choice but to take advantage of Pahlavi texts. This study not only addresses the issues of immortality and immortalsbut it also discusses the roots of such issues in Iranian culture and compares such immortal characters with the other nations. In this study we avoided generalizations and making superfluous and unnecessary examples, instead we tried to take scientific advantage of Pahlavi texts that bear lots of resemblances to Firdausi Shahnameh based on literary and mythological criticisms so that at the end we can reach a considerable conclusion.

Key words: immortality, immortals, Shahnameh, Pahlavi texts, literary criticism, mythological criticism.

Introduction

From ancient years, humans faced death phenomenon in various forms. Different nations found a tool in the form of religion, myth, magic, spell and so on to challenge the demon of death and eventually overcome it. We can consider immortality a function of fear of death which is the natural feedback of such a manifest destiny.

In its Myth and in the process of introducing Freudian psychoanalytical views and its connection with myth ,Routon states that:

"Reagent illusions being created as a result of psychological projection include our ideas about immortality, punishment and the world after death and all of them are only the reflections of our inner psych and the psychological myths." (Routon, Myth, 26: 2002)

But what death is and what reactions it follows at the part of different nations?

What are the reasons for fear of death? Why people are afraid of death? What is the relationship between immortality in this world and fear of death and eventually, where and how is the position of immortality and immortals in Pahlavi texts and Shahnameh?

To answer these questions we can say that death is a painful and inevitable process involving all human beings in every society and class. There is no nation, race and generation to be able to survive the powerful and dreadful clutches of death. Death has been the manifest destiny of all human beings during the history from the very beginning up to now. Death is the most frightening and mysterious issue of human life that has been involved lots of researchers but it has still been remained in a halo of ambiguity and complexity (Nek, Freezer,: 2007, P. 132). How it is possible that today's modern human beings were able to find a solution for all their individual and social problems (either they solved the problem completely or reduced its pain leading the human beings to the relative welfare we witness today) but they haven't found any way to cope with death and they only try to deny that, cover up or divert their minds from that and make themselves busy with the other interesting aspects of life. (Nek, Organon: 2011: 323)

However, lots of researchers also investigated death deeply and tried to discover its great mysteries (ibid: 323). Although they couldn't find any cure for such an untreated pain, their studies and works let us know that how much human being had thirst for coping with death and stay in this world forever. He tends not to consider death the end of everything and prefers to use it as a bridge for escaping from the world full of unhappiness to the world full of happiness and prosperity (Nek, Eliadeh, 1996). His inner dream is to be immortal. He always wants his life to be full of health, pleasure and ecstasy and he never wants such blessings to end due to ailment and death. (Nek, Meskoob, 1978)

These continuous problems lead humans' dynamic mind to create myths and legends that are full of heroes and their dangerous epics, most of which deserved eternity and joined gods due to their bravery and heroism. (Nek, Shafa, 2004)

Such heroes either sought the requirements of immortality themselves or others guided them in that path. Such requirements as water of life and immortal plant which the goal of reaching the source was either of them. The inherent passion for immortality and avoiding facing the demon of death by creating such myths and the immortals that have never experienced death healed mythologists to some extent and made them enjoy the life in this world.The two historical myth of tendency to immortality are Alexander (along with Kheze prophet) (Nek, Nezami, 1999: 807-817); and Gilgamesh (Nek, Sattari, 2005) that emerged in the myths of Iran and Mesopotamia, respectively.

How it is possible that after the centuries passing by, human beings passing the centuries and millennia and making sure that the life of each individual in each nation with each race is temporary, still they struggle the permanent pain that has never had any cure and they couldn't accept it as their manifest destiny, stop nagging and live in this world in peace. Throughout its thousand year history, such a greedy and entertaining human being has always been looking for an eternal life, but alas! Immortality is an unattainable dream. Does this also have a psychological reason?

Iranian mythology has characters, some of which have the characteristics of an immortal character (Nek, Heinels, 2003). As an example we can mention Peshotanu that is the master and leader of Kong fortress (the popular fortress made by Siavash) and he remains in his bed which is hidden from the eyes by the day of resurrection and he will rise with Sushians for managing the dead ones affairs. But, the leader of immortals in KeykhosroShahnameh is the son of Siavash(Firdausi, 2005) whose name was also mentioned as Yashtha and Yasna in Pahlavi texts (Nek, Yashtha, 1998 and also Yasna, Bita).

This study is an attempt to review the origin, inherent characteristics and extensive effects of immortals on the history, civilization and the rituals of the people in the past and it is mostly focused on comparing immortals in Pahlavi texts. Shahnameh, as the most outstanding Iranian work in which the name of immortal characters were mentioned is written by Firdausi such that one of the most important elements of this work is the life and braveries of such immortal characters and in this study we will try to discuss the concept of immortality in this epical work and investigate immortal characters in Shahnameh from psychological, anthropological and mythological dimensions.

Death which is a natural and manifest truth puts humans in the situation to seek immortality. During the mythological history of human, people such as Gilgamesh, Alexander, etc. were either seeking immortality or they attained it. Sometimes this phenomenon which means immortality is tied which impregnability. Anyway, immortality and death are two issues that are not only reflected in Iranian culture and Shahnameeh but also they are reflected in the cultures of other nations. In Firdausi Shahnameh either we can consider a person like Esfandiar who was impregnable or only his eyes were vulnerable, on the border of death and immortality or we can count people like Keykhosro among the immortals based on Pahlavi texts and Shahnameh.

Reasons for immortality

In ancient Greece some myths who are related to immortal gods are partially immortal, which mean in the legend such myths are impregnable and in the battlefield there is no weapon to kill them on the one hand and on the other hand such myths don't have eternal life because if they had so they would turn into one of the immortal gods. However, an important point regarding the myths that are partially immortal is their human form and having human temperament that lead to their death due to a weak point in their impregnability. Death of such impregnable people is an epic for the bravery of such myths which, in fact, is replaced by immortality of gods in ancient Greece.

Impregnability means having a powerful body such that no weapon works on it (Yahaghi, 1996: 219). The other meaning of impregnability is that one can be superior over others. People are equal by the time they are able to wound and kill each other. If there is someone among them who resists against death, he will be superior over all of them, thus he will be qualified to have the attribute of unique hero and envision of such an attribute is one of the psychological needs of a human (IslamiNedoushan, 1972: 140).

Therefore,impregnable is the one that resists against any strike, supernatural forces made him undefeatable and just one part of his body is not impregnable, which means he has a weak point (Shamisa, 2002: 77). Thought of impregnability that has an ancient root implies humans' wish to remain invulnerable and have eternal life. The pain of immortality was the one that made humans look for a solution against death. Eternity, the highest human desire led human to create the legends of eternal life (ZaheriAbdivand, 1997: 1). This is how humans reached their dream. The importance of this matter is to the extent that the most ancient literary work contains this meaning and it is Gilgamesh epic. The explanation is that the essence of Gilgamesh epic is inescapability of death, which means the end of life that all human beings are destined to and even people like him who is the most popular and powerful person of his time can't escape from that (IslamiNedoushan, 1972: 140).

 Thought of impregnability is basically being an immortal human, but its realization is actually impossible. That's why impregnability just brought name for its heroes because death is an inevitable truth of human life and even warriors couldn't escape such a manifest destiny with all their superiorities over common people.

Human knew that he is mortal, but he wanted to resist against death by creating such heroes and the heroism of such warriors was nothing but a desire for immortality. However, when human found out that his body cannot be immortal he got interested in the immortality of his impregnable heroes so that he could quench his thirst of having eternal life by indelible names of such heroes.

In ancient Iran it was customary to provide a fake ID card for invaders and conquerors and give them a native race. Because home land was sacred and divine for them and they weren't able to bear failure and collapse of their ancient land except for the native rulers and conquerors whose race was belonged to the same country.

As a consequence of such a way, Firdausi also introduces Alexander who is called Gojectak meaning cursed person in Pahlavi texts, Iranian and one of the immortals. The owner of Shahnameh knows him the son of Darab and the brother of Dara. At the end of friendship, Firdausi erases the stigma of foreign failure, humiliation and governance by revealing the Iranian race of Alexander. In fact, Firdausi tends to introduce Alexander with Iranian identity; it means that his heavenly land must only be captured by honorable Iranians and removes the stigma of failure from the shoulders of Persians by proving Iranian governance.That's why Firdausi introduces Filghus as the ancestor of Alexander (not his father) at the time of Fillip's death.

At that time Filghus died
When there was some bravery
Alexander ascended the throne after his father
And he sought goodness and removed badness (Shahnameh, 2005: 25)

Therefore, giving the invader an immortal identity was the way through which Iranians could maintain their national vanity; he is known as the son of Darab, king of Iran, born by the daughter of the king of Rome, Filghus and later he gets his father's throne back.

Death

It seems that before discussing the element of immortality we need to discuss death. It is an undeniable phenomenon that human beings are struggling that every moment. The primary man felt the shadow of death behind every action. Because the nature taught him that death is an inevitable fact for humans and to escape from such a demon one must resort to the nature so that he can attain renaissance and immortality later (Eliadeh, Sarkarati, The Myth of Immortal Return, 2011: 162).

Psychologically, death not only involves adults' minds but also it influences children who always think about existence and non-existence and they experience contradictory feelings. So, if we consider the primary man as the childhood of mankind we will find out what psychological pressures he used to tolerate (Bekr, 2011: 323).

However, such differences are hidden in the heart of a set of similarities. In fact, death that was a certain phenomenon for the primary man led him to different rituals to reduce the bitterness of such an evil damnation.

In the view of primary people birth, death and regeneration are three moments that belong to one secret and there must not be any gap among such moments. In fact, death is counted as the highest level of learning secrets and it is representative of the beginning of a new spiritual existence (Eliadeh, 1996: 236) this thought which is as long as the human history kept the border between death, mortality and immortality in the fear and hope.

Immortals in Iranian mythology
In Zoroastrianism immortals fall into two categories:
1. Amshaspands (that have abstract and non-incarnated form)
2. Heroes (that have human characteristics and sometimes human-god characteristics)

Amshaspandan
Amshaspand consists of two parts: Amsheh means immortality (another form is Amere) and Sepantah means sacred and pure and finally Amshasepandan means the sacred and immortals.
Except for Ahouramazda which is, in turn, the immortal of immortals six Amshasepands accompany him: Vahooman or Bahman, Esheh and Hisshth or Ordibehesht, Khashtruvaeerieh or Shahrivar, SepantaArmehIti or Sepandarmaz, Ha Urvatat or Khordad and finally Ameretat or Mordad which means immortality (Oshidery, 2004: 123).
The word of Mart means mortal and it is interesting that the name of Kiumars consists of two parts:
The first part which means Kiu (Gieh) means soul and life and the second part which means Mart or Marten means mortal and the word generally means eternal life.
Anyway, it seems that in the past due to multiplicity of Iranian gods all of them were respected and worshiped to the same extent, but seemingly Ahouramazda dominated all gods after a period. He expelled some of them from the gathering of divine gods which are demons and kept some others in his court which are the Amshasepands that we are talking about.
MehrdadBahar in the notes of "A Research on Iranian Mythology" says:
"The author of treat obviously has a special method for introducing Amshaspands and gods following an old tradition: first, he introduces Hormozd and then he talks about Amshaspands that are the real assistants of Hormozd and as the same author states Bon Amshaspand means sacred immortals or the main granters of blessing. Then, describes Amshaspands one by one and finally he introduces assisting gods and the assistant of each Amshaspand and reminds them of their duties." (Bahar, 2010: 156)
Amshaspand or semi-gods that later transformed in the essence of Ahouramazda and turned into good and desirable attributes for the god of goodness (Ahouramazda). However, this transformation didn't end here and eventually each of the gods became the owner and the guardian of part of a year, thus, each month of a year is under the control of one of the gods. One of the semi-gods or divine attributes is eternity or immortality.
Eternity is the name of the seventh day and the fifth month of Zoroastrians (Iranians). In Zoroastrianism Amordad is also the guardian of plants and it is linked with HeUrtat (Khordad) which is the guardian of waters.
O' Mazda! You who created land, Water and plant!
Grant me immortality by the most sacred and the purest paradise of yours and under the beam of goodness give me power and stability and let me enjoy your teachings (Dustkhah, 2010: 78).
The two Amshaspand of Amordad and Khordad are representatives and the symbols of perfection and immortality of Ahouramazda. So, according to the law of truth, Ahouramazda grants immortality to those who have good speech, thought and deed.
It should be noted that in the previous periods each of the gods had a separate temple such that Strabone saw the temple of Amordad that is located in Asia Minor (Poordavood, 1998: 95)
In FarvardinYasht the following are stated:
We praise the pure Farevashis of Ushonan.
We praise Amshaspandan, the long sharp princess that are divine, powerful and brave, for they are immortal of immortals…

For, all the seven think the same, talk the same, act the same; they have the same thought, speech and deed and all of them the same father and the same master: Ahouramazda (Dustkhah, 2010: 422-423).

Some of the researchers such as Jalal Al Din Ashtiani consider Amshaspand as one of the innovations of the late Avesta (Ashtiani, 2002: 174-175). In fact, this group believes that the Amshaspand we know with such characteristics may be worshiped in other forms. Maybe, such Amshaspands free from the slavery of Ahouramazda were immortals being turned into gods in the clause of Ahouramazda now. In fact, it seems that in ancient periods all Amshaspands were worshiped in the form of immortal gods, but after domination of Ahouramazda on all of them either they died or they turned into the favored angels of Ahouramazda or they become more humane and turned into immortal heroes.

Before AhouramazdaSepantamino was the head of the dynasty of all Amshaspands. Nowhere in the Gats have we seen the word of Amshaspand, but all such Amshaspands were continuously mentioned in the form of abstractions and the attributes of Ahouramazda. In the fourth chapter of Yasna we read:

…now we donate all of them as following:

We praise, worship and acclaim Ahouramazda, SorushParsa, Amshaspands, ForoshiUshovan and the souls of the righteous, AzarAhuremazda, the nobel men and the whole creation of Osheh…

Now, we donate all of them as following:

Amshaspands, right immortal princes granting rewards and having good manners and the women's Amshaspand (Dustkhah, 2010: 112-113).

In Zoroastrianism it is believed that 15 men and 15women will help Sushiant on the next day (apocalypse). Names of 6 immortals were mentioned in treat and all of them are men. Thus, the story of Peshoten, the son of Goshtasp who is in Kong fortress, Aghrires, the son of Pashang in Sistan who is known as Gubad king; Fardaxsht i Xumbigam that is in Pishanse plain; AshemYahmaiusht is in a place that is called Navoro river. Wan i judbish which is in Iranovij and Urwatat i nar who was the son of Zoroaster and his house is in Werjemkard (Nek: FaranbeghDadgi, 2011: 127).

The names of immortals of Zoroastrian religion were mentioned in treat. based on this Pahlavi text the following names were mentioned:

Pashuten, the son of Goshtasp whose house is in Kong fortress, Aghrires, the son of Pashang in Sistan who is known as Gubad king; Fardaxsht i Xumbigam that is in Pishanse plain; AshemYahmaiusht is in a place that is called Navoro river. Wan i judbish which is in Iranovij and Urwatat i nar who was the son of Zoroaster and his house is in Werjemkard. There are some other immortals that are among the unconscious ones including:

Nersi son of Viunghan, Toos son of Nozar, Giv son of Gudarz, Birzad and Ashavazd, son of Poorodekhst and garshasp or Sam who is going to bump the head of Zahak with his mace on the next day and kill him. All of them assist Sushians at the time of purification and renewal. It is interesting that the name of Keykhosro who is the most obvious person among the immortals assisting Sushiant on the next day, is not among the immortals in the treat (FaranbaghDadgi, 2011: 127-128) and (Nek: Bahar, 2010: 290).

According to Christiansen, FaradaKheshti was one of the immortals: "not only we don't see the name of FaradaKheshti in other cases from the current Avesta but also his name was only mentioned in Sutgarnask book, one of the missing books of Avesta. It is imagined as one of the seven immortal governors of Khovaniras (Dinkert, book 9, chapter 16, clause 6)" (Christiansen, 2003: 116).

We can also consider the root of immortal characters in shahnameh in the same Pahlavi names and Iranian thought. With oppose to Pahlavi texts, immortals have more humane form in Shahnameh and this made the element of narration more outstanding in Shahnameh than in Pahlavi texts.

Keykhosro

Keykhosro is the most outstanding character who is counted as one of the immortals in Mazdean religion and the one who is going to help Sushiant on the next day. He is the son of Siavash and the grandson of Keykavoos. His mother, Farangis is the daughter of TuranianAfrasiab. Keykhosro is called KuyeHausharvah or Heosaravangah in Avesta which mean Key good name. Taking revenge of Siavash who was killed by Afrasiab, he killed his father's murderer.

At the beginning of Keykhosro story in Shahnameh Firdausi talked about death and immortality with eloquence and such initial verses illustrate the story that Firdausi was to narrate in the most beautiful form ever:

When its branches come out of the garden

The head of its green branch comes up the palace

When the tree beholds its height, it gets gleeful

When it beholds its happiness and discerning heart

It deserves to suspect three things

If you pass the three things what is then

Isn't death that doesn't have any solution for its death

 Worse than the misfortune (Firdausi, 2005: volume 4: 12)

In the introduction of the seventh book of Dinkard (Zoroaster) in clause 39 the following was mentioned in this regard:

Farr came to Keykhosro, the son of Siavakhsh, from its beam he defeated Afrasiab, the Turanian magic and his wicked fellows, as they did so toGarsius and the other destructive fellows, and he got prosperous and destroyed the idol temple by Chechst lake that was the place of a big lie, and as a reward to his good deeds, he is sitting on a throne in a hidden place and an immortal guards his body up to the day of resurrection (Poordavud, 1998: 240)

In the acclamation of the Zoroastrian prophet we read:

Be right like Reshan, God willing, be destroyer of bad guys, God willing, be merciful and generous like Ram Khaster, Good willing, be away from ailments and immortal like Keykhosro, God willing (Poordavood, 2002: 82).

Some researchers especially orientalists tried to consider Keykhosro like Achaemenian Cyrus. Abraham Poordavood strongly disagree the view (Poordavood, 1998: 262).

In clause 17 of chapter 30 in treat the following was stated:

"The pure immortal ones who are going to help Sushiant with renewing the world are 15 men and 15 women. However, the immortal men are not named in one source; they are mentioned in different religious books.They who were clearly counted as Sushiant's immortal helpers are as follows: Pashuten, Garshasp, Keykhosro, Toos, Giv, Nersi, Fariborz, Ashvazad, RoshanCheshm, Khurcheshm, FarazatFareh, VarzaatFareh, GamakNiyayesh and KamakSut" (Mostafavi, 2002: 218-219).

In a part of Pahlavi text stating Farvardin month (Khordad day) we read:

In Farvardin month on the day of KhordadKeykhosro killed SiavakhshanFaraSiak on the grudge of his father.

In Farvardin month on the day of KhordadKiakhosroSiavakhshan entered Shekna (to loneliness and penury) and Garodman (to great kingdom) (Malik Al ShoaraBahar, 2000: 145).

At the beginning of seventh Dinkard we read:

Siavakhshan came to Keykhosro and defeated bad guys and OjadAfrasiab destroyed Magic Tour and his wicked relatives, Garsius and Gircan (1) and many other destroyers of the world, he destroyed the idol temple on the Beach of Chichst Lake and it was a necessity, indeed for being able to adorn Farshkard (2) migrated to that mysterious place by having an immortal body, to Farshkard, to the creator (Bahar, 2010: 209).

In Firdausi, Shahnameh the following was stated regarding the vanishing of Keykhosro:

They didn't see any sign of Khosro anywhere

They came back like the selfless ones

They all were desponded and annoyed

Trampled on earth, not finding the king

They rushed back to the spring

With their heart full of grief and agony

(Firdausi, 2010, 367: 4)

The name of Keykhosro has always been along with life, happiness and freshness among the Iranians. In Al-baghieh Works by AboureyhanBiruni under "the great Norooz" we read:

"sixth day of this month is great Norooz which is a big eve among Iranians and it is said that God put an end to the creation of the world on that day because it was the last day of six days and on that day God created Jupiter and the most auspicious times of that day was the time of Jupiter. Zoroastrians say that on such a day Zoroaster succeeded to communicate with God and keykhosroascended on that day. On that day bliss is divided among the inhabitants of the earth that's why Iranians call this day the day of hope and people of tricks said that everybody who tastes sugar and greases his/her body with olive oil before uttering any word on that day, he/she will be protected from all disasters…" (Aboureihan Biruni,1998, 329-330).

Whether in Pahlavi texts or in Firdausi shahnamehKeykhosro is the only king who not only has charisma but also he is the only person who reaches the highest level of immortality.

In Pahlavi texts there is more precision regarding the immortality of Keykhosro, but in ShahnamehKeykhosro's immortality is transferred to the audience by his disappearance. After years of ruling in Iran, he decides to surrender the kingdom to another person and go to desert.

He said to chiefs that

All of you come back without king

For, it is a long and tough path

There is no plant or leaf on trees

To be with me shorten the way

Lead your mind toward the light

(Firdausi, 2005, 304-306)

This made Iranians sympathize and look for him, but finally the searching didn't work and he disappeared. In fact, neither in Pahlavi texts nor in ShahnamehKeykhosro experienced death but he disappeared. This is what we call immortality.

When the sun rose from mountain

The king disappeared from the eyes of grandee

They looked for the king

And they went to desert

They couldn't find any sign from Khosro

And they came back like the selfless ones

All of them were tired and annoyed

Of not finding the king

(Firdausi, 2005, 327)

Keykhosro whether in Pahlavi texts or in Firdausi Shahnameh, is the only character who experienced immortality fully. In fact, Keykhosro is an immortal king that although at the end of his life story he disappears, such a disappearance is not the reason for his death but he leaves the throne like a mystic and goes to a desert to be involved in the spiritual world. In fact, this disappearance and not death is the reason for Iranians to believe in the immortality of this Iranian king.

Conclusion

What investigated in this study was the concept of death, desire to immortality and immortal characters especially in Pahlavi texts and Shahnameh. The result of all investigations regarding the elements of immortality and immortals especially in Pahlavi texts was that fear of death and desire to immortality exists in all cultures and nations, that's why in the conclusion of this article it was revealed that desire to immortality is crystalized in the form of such characters as Keykhosro. Such characters are apparently different but they are subjectively the same. The narrative elements of such characters are also different in appearance but basically they follow the same archetype. Whether in west or in the east either the mythological characters were immortalized in the form of the same stories or they got related to the element of immortality in different forms and in Pahlavi texts some characters were mentioned as the immortals of Zoroastrianism that bear some resemblances to the characters of Shahnameh. In fact, the

origin of immortal characters in Shahnameh is the same as Pahlavi texts and Zoroastrianism being crystalized with different appearances in Shahnameh.

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The effect of austerity on the youth's self-development, relying on the three first offices of Masnavi Rumi, from the perspective of literary students of Payame Noor University (Case study: Mazandaran province)

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Abstract

In this research, the effect of austerity on the rate of youth self-education was assessed by relying on the first three offices of Rumi's spiritual Masnavi. The statistical population of this study is 363 graduate students of Payame Noor University of Mazandaran, Iran. The samples were randomly selected using Kritsa and Morgan tables. The current research, which is an applied research, is a scientific-contextual method. A researcher-made questionnaire was used to collect the required information. A questionnaire of 24 questions was used. In order to confirm the validity of the questionnaire, the questionnaire was used by experts and the Cronbach's alpha coefficient was used to measure the reliability of the questionnaire; That is, $871/0 = \alpha$ was calculated. Descriptive statistics (frequency distribution, standard deviations and mean deviation error) and inferential statistics (t-test) and spss software were used to analyze the data.

The results of the research show that: 1- Austerity is effective in preparing young people for the guidance of the Most High, which is the ultimate and main factor for reaching the truth. 2- Identifying and curbing the austerity barriers as well as putting austerity pillars on youth's empowerment is effective.

3. Autism practice is effective in making change and rebirth for young people.

Keywords: Ayatollah, Masnavi Rumi, Literary students, Austerity barriers, Austerity pillars, Austerity practice.

1 Introduction

Molavi's Mathnavi's book and deep-rooted poetry of Mowlana are full of meanings of verses and traditions, teachings, moral and social teachings, and teachings of mysticism. Reading a bit from Masnavi in talks and debates is a blow to the announcement of the verdict, decisive and persuasive. "Rumi's spiritual Masnavi is one of the most important and most immortal mystical works of the day." Six books and about twenty thousand bits of this work is the teaching of mysticism in plain language. Rumi's goal is humanization. He calls for the union of "lover and beloved" and "creator and creature". In the process of moving and evolving, man has passed a period, seeking communion with himself and his God requires awareness. Mowlana, as much as his knowledge and insights, is trying to teach young people a way of joining the party, and one of those thousands of ways that he has long been pursuing is a rebellion and austerity.

1.1 Background

Ayatollah and Mujahid has always been the subject of attention of human beings, especially the scholars and mystics, to achieve perfection and self-fulfillment. The scholarly mystics tried to incorporate important issues and points, ie, the aesthetic, its importance, different methods and the effect of austerity as a significant part in their works. Examples of this research include:

In 2010, Seyed Reza Sharifi conducted a study on "Silence; a Hospital for Self-Improvement". In this article, while expressing the importance and virtue of silence and describing the functions of language and silence towards perfection, the author has studied the benefits and effects of silence from the point of view of the Qur'an, traditions, and mystics.

Amena Asadi (2008) has conducted a research on "Maulana, the Lord of Love and Sufism". In Mowlana's view, the material life and this is the universal cage for which the soul is imprisoned for a limited time, and it must try to escape from this cage and join the Nestans, at its eternal source.

Asadian Lalimi (2007), "Investigating the attributes of greed, passion and anger in spiritual Mathnavi". The results obtained in this study are that since the root of all moral vices in forgetting and neglecting the remembrance of Allah and turning away from Him, then the way of its treatment is to return to God with good thoughts and work.

Mohammad Shojaei (2001) conducted a study on "the knowledge of some tricks". The first necessary issues in the conduct of Allah and in the journey towards the right is to throw off the veil of injustice and withdraw from these veils.

Akbarpour (2000) has conducted a study on "The Study of Chapters in Rumi's Spiritual Mathnawa." Mowlana's persuasion is that one must turn himself into a goliat and be deceived by love. Forget sunshine and surrender to love.

Ahmad ketabei (2007), about the story of "The Exodus of Romans and Chinese in the Science of Painting and Face Sharing," has conducted research on the comparison of Rumi's narrative with al-Ghazali, Military, Anvari and Da'ī Hosni.

Imani Ali Mashayekhi (1996) has researched "several verses of Rumi's Masnavi about prayer", which shows that when God created mankind, he made laws in accordance with nature, by The prophets sent so that man would not be distracted from the road of truth by virtue of his relative authority; including those laws, the affairs of worship which, in the light of its proper fulfillment, a person can see on the mercy and salvation, which at the head of the parade It can be said from the prayer that the authenticity of all acts of man in the light of the proper conduct of this worship is formed.

1.2   Statement of the problem

In everyday life, man goes away from his divine nature, and his soul is infected with guilty mischief. To understand the light of the truth, it must be retrieved and molded in order to eliminate impurities and pollution from its existence.

It is, therefore, that this extortion of this persecution is based on the furnace of silver jeffs (Molavi, 1/233)

Aesthetics is part of the conduct of conduct in order to achieve a high goal, to achieve humanity and to reach the right to see. The disciple, under the guidance of a person, knowingly intends to evolve, suffer and deprivation, to reach what is to be, what should be, and whose essence is derived from it.

Since Shahidi was not my day, I went to the clandestine and early days (Molavi, 5/3787)

In the Jihad Akbar, the body is in austerity and slimming (Molavi, 5/3788)

Do not tell the right to attack Armerat in the harder Afsharmat austerity (Molavi, 5/3794)

In the study "The effect of austerity on the self-development of young people by relying on the three first offices of the Mawlana Spiritual Mathnawa," first, Rumi's view of austerity and austerity are discussed, then the extent of the impact of youth on austerity is examined.

1.3 Importance and necessity of research

The most correct way of acquiring abilities and developing their spiritual talents and values is to do this in order to obey the Lord and obtain the consent of Allah and bring him closer to him and ultimately lead to the perfection and prosperity of mankind, therefore, The most reliable way to bring spiritual strength into action is austerity.

The importance of this research is to apply products and austerity outcomes. A young man who achieves perfection in a form of action is never willing to give up the perfection he has gained.

In this study, the problem of austerity practice is mentioned. The mystics say: Human is an entity that loves the traits of the beloved and the beloved, and desires the return to him, and the so-called Sufis asks for the existence of a mortal right. In fact, whatever man loves, in fact, it is his own judgment, Molavi says:

 The potions from the good poetry are good for absorption from certainty (Molavi, 1/1505)

In every one that you observe, with the spiritual spirituality (Molavi, 1/639)

Everything in the world absorbed something warm, warm and cold (Molavi, 2/81)

Wicked vow to kill the vagabond, kill the remnants of growth (Molavi, 2/82)

Naryan catches Nariyan Mourian Nourian Moor-i-n-Ali (Molavi, 2/83)

Through the knowledge of Rumi, the Prophet (pbuh), the Rulan, understands that he does not disturb the skin and does not engage his thoughts in his appearances. With the right and without a hollow view, he will reach out to the oligarchs, and in this way, like turning gold into fire, he must pass through many exams to be smooth and unpredictable. Therefore, the results of this research have contributed greatly to the self-perfection and cultivation of the youth of the youth, and the youth can achieve happiness and immortality by learning and influencing the poetry of Maulana in the first three offices about austerity. Also, the results of this study will help the health of the community and universities.2 Relevant Studies

1.4 Research objectives
In this research, we tried to study the effects of aesthetics on young people's self-development by studying in the first three ministries of Masnavi, a spiritual, spiritual, spiritual and spiritual perspective.

1.4.1 Main Objectives
Awareness of the effect of austerity on the degree of self-development of young people by relying on the three first offices of Mawlana's Masnavi Spirit

1.4.2 Sub goals
Identification and investigation of austerity and its effect on the level of preparation of youth to achieve Hazrat Imam's right by relying on the three first offices of Mowlana's spiritual mathnavi 2- Identifying and studying the obstacles of austerity and its impact on youth self-development 3. Identifying and reviewing the elements Austerity and its impact on youth self-education 4. Awareness of austerity training and its impact on the rate of change and rebirth of youth.

1.5 Methodology of research
The present research is applied in terms of purpose, and in terms of method, the scientific-applied method has been used. The statistical population in this study is 363 students of Master's degree in Literature at Payame Noor University in Mazandaran province. To estimate the sample size, the Krejcy and Morgan tables have been used. Among the statistical population of the study, 190 individuals were selected. In this research, sampling was done randomly in two cities (Sari and Babol) and a questionnaire distributed among the students of Payame Noor University was randomly distributed. Finally, the proportional sampling method, that is, how many samples each university was collected from, was used. According to the research objectives and its nature, the most appropriate method for gathering the required information was using a 24-item researcher-made questionnaire. The measurement scale in this questionnaire is also Likert. The questionnaire of this research has a distance scale in the Likert range of five options. The options are very low (1), low (2), medium (3), high (4), very high (5). Given that the average of the above scores is 3, this number is assumed as the expected average of the community. To determine the validity, content and formality of the questionnaire, the questionnaire came to the attention of the supervisors, consultants and experts of the field and to use their comments and suggestions for correction, to remove the questions and repeat them, and finally, by revising content validity, The questionnaire was approved. In this research, the Cronbach Alpha test was used to determine the reliability of the questionnaires. To determine the reliability of the questionnaire by implementing a preliminary design, 30 questionnaires were provided to the samples. After collecting, the results were analyzed by SPSS software and the reliability coefficient of the questionnaire was $\alpha = 0.871$, which indicates that the tool is suitable for implementation.

2 What does austerity mean?
Austerity in the word means preventing and preventing animals from free and arbitrary movements, and in the religious term, is to prevent man from his own desires and to command and force him to obey the commandment of the Lord. (Yasrebi, 1995: 268) Man during It has been discovered in the centuries of his life that always a rebellious soul, such as the great barrier, is preventing him from reaching the highest level and enjoying clerical delights, he was thus forced to endure this horrible harshness with extreme

suffering. The same thought in all religions, nations and nations created a matter called austerity. It is believed that the soul will not be able to fly in its own style, so that the soul will not be in agony, it will strengthen the austerity.

For austerity, there are three things: one is the removal of barriers to the right to receive, and that is the appearance of the inner things. The second is to obey the animal's breath of the practical reason that prompts perfection. And the third queen turns the human soul into a stable one, and accepts the grace of the right-to-high until it reaches the perfection that makes him possible. (Nasir al-Din al-Tusi, 1994: 85)

 Rumi divides the aesthetic into two categories: 1- compulsory and 2- optional. Compulsory austerity is a disaster that comes about through disastrous events. Rumi recommends that these incidents be endured with patience and that the seeker has no restlessness. These same incidents may be human judges. But the optional austerity is reserved for right-wingers who, with a heart-willed and conscious desire, take on the hardships of evolution for the possession of the soul. The verses from 3395 to 3398 addressed the issue in the third office of Maulana.

To realize the damage to the body and property of John.(Molavi,3/3395)

And concludes that "the purpose of this world's life is not to eat and sleep, not to satisfy the lusts, but the purpose is to enter into the fire of worship and austerity, and to achieve the servitude of the truth." (zamani, 2003: 1064)

Maulana believes that the body is not a subjective obscurity, but it means that he does not attach to the world, that he does not devote himself to the material and to the spiritual. Mowlana's order is unafraid to stay away from God:

What is the world from God neglecting the reed and the silver, the child and the woman "(Homay, 1987: 5/160)

"According to Sultan Ould, after the death of Burhanuddin, Maulavi had five years of fasting and austerity. Apart from fasting and seclusion, reading Baha'-al-Din's teachings was part of his education. "(Lewis, 2004: 159)

Austerity exists in different religions. Different Indian religions in their common core, the basis of happiness and salvation, are the escape of the world and the abandonment of all pleasures and physical entities, along with physical retribution and persecution, and the continuation of austerity. On this principle, one has to be accustomed to all sorts of austerities, so that his interest in the world and physical pleasures are cut off from the root. "(Amid Zanjani, 1987, p. 10)

After a period of austerity and isolation, Zarathushtra presented three major principles to its society as a slogan: Good Thinking, Good Thought and Good Thoughts (John Bayer Nass, 2002: 161)

According to Hajviary, "austerity and self-restraint is an act of self-restraint, and it is not profitable for a person to arouse his own soul, and it does not profit, and as much as heals your soul, he will be at the right of righteousness. So, austerity is a subversion of the soul, it is in your struggle. "(Foruzanfar, 1995: 127)

Dr. Ghani, in the valuable book of the history of Sufism in Islam, explains about your mujahid: "Your struggle is to force ourselves into physical hatred and to oppose hide and seek, which is to attain spiritual authority and find the right path: I am Jaheda Fina, my son, I am Sabalna. "(Ghani, 1996: 212)

2.1 Obstacles to austerity
The youth should get away from obstacles to achieve a full human position. One of the obstacles that Rumi wants to kill is "the soul," which captures and hides human beings, and the mystic must be aware and suppressed in his behavior.

The cow is killing from the condition of the path to get out of the wound of his feet. John Mufik (Molavi, 2/1445)

The cattle will breathe their breath sooner, so that the soul is alive and alive (Molavi, 2/1446)

Cutting off (self) and (I) and escaping from the thousands of traps and tricks is much more complicated and more difficult than we think, because our rulers have been overcome for many years and we condemn it. And Mowlana likened it to (lion).

One of the most ardent obstacles of the mystic in conduct is to defeat, cut off (conquer) and conquer (breath) and hence defines Jihad Akbar. Many of the followers who step into the mystic paths and follow the road, suspect that they have subdued (self) and have veiled the veil. But it is a pity that this thought also arises from their own soul and becomes another veil. Rumi says, "You man! By telling the story of the cattle of Israel, and slaughtering it and bringing the victim to life alive according to God's command." Your heart, like your victim and your soul, is like that cow, so that you do not die until you kill it, your heart and soul will not be alive. If this heavy object, like the cow, is killed, the soul of the clerics and heralds are alive. The austerity razor blows the breath of the hordes of hordes and gives the spirit a spiritual life. One of the main conditions of the Tahrath is killing the soul of the temple. Austerity leads to a man in the valley of Salukh and his soul. (zamani, 1994: 2/375)

The end is the wisdom of self-being. He sees the sequel (Molavi, 2/1548)

Open the date from the dirty breath of his cousin to our bones (Molavi, 2/2445)

In Mowlana's thought, the root of all the misery and human suffering is the lack of control of the soul of the martyr. In fact, the soul of the moon is like a dragon whose struggle is difficult, difficult and powerful, and wants a manly courage to be able to overcome this inner idol that is the mother of all the idols.

Because the meaning of this idol does not save the soul from the idol of his breath, another bets out (Molavi, 1/771)

The mother of idols is the soul of your soul. It is a snake that idol of the snake and this idol is a dragon (Molavi, 2/772)

One of the other issues preventing the ascension of the mystic is wealth and wealth of the world. One of the branches of the struggle in austerity is the struggle against wealth.

In the middle of the jars, a part of one day (Molavi, 1/20)

The jug of the greisy eyes was not filled until the shellfish was satisfied (Molavi, 1/21)

The biggest obstacle to the growth of youth is self-esteem; it is the force that causes the youth to be ruined.

Self-willed or tawaf is the biggest obstacle to the perfection of the youth. Maulana condemns arrogance as a killer of humans.

This arrogance, the venom of the assassin who was poisoning him, became confused and drunk (Molavi, 4/4727)

And, on the contrary, he has saved a person who has stompped his pride and self-will, and he has the dignitaries.

He said, "I've found what the doctor is and what?" From Darul Gorur (Molavi, 4/3187)

And elsewhere, I refer to the pseudoscience of mankind.

Think of your service as the supreme crime (Molavi, 2/338)

Because you were mentioned and prayed, your prayers would be proud (Molavi, 2/339)

You also saw your own conversation with God, which is often suspected of separating (Molavi, 2/340)

Prayers and devotions in the form of self can also be human hijab, so praying and praying in this case will be proud, and eventually instead of turning the seeker into God, he will be removed from him.

Hide your job from your eyes until there was a sip of bad eyes (Molavi, 2/1501)

Surrender yourself to the wage-earner and, in other words, do not steal anything from itself (Molavi, 2/1502)

Hide things and your actions from your eyes to keep the card healthy from the elastic wool, surrender yourself to the trap of divine rewards, and then, by itself, what removes you from the right, that is, your envy and self-confidence Get away from you

from, one of the games, was so proud that his arrogance was faraway (Molavi, 2/1979)

The raw and inexperienced person of the games of the time, he upholds his knowledge and technology. This pride allows him to get higher grades. As a result, it stays in one step of its knowledge and does not progress. That's why the tech masters are farther away from day to day.

Break your anger, loose your shotgun, blow the blood of your blood (Molavi, 2/1307)

Do not be angry with the blow to you, give it up, do not be angry, because the anger causes you to see milk as blood.

The greed of Adam chopped away the wheat from the heart of Adam Salimi (Molavi, 2/2739)

The scorpion does not know wheat. It breathes a distinction from Drunken Desire (Molavi, 2/2740)

They want to be drunk and the air is welcoming your hands (Molavi, 2/2741)

Whoever opened himself out of the air kept secret his familiar eyes (Molavi, 2/2742)

Until you bite, you are a gaze, because you are dear and dear (Molavi, 2/2743)

As long as a person does not want excessive bribery, his heart is open, as soon as this tendency is strengthened in him, he becomes captive of lust. His great liberation and depravity diminish and diminish the power of purity and discernment of the crippled creature.

This is a pest in the air and lust. Here is a syrup of syrup (Molavi, 2/10)

The material world makes people mislead. Only those who have taken away the captivity of their lust and breath are not deceived.

The end result is your light. Lust is the truth of your grave (Molavi, 2/1977).

The sequel is a sign of your vision and insight. Paying attention to the lusts and the intentions of the present, is destroying your spirituality and soul: the wise man who believes in the inner light is alive, desperate to desire his soul and his lust, instead of cultivating animals, humanity He will be raised and saved.

From the heat of lust, he did not burn the fate of the Lebanese religion until the depth of the earth (Molavi, 1/862)

One of the other obstacles to austerity in Masnavi is hostility and hatred that makes the mystic's heart black and confusing, and the mystic must avoid hatred and jealousy and love his heart through the love of love and friendship. Which can find a way to a friend and get it right. Maulvi calls hatred and hatred of the Hellenistic traits, and sees hatred as hostile to religion.

The graves of Pahlavi Kinnyards are the Kane Circuit, they are from Kane (Molavi, 2/273)

It is one of the whole, and the enemy of your religion is the source of the evil of Hell, and your kin (Molavi, 2/274)

It's about jealousy:

Enough to be jealous of you in the throat of jealousy Iblis is exalted (Molavi, 1/429)

What a bad guy is jealous of the prosperity of a war of envy (Molavi, 1/430)

You do not get angry at the cooler side of your body (Molavi, 1/431)

It's harder and harder than jealousy in the way of a cursed walker, who is not jealous, is blissful.

Attention to the appearance and neglect of the inner world and meaning is another austerity obstacle:

You did not understand the horse in the direction of Akhtar's perplexity (Molavi, 1/540).

Pull the bottom of the ear to feel the sense of out of your eyes (Molavi, 1/566)

The last few facial expressions of life are not meaningless (Molavi, 1/1018)

Seeing us, because of all cause, is dying, seeing itself in the eyes of a friend (Molavi, 9/9/1)

The form of appearance is mortal in the universe meaning to remain eternal (Molavi, 2/1020)

It's better to be absent from the absurdity of the absurdity of the ringleader, whether it was not right (Molavi, 2/1360)

Because you did not have the inner eye between them, there was no treasure to think of any existence (Molavi, 2/2155)

The eye of the appearance, the shadow of that eye, sees everything it sees (Molavi, 2/611)

The eye of the eye is the follower of the inner eye, and as far as the inner eye is seen, the eye of the eye will see it as it is.

What he will bring to the eye of the beauty of perfection from Karshm (Molavi, 2/680)

It must pass from the cortex and the skin to the inside and the nature of the objects, and should not be fooled into appearances, taking latitudes and ignoring the principle and existence, this is a great blunder. In "Merat Love" it says:

"The intellectuals are the ones who put the skin in the back and brain, and, from the point of view, they call it the ultimate purpose, and that passage from the audience to the absent, or vice versa, or to the theologian." (Nourbakhsh,1994: 60)

Mowlana believes that he must have passed the appearances and acquired the treasure within it.

The abdomen also remembers the obstacles:

The blindfold of this world is the throat and mouth of this mouth to see Yeyan (Molavi, 2/11)

Your mouth is your infernal mouth, your world, on a parable (Molavi, 2/12)

The attention to the abdomen and the pleasures of animals, the human eye's inner eye and deprives him of understanding the truth, the seeker only needs to live, eat and not lift the body to reach spiritual matters, but the animal's body with Autism is a wicked one.

One step went by the breath of self-esteem. Paragh Sadr Jan was the guardian of the soul (Molavi 2/15)

A demon like that made him an angel. A lot of water fell out of his eyes for Nani (Molavi 2/16)

Tamil is another important pest of knowledge and perfection, which is the gateway to the soul's complexity and hinders the perfection of the soul and the intuition; and among the pitfalls and obstacles that human beings reach to perfection, there is a greater deterrent:

From the father's father, the mother of this perpetrator, this suddenly neglected in this complex (Molavi, 4/2833)

You can not deny him by showing him a favor, such as Hatef Shui (Molavi, 4/2834)

Hear this story, threatening you to the point of impeachment (Molavi, 4/2835)

The science of imitation is ours, and we are sitting there (Molavi, 2/2327)

The martyr martyred them, immitating two hundred curses (Molavi, 2/563)

2.2 The austerity pillars

First pillar, silence: Rumi was acquainted with the tune of the truth with the silence of the clergy. He was a self-proclaimed sect and eventually watched the Encyclopedia of Truth beyond the silent screen. Molavi considers silent the ultimate official of a seeker who is the acquainted with the knowledge of Allah, perhaps based on prophetic hadith. In the prophetic hadith, it has been stated that "I am the Lord of all Almighty"; that is, the one who knows God is extinguished. The famous story of Parrot and Bazargan in the second office of Masnavi is the basis of Mowlana's thinking about silence and liberation from the cage of the soul and the achievement of freedom. In this story, Molavi presents an allegorically beautiful form of silence as the source of liberation.

 The second pillar, Islet: According to Maulana:

It's a distressing one and you can get out of your place (Molavi, 1/1545)

In this regard, the tune of the creation is tight. It is low in iron band (Molavi, 1/1546)

Rumi believes that she should not be in anyone's hands and nothing, and should not trust in the friendship of the people, that we will be helpless and helpless. Whatever you want to ask of God, and not of the people of the world, who, yourself and the alien, will eventually separate from everyone and you will remain alone. Therefore, the right to Allah should be given to help and support, which is able to dominate everyone.

 Third, hunger:

Who is this Sufi? The foolish belly was foolish because you were the kings of Giles (Molavi, 1/2177)

Make sure you empty this mess with stuffed jewels (Molavi, 1/1639).

Optional hunger is a program of serious behavior. Fasting and fasting and overeating is unbearable. Abnormalities increase the need and sexuality, and the lust finally captures human beings and property and hatred.

Unleash the Child of the Devil's Layan after it with the property (Molavi, 1/1640)

Knowledge and wisdom of wisdom from the mouthpiece of love and dilution from the halal mouth (Molavi, 1/1644)

The slice of the egg and the cutting of our thought is the mouthpiece of the sea and the gem of its thought (Molavi, 1/1647)

The waste of the mouthpiece of the desire to serve, the determination to go that world (Molavi, 1/1648)

Halal and haram are not fixed, they depend on the person's mental state.

From prayer and salvation, and for hundreds of afflictions, the power of exaltation, the battle of praise (Molavi, 2/634)

Satan takes all the fruits of the faith of the worshipers through prayer and fasting and one hundred kinds of worship and obedience.

The shrew of imagination and sometimes the shop of science fame, and sometimes Khan and Man (Molavi, 2/641)

The devil sometimes brings you to the imagination and fun, sometimes to the business imagination, and sometimes to the imagination of science, and sometimes to the imagination of the house.

Thus, Satan, by knowing from man, knows his interests and misleads anyone with what he likes; this way can be a business or science or a family.

Extreme is in any way unpleasant. But the devil makes a great deal of wonder and even sees it as deserving of reward, and in this way he takes man to the path he wants.

The fourth pillar, Awakening: Awakening, which is a direct result of hunger, is also of two types; one is the Awakening of the heart and the other awakening of the eye. Awakening of the heart is awareness and vigilance, and the purpose of awakening the eye is also the awakening of the heart, because when it is seen to fall asleep, the heart is also neglected to sleep. Awakening is a form of self-knowledge that is an introduction to theology, and whenever the seeker escheeses the people and forgets himself and takes silence and engages in God, and when the neglected people fall asleep, awakening He drew the cornerstones of austerity, moved out of the limited circle of humanity, and proceeded to the kingdom of heaven.

Everyone who wakes up, he is asleep, awakens worse than his sleep (Molavi, 1/409)

Because we did not wake up right, our soul is awakening, we are in our gut (Molavi, 1/410)

Hundreds of people think of the universe because they see the eye (Molavi, 1/523)

Whatever he is waking up, more painful, whatever he is shrill, yellowish (Molavi, 1/629)

It is the consciousness of the latent and unholy curtain of God (Molavi, 1/2201)

Now it was the mystic. Sleepless also said that the god: the saddest son of Marim (Molavi, 1/394)

2.3 The effects and results of austerity

Ultimately, austerity leads to several consequences:

1- It can be refined by austerity. Consequently, he took over and became the server of the world. In verses from 302 to 305 in the first office of Hazrat Mowlana mentioned this issue.

2. Aesthetic causes self-restraint:

Who should be a little bit apart from the demands and actions (Molavi, 1/306)

3. Austerity causes the following:

This kind of iron, iron, iron in the aesthetics of the Mirror of Beasang (Molavi, 1/345)

4. Aesthetes are the cause of the spirit and personality development:

The human being is called "Buguan" from ugly and expensive moisture (Molavi, 4/104)

Bitter and sharp and rubbing so much to be clean and delicate and puffer (Molavi, 4/105)

5- Aesthetization causes the eternal spiritual life of the soul:

The death of a person is in austerity of life. The suffering of this spirit is the firmness of the soul (Molavi, 3/3365)

6- Aesthetics, Relaxing to the Spirit:

Soul you want a boyfriend's booty to get upset

Thus, one conclusion can be that austerity leads to the self-creation of man (zamani, 1994: 15-12)

3 Analysis of hypotheses

The first hypothesis is austerity, which is effective in preparing youth for the sake of Imam Hazrat, the ultimate and ultimate factor in reaching the truth.

Second hypothesis: identifying and inhibiting the austerity barriers is effective on youth self-development.

The third hypothesis: The implementation of austerity pillars is effective in the self-development of young people.

Fourth hypothesis: Aesthetic practice is effective in changing and rebirth of youth.

3.1 Describe the research hypotheses
Table 1: Descriptive statistics related to research hypotheses

	Number	Average	Deviation from the criterion
Youth Preparation	۱۹۰	3/6228	0/85302
Identifying and fixing aesthetic obstacles to self-development	۱۹۰	3/4496	0/ 83398
Bringing up austerity pillars	۱۹۰	3/3188	0/93324
Ayatollah Exercise	۱۹۰	3/4079	0/83338

As shown in the table above, the average of the first to fourth hypotheses is higher than the theoretical average of 3, which indicates that the attitude of the subjects is positively descriptive compared to the hypothesis Of the research. In order to generalize the responses of respondents to the whole population of the research, T test is used.

3.2 Inference of research hypotheses
Based on T-test, the coefficients for the research hypotheses are reflected in Table 2:

Table 2: T test

	Test Value = 3			
	Mean Difference	Sig. (1-tailed)	df	t
Youth Preparation	0/6228	0	189	10/064
Identifying and fixing aesthetic obstacles to self-development	0/4496	0	189	7/440
Bringing up austerity pillars	0/3188	0	189	4/709
Ayatollah Exercise	0/4079	0	189	6/747

Default assumption H0 05/0 = α> 000/0 = sig

Considering that in Table 2, the computational value of t for the research hypotheses is more than the table t for α = 0.05, ie, 1.64, thus the assumption of zero is rejected and the assumption is verified; 1) Aesthetics is effective in preparing youth for the sake of Imam Hazrat, the ultimate and the main factor in reaching the truth; and 2) identifying and restraining aesthetic obstacles to self-reliance; and 3) putting up the elements of austerity; and 4) practicing austerity on self-fulfillment. The young is effective

3.3 Proposals based on research findings
The results of the first hypothesis show that "austerity affects the preparation of youth for the sake of Imam Hazrat, the ultimate and ultimate factor in reaching the truth." Therefore, it is suggested to young people that they will be able to identify with their austerity and mundane identity. Also, they must know for their immediate proximity. Man becomes aware of his own mistakes and mistakes. Growing up and getting up and coming up with pain is associated and pain tolerance is an integral part of reaching the goal. The one who aspires to achieve perfection should not suffer from pain. Everyone who suffers as much as he can, reaches the highest levels of perfection, and that man must give the truth of his existence in an alchemist's chamber, and he will throw down me and meal, because all the ruin is from these two. Molavi, the ultimate official of a leech, is to acquire the knowledge of Allah. He also refers to the work and endeavors to bring man to the truth. With effort and knowledge, the youth are left to neglect and

look at the truth. Therefore, the work and endeavor of the youth is to the extent that they bring them to theology.

The results of the second hypothesis show that "identifying and controlling the austerity barriers is effective on the youth's self-development." Therefore, it is suggested that young people must know the preventive and deterrent factors in order to reach the position of knowledge and perfection so that they can successfully pass the slum dwellers. The disciple and the seeker must first recognize the obstacles and factors that stop and stop the perfection of the soul and the spirit of comprehension in order to avoid them in the confrontation with the Divine Self. The epistemic barriers have a negative effect on the worldly and intellectual foundations of the seeker, and the practical obstacles, like the epistemic barriers, reveal the intuition and the hijab of the seeker, and prevent him from reaching the destination and purpose-which is the subjugation of the right or the attraction Divine qualities and Tlussa are in civilian clothes - and the Prophet (pbuh), who is one of the teachers of knowledge and the master of witnesses and perfectionists, has damaged those obstacles and asked questions about Mathnavi's discussions, they Recalling that the achievement of perfection is subject to preventive factors and avoids barriers to deterioration and obstacles that are fatal. Therefore, the youth should study the spiritual mathnavi of Hazrat Rumi, identify the obstacles of austerity and seek to overcome it.

The results of the third hypothesis show that "the implementation of austerity pillars is effective on the self-development of young people." Therefore, it is suggested to the young people: to establish the pillars of austerity (the first pillar of silence, the second pillar of isolation, the third pillar of hunger, and the fourth pillar of awakening). Hunger, despondency, despondency, feelings of poverty and rest and calmness, and incite diligence in young people, and cause them to fall into divine ethic. Hunger should be combined with the efforts of a male descendant; otherwise, it has no fruit. One of the good traits of human beings is snapshots. Nighttime worship and the need for love and devotion to God are among the precepts of all divine religions and religions, and the words of the elders point to the fact that man does not go to higher degrees and degrees, unless some of the night is remembered And the name of the Lord has passed, and he has washed his turmoil with the running of his eyes. It is advisable for young people to cultivate their own self with their nightlife and night-time worship to become closer to God.

The results of the fourth hypothesis show that "Aesthetic practice is effective in changing and rebirth of youth." Therefore, it is suggested to young people: Austerity and rebirth of the seeker is to find the merits of the "caliph al-Ala'i". As the litter has been born, Tabnak returns to the right. Therefore, young people should be trained in the form of a moghaddam to steer the steps of the heaven's ladder with confidence and speed by breaking the threads of the natural and instinctual life.

3.4 Proposals based on researcher experiences

1. Educational classes for all students (different disciplines) about criticizing and reviewing the first three ministries of Mowlavi's spiritual Mathnawa, because the focal Mathnawa is warm and enthusiastic, with taste and richness, with spiritual and romantic pleasures of poetry. And the eloquence and secrets of eloquence. It is a resource full of scientific and moral truths, supreme religious issues, spiritual evolution, a guide to the closest path to human education, moral advice and instructions, benevolent guidance, which is a flood of salvation.

2- Educational classes and counseling with the use of the source of Mathnavi for students, because the words of Rumi are simple and far from any arrangement and trimming and understandable.

3- Use of literature specialists to teach classrooms.

4. Adding the lesson "Investigating Rumi's Mathnawa in Universities" as a necessity for youth education and self-development.

4 Discussion and Conclusion

The conclusion of the first hypothesis, "Aesthetics, is effective in preparing young people for the sake of Imam Hazrat, the ultimate and ultimate factor in reaching the truth." As a result of Asadi's research (2008), in the context of "Maulana, the Lord of Love And mysticism ". The result of the second hypothesis is "to identify and restrain the austerity barriers on the self-development of youth", with the conclusion of

Shojaee's (2001) study on "the knowledge of some holy veil" and Also, according to the results of the research Asadiy Lalimi (2010), "the study of the attributes of greed, passion and anger in spiritual mathnavi" has been aligned. The conclusion of the third hypothesis is that "the implementation of the austerity pillars is effective on the self-development of youth", according to the study of Iman Ali Mashayekh (1996) ("Some verses from Rumi's Mathnavi about prayer"). The result of the hypothesis Fourth, "Aesthetic practice is effective in changing and rebirth of young people." As a result of Sharifi's research (2010), it is consistent with "silence, the admission for self-creation."

Considering the results of the hypotheses in this study, we arrive at the following results: Aesthetics on the preparation of youth for Imam Hussein's right to the most influence and effect of placing austerity pillars on youth self-development, the least effect on self-development of youth has it. Because witchcraft, piety and worship and austerities are effective in the cultivation of the soul, purification and exhilaration of the soul, it is an effective introduction to the perfection of human perfection; the purpose of Austerity is the achievement of eternal bliss that this eternal happiness will not be achieved except in the realization of the right. Rumi says: all the components are moving towards the whole, and in the introduction of the fifth office, the law and the truth and the truth It is the beginning and the path and the end of this journey. According to Rumi, the mystical journey begins with the law. Sharia is also a candle that leads. Without a candle, let it not go and do nothing. When you arrive, it's going to be yours, and when you reach the goal, that is the truth. From Rumi's point of view, the ascension to perfection is the connection with the origin of existence.

Therefore, in a general conclusion of all the hypotheses, it can be said that austerity is effective on the level of youth self-development.

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The effect of earthly mysticism (Natural) in the poem Sohrab Sepehri

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the ignoramus string that she shines in the sun
swallow candles in the wilderness

the world of the phrase is Forugh right

the emergence of right behind him is hidden

 (Mowlana Rumi)

Abstract
Sohrab Sepehri exploration through the nature of god and not immersion in Allah such as the previous evil Mowlana , is the specter of Sohrab special thinking in his mystical contrivances. his earthly mysticism in the footsteps of his water and his journey into the poetry of the traveler reaching the truth through nature (nature) has also influenced his hand in describing the elements and objects surrounding his poetry. Sepehri like Saadi in his poetry speaks of his love for the elder khorram, expressing his expression and expressions of loyalty to his Iranian culture of knowledge the style of Sepehri speech is distinct from the others and it uncovers a new concept for everything. he is a capable poet who, by describing expresses his personal feelings in the description of his soul with nature in this study the deeper knowledge of the rich texts of persian literature has been referred to Sepehri borrowing of particular words that are observing the thoughts of india and the east and the west and common mystical concepts in different cultures and nations and his account of the eastern spiritual and spiritual world is. Sohrab is an explorer who is looking for his lost son in sari he speaks with his godly sincerely , and with invocation, with the of sufi khorasan with the welcome of death in terms of survival in nature with his god by eliminating the habit of thinking about elements of nature, especially in the rain , it is a matter of refinement and purity.

Keywords: theosophy - Ghana Poetry - Sepehri – Nature – temperament

1-Introduction :
in the present day, the poets of the poetry whose free poetry is said to have gone away from the tradition of the official spirit of our height, will continue the struggle between the traditionalist and the and some of them use their own poetic ingenuity, such as Sepehri to love Nima , to try to transform the language of poetry and its interlocking in the new structure.the result of the poet's efforts in the redefinition of mysticism an introvert and ghana poetry along with new meanings and concepts, is a poetic look to nature. Sohrab Sepehri, who is more subjective and exalted, always tries to make the curtains of habit take a look at the phenomenon and natural elements and look at it with a fresh look, and invites others to this new look. (Hassan Lee, 1391, 404)
Sepehri, in the context of the mystical poetry of iran, carried out the same kind of revolution in the form of Nima. he was the follower of Sepehri with the school of mysticism of Khorasan and the similarity of his mystical thoughts and Rumi speeches of his age. although Sepehri poems often have a spiritual and mystical meaning they also lead to land issues.

in some of his poems, the mysticism and wisdom of Buddha are expressed in terms of Hindu holy places and words, and with the elaboration of the philosophical and mystical issues of the world with a great criticism of his poetry, he has looked superficially and extolled from mysticism, Have interpreted

Sepehri poetry is not a fruit of Iranian mysticism at all, because it was not a human being. From the ghosts, hells and paradises of the Iranian soul, they passed through hell of, attars, maulans, and mobs, so that the brayans and beggars went to the stage of poetry in tide's view of Aydin Aghdashloo is the result of a strange, extravagant approach to mysticism." (Manuchehr Atashi, 2001, 107)

it should be borne in mind that the mystics of the whole world have the same words, although the Sephardic Anis with the works of or the ancient Hindu and clearly evident in his poems. But his talk of charm and illumination is manifestation of the pain of mystical love.

one of the fundamental foundations of Sepehri's thought and art is also the idea of freeing from knowledge (from the teachings), this soda supports the tradition of Iranian mysticism, as well as Sepehri findings of the mysticism of India and the far east as well as his romantic journey With nature "(Milky, 1341, 145)

the poet's speech is on the other hand, and his mystical expression is distinct from the ancients with a special effect.

1-1-Problem Statement :
Although Sohrab did not address the issue of his community in his poetry, but from another window to the inside and the mystical thinking we did not regret longevity and the drunkenness of love, salvation from misery and reaching the safe coast! In the shadow of death, we would like to wish for a friend, and it is not possible to uncover the glare of suffering, except by the pain of the partaking of the coffin and the return to his principle. In this article, with the approach of the similarities, differences and differences of Sohrab mysticism in his mystical systems, the manifestation of a new light in the soul and the heart, and the connection of man to this light and the realization of the worthy being, such as the flow of blue and smooth, into the original source of the sea a magnificent radiant has it.

1-2- Research questions :
1- what is the meaning of Sohrab with the ancient thoughts of India and japan and china and how does it manifest in his poetry?

2- what is the distinction between Sohrab's natural mysticism and Iranian mysticism?

1-3- assumptions :
1- the poet Sohrab Sepehri seems to be based on his modeling of non-Iranian mystical schools along with the teachings of Iranian mysticism.

2- the poet's remarks on abandonment are a new expression of mental habits of Sohrab's special mysticism versus traditional mysticism.

1-4- Research Objectives :
1- more familiarity with the gnostic literature of sufism and omparative research in Sohrab and old mystic verses
2- analysis of the Sohrab mystical themes and his distinctive descriptions of ways to achieve the true truth

1-5- Research background :

1- the book "Sohrab Sepehri's poetry" is selected by Ahmad Reza Ahmadi, which is included in the introduction to Sohrab Sepehri's poetry.

2- the book "the perspective in contemporary city of Iran" by Hamid Zarrin Kob has a reference to Sohrab poetry.

3- the book "the party system in golestan Sohrab Sepehri" deals with Sohrab's poems and his biography. (Sepehri, 1377)

the article "myth and nature" in which Shahrokh Khashkub Sokhrokh), is a poet of Sohrab (Maskob, 1371, 34)

the article "Sohrab and Forough from the viewpoint of the Akhavan" is about the similarity of the poems of Sohrab and Forough. (Akhavan, 1370, 38-41)

the article "Sepehri and shape of today's poetry" in this article, Hossein Masoumi, considers the poetry behind the seas as a narrative of Imam Sadegh. (Masoumi, 1365, p. 27)

the article "Image in Sohrab Sepehri Poetry" in which Batul Banizadeh Tabrizi in Sepehri's Memorial to Sohrab poem will pay. (Ghanizadeh Tabrizi, 1371, p. 70-71)

A cash paper on the green volume from Abdul Ali Dastgheib, who wrote criticism to the green volume office (Dastgheib, 1348, p. 52 and 56)

the article "yesterday today, tomorrow is Poetry" by the dream is about Sohrab's non-narrative poetry and its distinction on poetry. (Royaei, 1370, 45)

2- Theoretical :

poetry reflects Iranian culture and symbolizes its identity. in the past century, the emergence of mystical poetry and the divine love of the origin of mystical poetry displayed the most beautiful effects of literature. in contemporary times, god and the search for the truth of contemporary poets, such as Sepehri, sought to recite the translation of their inner mysteries (poetry) in a new sense. which represents the unity of the poet with the component of nature and being Sepehri says about the mystic of the truth that his life is on the road of conduct: "like the current blue, it's always fresh and fresh at any moment. he has only a fresh look at all pests and no longer. "(Shamsa, 1382, 20 and 21) "the source of iranian mysticism is more than the, Manichaean and buddhist thoughts iranian mysticism, its liberation from time to time, freedom and desire, its release from the demands of the body and the tendency toward goodness and brightness, and finally the opening, the harmonious and the only being the world is one and it is abstracted in three words of its release, orientation and opening. "(Najm abadi, 2007, 247) in the advanced gospel (mystical literature) we encounter a symbolic imaginary and mythological lover that is by no means terrestrial and achievable, the so-called portrait. the poet speaks to him in the description of his allegiance and the rapprochement, and this is the beloved, which the mystics regard as god and god "(Shamsa, 2007, 136). in the poetic poems of Sepehri, the voice of the feet of the water and the traveler, we follow a poet whose freshness and eternity are eternal in his journey through to the end of the Seven mile (the Endless Sea), and his attachment to his poetry is his personal feeling. In the form of a poem, she has been painted with paintings.

3- About Sepehri's mysticism :
Sepehri is fascinated by thinking in a kind of mysticism that can be called natural mysticism.
our previous mysticism, such as Molavi, seeks to direct the goddess looking at the main source of light, into the sun's home, in the struggle of their mysticism.
Sepehri, but in his special mysticism, the mystical ambiguity does not lie in our Islamic history, **and god searches through nature** :
I pray when I sing praises
Wind your permidos
He is said to be headed in cedar
I pray
I am singing the of grass
peacekeep wave
my kaaba (God house) is on the water lips
the kaaba is under the acacia
kaaba is like a breeze
goes the garden to the garden
goes city to city
the hill of is clear of the garden
there is no doubt that he is alive in his special mystical vision
          (Mousavi Garmaroudi, 2009, p 407 and 408)

Expressions of mysticism

we at Look
"his uniqueness Sepehri with nature has reached a point where not only the distances are removed, but also the place of nature and changes together:
Rain when it stood
It was a scene of papers
Wet area
he fell out of breath
Ghazar in our mouths are bored
Water was "(pp. 427-482)"
(Abedi, 1374; 256 and 257)
"we look at us" is the realm of renewal; it is a natural secondary of the etheric genre, in which the mind and the mind deal with the abstract concept of these objects instead of the real objects. here, the term "wind" and "rain itself" are not the soul itself, which has gradually begun to penetrate the boundary of self-sufficiency after its inception, and at the end of the evolutionary journey, it continuously throws down the body to give it a new body of its new life to begin. (Shiri, 1341, 101)

Expressions of mysticism

At the east office of sorrow
Sepehri from Mulana of course, the devotion and dedication of Sepehri in the east of sadness to the sonnets of Shams is less conspicuous, as a legal example:" all the poems of this book are the result of the periodic attention of the poet to the divan of Shams. both in terms of weight and attention to frequent occasions, as well as the joyous joy of events that invite amazed listeners, invites the search for an invisible truth, especially the god of the poet's purpose, who felt the first signs of presence in this book. "(Legal quotes, 1380, 34).
come on god bless you
brub's house, flower courtyard came couriers
gossip of adultery

the water came, the water came from the plains of the gods
brought the goals of
so he came smiling satan's laugh
death came
astonished us
your fear has come
in the morning, golden apples came from the gardens of gold
  (P. 237 and 238)

Expressions of mysticism

In the office green volume
the traditions of traditional mysticism in Sohrab poetry when nature reaches its beautiful beauty, this shortness of breath and clutter is left behind by the poet, ace staying, friendship and purity ...
the clouds went
A smooth air, a sparrow a fly
where are my enemies?
I thought:
in the presence of geranium, water will be violent "(p. 386)
Or:
"my hand floated in natural colors
Orange skin
the city was found in the mirror
where are my friends?
their days are orange breeze "(p. 387)

and finally when it comes to sleep things come to him :

sleeping on my eyes was building something :
an open space, sandy streams, a friend's foothold "(p. 388)
From the winter and the snow to the blue and smooth sky, and then to he tranquility and memory of the friend, as Rumi said, but with a **sharpening and convivence, even in Masnavi :**
because they are cute and tactful
they jump off their snaps from the snowstorm
because the earth's saddle of snow is wearing a shroud
hazuddin's sun razor
Barth from eastern Seyfollah
heater from the east of this port
this type of mystical sparkling that has been seen among the ancient poets of Iran is often reflected in contemporary Iranian poetry. "(Abedi, 1374, p. 234 and 235)
in the Sepehri poem, "the address" of the book, the volume of green in the language of password 7 is Sepehri   equal   to   the   seven   Attar.
1- Sepidar tree = demanding
2- alley Garden = love
3- flower loneliness = shallow
4- fountain of mythology = monotheism
5- transparent fear = knowledge and astonishment
6- inwardness of fluid Space = towhid
7- nanny of light = poverty and mortality
 (Shamsa, 1382, 288)

He pointed to his finger and said :
not reaching the tree
alley is the alley that is greener than god's sleep
so swing to the flower of loneliness
two steps to goal
the Foot of the Javid Fountain is the land of mythology
and you will get a clear fear
in the fluidity of space, you hear a scratch:
you see a child
going   out   of   the   high   pine,   take   the   chick   from   the   nest   of   light   (p.   65)
behind the seas is a city
in which the windows are open to manifestation. (P. 370)
the manifestation of "the influence of the right of the truth is to judge the deceitful person who deserves it
to look at the heart" (Ghanai, 1388, 559)

Love in mysticism :
it means lover
and think of what's lonely
if that's a small fish
blue is the sea of immensity
my flowers are sparrows in the valley
and sufi earrings show tibet

Manifestation of mysticism

in the passenger office
in a poem by a traveler, the poet tries to try to find truth instead of the truth. in other words, he examines
whether the secret of the rose can be obtained, but he concludes that never because there is always a
distance, then again to the same point It's better to be floating in the charm of the rose and not our job. the
secret of the rose

the poet has a mournful sin and tells the host :
nothing me around the empty hurricane
does not hide
and we think
that this melancholy melody is forever
will be heard
his grief is here that is far from the truth, it is a veil of work, and it does not give up unity ... In traditional terms of mysticism, the hardship is the same as the bill and the distance between the veil and the receipt of the veil.(Shamsa, 1382, p. 40 and 41)

Philosophical debate in traveler's poem :
the passenger's eyes fell on the table
what beautiful apples
life is ecstatic
and the host asked
what a beautiful thing
Beautiful is a romantic interpretation of shapes
the study of the beauty of nature is the subject of aesthetic aesthetics. which is one of the important branches of philosophy. Most, such as have spoken in this regard. Sepehri speech here resembles views on beauty. said that our love is beautiful, not the child, that is, beautiful in the eyes of man is what he loves, not that something beautiful is placed on the love of man (in other words, beauty is in the eyes and eyesight of the viewer).
(Ibid., P. 146)
Fade-proof the streams of the world clear the secret password Learn to me Just me
fade against the proof of Iranian mystical reform. the disappearance of the attributes of habit and of Allah (Arabi) is the disappearance of an object when there is no trace of it, and when it remains a trace, it is called (Quoted by Ghasem Ghani, 1380, p. 571)
the hadith of motto before the in mystical texts
in the passenger's poem, he says to the winds:
and my shoes up to the interaction of grape tones
feel full of vibrant mobility
 (The high bit is a reminiscent of the Moto before it is in the mystical texts)

Love in the mystical literature :
it can be said that no vocabulary has been used as much as love in mystical literature, especially in romantic mysticism, and the abundance of the word of love is associated with suzogdas. the mystical poets of love are basically love as the axis of the world of the universe. and the purpose of creation is to realize the heavenly love among the earthly people. (Taghavi Behbahani, 2010, 61)
I think
It's the hidden vein of colors
It means lover
and think of what's lonely
If the small fish are infinitely blue (p. 313)

and repeats elsewhere : Always loves lonely (p. 314)
Lily of the mystery :

Niloufar is a cradle of freshness and fresh eyes, and a lotus is a mystic cipher," said one Indian speaker, "I am a Nilufarri who is in the mire of the community." (Same, 154)
Although the water curve is good pillow
To sleep in the heart of a pendant with a lotus
There are always distances. (P. 34) (Same, 1382, 154)
This is perhaps our job
Which lies between the flower of the lotus and the century Follow the song of truth And love Journey Clearly Shivering (p. 314)
In Indian mysticism, between the end of a thought and the beginning of another thought and speech there is a gap between the mystic and sometimes a mysterious one, in which there is no thought, and whatever is a joy and style, they say it as.(Shamisa, 1382, 155)
the embodiment of Buddha (Krishna Moretti) in Sohrab poetry the secretary of the shadow is the "green" banners   how   well   do   i   remember
a phrase that entered the wilderness of mind broad and alone, and head down and hard (p. 325)
It should be noted that at the school of, classes were formed under the trees of the figs, and preached under the trees came under the fig tree of the temple to the great i and said in a sermon one of the ways of suffering is an attachment:
see this because rhino travels alone
the poet in the upper bay describes the that is buried like sparrows in the holy waters of the and mysticism.
the expression of Buddhism in Sohrab poetry
and i'm the sparse interpreter of the valley
and sufi earrings show
varnas girls for ears
beyond the road (p. 327)
the poet in the upper chunks of the, who are buried like sparrows in the holy waters of the described the wisdom of and mysticism. "the Buddhism, taught by (483-563), included the personal decomposition of its founder on life and the recognition of the way of salvation. his family was famous for the local ruler of a northern province of India near the Himalayas ... the story of his life, which, in the story of and probably in the story of Abraham, is a Christian, Islamic and Islamic story, especially in the story of Abraham, he has found Sufi color the teaching of the Buddha, which is the result of his own self-righteousness, is based on the fact that life is the cause of suffering, and the suffering is a matter of generality and continuity! the origin of this endless suffering is the thirst for life that takes man from life to   life.
therefore, in order to escape from suffering, this desire must be eliminated by denying any desire and desire, and loads of the continuity of life (reincarnation) came to the point of mortality (nirvana) thus ethics do not originate (Zarin Kob, 1363, 260)
manifestation of mysticism
 in the office of the stench
"in the rubble of the sun, the influence of Hushang Iran is still there, but this, the effect is dimmed and the nature of the tranquil and desperate separatist choice between him and the controversial and sharp" iranian "is distant and close his relation to the" Buddha " it is this proximity to the point where it reaches the boundary. in this approach, the poet's words even take on romance and romance, something that can be found in his poem very little. this is where he speaks with Muradi and Muradi Rohani that Shamloo and his beloved are: (Shirani, 1341, 49)
I encountered the secret of worship
I walked away from you, I got into pain.
I shadow the shadow to you so that you can stand my idol

and with all that transparent!

and with all that wonderful!

I'm not going to get on with you

The earth is calling the rain (P. 195)

if the office of the rubble of the sun was in the reign of the mystical and Buddhist Sepehri ideologies, the collection of the East is the peak of the journey and is a poet in the oriental mysticism. In other words, if some of the poetry of the sunburn, for example, "in the poetry of prayer," the mystical and religious views of Sepehri clearly, he appears in the poetry of the east of his grief in terms of weight and songs and mystical and religious views. "(Moradi Kochi, 1380, 33)

prayer

we traveled the light, we wrote the gold plain

the sun was afraid of our face

we found and laughed

we did not come and burn

the more common, the more lonely

we were separated from the ranks:

I got drunk, and I became a servant

you went up and you were god. (P. 198 and 199)

"the vault is empty and the garden is full of travelers

In the valley of the sun

they have kidnapped you and this loneliness is profound you wander and whistle in the dark (eight books) and Sohrab wanted in the joint, and it was thought to be a joint. and he was in the joint of the soil and the planet and he had learned things. and he had taken steps and had ideas and experiments. and now he is singing his voice. and the sound was strong, and he listened to his whispers. and he listened and was amazed at all of his existence. and it was published all over. and he was astonished, and he was amazed by the East, and he was crazy about Sohrab. " (Abedi, 1377, 53)

manifestation of mysticism

in the footsteps of water

lives in succession

the life of watering in the pond is now

in ancient mysticism, they said that the world is constantly in modernity, including the existence of man at a new moment, and according to Rumi: the tail is in it, and the spring and the expressions of the revival of the likes and desires, is . deletion, extinction of the old anat and the presence of is a prerequisite.   as   described   in   the   story   of   the   mystery   (p.   494)
the   universe   is   not   always   in   the   garrison   or   the   detention   of   an   empty   breath
and the verse of mobarakeh in the qur'an of majid (surah al-rahman 55: 29)

the whole ho phi (every day he is in a work) has interpreted successive creations and also states in surah (50 verse 15): what's the difference between the new creation, is it, then, we became weak and tired of the first creation? no, but people do not see the new creation. So the creatures, including the consecutive ones.

heikh Mahmud Shabestari says :

It's young and old

drew takes two hours

it is everywhere

at that moment he dies

and has specifically construed the new people as the renewal of al-, and spoke of death and human life at any moment, as it says in the first book:

So every moment is death and reprisal

Every soul becomes our world and us

Omar will be like Joey

Ask this head if there is another word
The world is closed because the water is jelled. Hawk
Mustafa has said that the world is the hour
Unaware of the reappearance of Endurance Survival
Paying in the corpse
See Hessam al-Din, who has a letter with him
Goes and goes, where is this from?
(Shamsa, 1382, pp. 110 & 111)
we attribute the transgression to mankind as god's knowledge, and because no verb can be attributed to god except the apparent causes of the universe from the category of the instruments and, in fact, the occasional causes and this theory, which agrees with the promise of the Ash'arites of muslims, also pledges to "continue to create" him, and this promise revives modernity theory, which is similar to that in the teachings of mystics such as Sheikh Shabestari is also "(Zarrin Kob, 1363, 322)
I do not know that's why they say the horse is a. the pigeon is beautiful and why is no one in the cage a vulture in the upper line, Sepehri praises and celebrates what is happening because and lives and invites the people to a life of old a natural and ideal Buddha. " (haman, 38)
Or:
My hand floated in natural colors
orange skin
the city was found in the mirror
where are my friends?
their days are orange breeze
(P. 387)
and finally, when it comes to sleep, things come to him:
sleeping on my eyes was building something:
an open space, sand foot friend but
From the winter and snow to the blue and smooth sky and then to the peace and friend's friend as Rumi said, but with a sparkling boom even in Masnavi:
because they are cute and tactful
they jump off their snaps from the snowstorm
because is wearing shrouded snow
sun razor hessamuddin Bern
in Barth from eastern Seyfollah
heater from the east of this port
this kind of mystical sparkling that has been seen in the ancient poets of Iran is often reflected in the contemporary Iranian poetry has also occasionally been reflected. (Abedi, 1374, pp. 234 and 235)

Sepehri mysticism in the footsteps of water :
"although he knows that he was born in Kashan, his city is not Kashan. her city is lost. but he knows that his city (not his) in the world is no longer meaning. and he does not consider himself to be the "chicken of the garden of as our traditional mystics. his house is on this earth and in the essence of this nature, and his soul is in the direction of these things around. the water foot is only the poem of earthly mysticism in contemporary history, which is ranked among the greatest mystical poems of the history of Persian literature.
(Langroodi, 1392, 195 and 196)
my city is not Kashan
my city is lost
I'm fluttering with idols
I made a house on the other side of the night (p. 292)
manifestation of mysticism in
green volume

how much clover flower is the red tulip?
the eyes should be washed, the other way around.
(P. 297)
Sepehri is in the dream of a world of minuses with a world where, on the one hand, everything is clean, right and good on the one side and on the other is full of mystery. that is why every blunder and effect of life, for him, is an indication of absolute immortality. in such a beautiful and glorious world, Sepehri appears as a new era mystic in our minds. »
(Haman p 317)
manifestation of mysticism in
water foot
mystical enthusiasm
the poet goes to the mystic garden and reaches the friend of perfection with mystical inspiration.
I went to the party of the world
I'm sorry for the plains
I go to the mystic garden
I went to ivan Zerghani knowledge
the adolescence is raised little by little, and comes out of the shadow of wisdom and moves toward knowledge.
I went up the steps of the religion
to the bottom of the alley doubt
cool to cool
it seems that the meaning of the mystical stance is to reach a friend and from whatever he is (including religion) to become littered or to understand that God does not need anything. "(Shamsa, 1382, p. 68)

Bills - Mystical Expansion :
In the poetry of the footsteps of the water, with the expansion, and in the system of passengers with the present, it should be noted that both the bill and the two are both ordinary, that is, they are not permanent and they become each other in Sepehri's poem, the bill is from he knows never to be fully united with the beloved (the truth). (Haman, Pp. 148 and 149)

God in Sepehri poetry :
when he speaks of a god who is near, the night of smells, the long pine feet, and so on, is not Lao's theory still in the mind? what's going on in everything, but letting it go so that it can not be done.the god of Sepehri is soft and non-violent and ethereal so that it does not exist. Everything is hot and everywhere.

and the god nearby :
this is the night of the smell, the foot of that long pine
on water consciousness, on plant law (p. 278)
(quoted by batul ghanizadeh tabrizi, 1380, 183)
sepehri look at life
life has a fairy-tale with the breadth of death (p. 296)
the Khorasan school in the selfish mysticism of the Buddhist and idolatry and the ancient Persian and Islamic traditions. Khorasan has been in contact with India and china for centuries. the basis of the Khorasan school is for love, movement and life and happiness and secrets. "(Shamsa, 2003, 28)

Sepehri's eyes to death :
As in his naturalistic mystical outpouring, death is part of the nature of living and the law of life and life, and death is not the fault of survival in nature and the continuity of the cycle (as in the classical death of death returning to the origin and joining he is Sohrab seeing death beautiful and it is responsible for a beautiful jump.
death is not the end of the pigeon - death is not a chain

death is in the apogee's mind - death is in the cool weather
death speaks out of the morning in the nature of the village's night
death comes with a cluster of grapes to the mouth - death in the red
movement and throat
death is the bearer of a splendid jerk. "(P. 302)
(quoted from Shamsa, 1382, 215)
professor Mousavi Garmroudi believes that Sepehri's poetry has two
characteristics.

A brief description of Sepehri's poetry language :
1- Sepehri is the first person with contemporary poets who translated the language of the new poetry into colloquial language. he also has a poem in a particular language, and the poetic language of Sohrab poetry style in expressing words and words distinguishes his poetry from language and prose. In the poetry of his feet, his poetic language is seamlessly tied to his interlaced language.
2- the second feature of Sepehri's poem is illustration of the meaning of his poetry. and this is the result of Sepehri's total naturalism, which is in line with his intellectual attitude.(Mousavi Garmaroudi, 2009, p. 406 and 407)

Sepehri Poetry Composition :
in Sepehri poetry there is no combination, there is no combination of asynchronous situations, and therefore his poetry is confused with poetry of the mystical illustrative concepts. (Brahoni, 1380, 1685)

the conclusion :
Sepehri a poet of nature, seeks for the truth of the poetry of the feet of water and the traveler, which in itself expresses his passion and passion for unity with nature. In the course of his journey and following the song of truth, running has been intimacy. Sohrab speaks of the language of phenomena, which is in fact his own story, and his mystical reflections and thoughts are rooted in his desire. Sepehri intrinsic personality is sought after by individual salvation and is guided by Indian thought. Sepehri's mysticism at the same time, some themes are specific to a certain mystical mysticism of mysticism. he does not consider himself as the Iranian martyr mystic healer of the kingdom of heaven, his mysticism is earthly, and his spirit is in the direction of the new objects around him. the Sohrab school of the Khorasan school is a mixture of and orthodox and Islamic and Islamic rituals. Sohrab's behavior is special for his own temper that he tells of his dynamics in his boiling mind.

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Comperative Analysis of "Egocentricity" in Sufism and Mental Self   from Psychological Perspective

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Abstract

Mysticism is based on self-knowledge that is a way to knowing God, reaching monotheism, becoming one and fading in the God's absolute being. So, mysticism is intimately related to psychology which is based on self-knowledge and praxeology. Researchers have found that there are lots of commonalities between psychology and mysticism which can be used to raise the level of ethics and spirituality of the community. Many research studies have led to the emergence of a scientific orientation known as "Positive Psychology and Spiritual Psychology". This has linked psychology with religion, mysticism, and spirituality. In this study researchers aim at comparing and analyzing "egocentricity" in Sufism with the "self" in psychology and elaborate on the link between these two viewpoints in order to achieve spiritual perfection, composure and mental health of the individual and society. The present research is documentary, comparative and analytical in nature.

Keywords: Egocentricity; Mysticism, Positive Psychology; Spiritual Psychology; Self

1-   Introduction

One of the individual and social problems and preoccupations the modern man is faced with is that he does not know himself and is ignorant of the goal and aim of his creation. He is unaware of the fact that he is a spiritual and divine being and God has created him in order to manifest himself in his being. "And God created human and was manifested in him" (Najm Aldin Razi, 1365, P.122). Man does not know that all divine power and force has been deposited inside him, meaning that he has access to infinite power and knowledge and is the successor of God on the earth (Baghare Surah, verse, 30) and miracle is one of his innate features and qualities.

Man does not know that it is "egotism" and sensuality or from the psychological perspective "the mental I" that has drowned him in the whirlpool of ignorance and non-awareness. He does not know that from the psychological perspective this "mental I" is a "false and untruthful character" that he has made of himself in his own mind. That is this false and untruthful character he has made in his mind that has encountered the modern man with so many problems and difficulties such as: mental and physical illnesses, moral corruption, addiction, wars and plunders, racism, massacre and all other crimes done on this beautiful planet.

All divine religions and mystic schools have tried just from the beginning of the creation of man to provide him with views and perspectives based on which to recognize and discriminate the 'basic self" or "divine self" from the "mental I" or "false and untruthful I". One of the scientific schools of thought that seeks for scientific strategies to relieve the man from the jaws of this "untruthful character" or "false I" and tries to make the man acquainted with his real self or divine monad (being) is the positivist psychology or the spiritual psychology that emphasizes on the real self and divine aspects and therefore pays attention to the religion, morality, and spirituality. Mysticism is also based on self knowledge. Mystics, in their instructional books, have constantly referred to this saying of the holy Prophet that "one who knows himself has certainly known his own God" (Hajviri, 1383, P. 297). The recognition and knowledge of God and achievement of pure monotheism is based on the knowledge of self. That is why so many common points exist between mysticism and psychology. From among the common points between mysticism and positive psychology, we can refer to the creation of happiness, joy, tranquility and relaxation in the person and creation of unity among all human beings despite external and

adventitious differences such as color, nationality, race, religion, etc, leading to peace, friendship, unanimity, and unity among human beings and creation of the world-wide security..

As mentioned before, the selection of the holy prophets on behalf of God and sending the divine religions all have been done with this aim and great Islamic mystics such as Molana, Atar and others have created unique and ever-lasting masterpieces in this regard and have presented them to the human society so that each person himself can obtain spiritual insight and himself discovers "himself". To put it other way, each person should obtain a deep knowledge of self and discover his divine self or divine monad so that he can believe and make sure that he is a divine and holy being. That is just in this case that his "untruthful and false I" or "egotism" would disappear just like the disappearance of shadow against the sun as the result of this self-knowledge and in mystics' word spiritual contemplation. In this regard, the aim of the present research study is to comparatively analyze the "egotism" in Sufism with the "mental I" or 'untruthful and false character" from the perspective of spiritual psychology.

2- Research Body

From the mysticism perspective, man possesses two types of internal, innate selves: one of them is entitled as "egotism", "self", "sensuality" and the other one is named "truth" and "rightness aspect". In other words, from the point of view of mysticism, man has two aspects: a human aspect and a divine aspect that these two aspects are sometimes referred to as spiritual-human aspects. To analyze these two aspects of human beings and compare them with the attitudes of the psychologists, it seems better to analyze the sayings of Bayazid in this regard and to study and evaluate carefully these two aspects based on his speech. Bayazid Bastami is one of the great mystics of the third century and is the founder of the school of love mysticism. Bayazid Bastami is known as one of the genius and wonderful people in the field of Islamic mysticism that has been so influential and has created significant effects on the mystics coming after him. He is very well-known for his greatness and spiritual ascensions. He has mentioned his mystic experiences more than others and these two divine and sensual aspects or in other words the two sensual and rightness aspects are more evident in his speech and sayings. Therefore, in this article, we would focus on his mystic experiences and would analyze and evaluate them from the perspective of positive and spiritual psychology.

Atar in Tazkerat Alavliya has explained in detail the speeches, sayings, greatness and mortifications of Bayazid Bastami and has sometimes added one or more sentences in order to disambiguate the mind of the reader and to make the mysterious points clear for them.

He has narrated on behalf of Bayazid in this way: "I got out of being Bayazid just like a snake getting out of its skin. So I looked and I saw the lover and the beloved one to be the same as in the world of monotheism all these can be seen as one thing." (Atar Neishabouri, 2535, P. 189).

What does this mean to be Bayazidi. From the psychological perspective, every person in his childhood makes a mental image of himself in his mind through hearing the name his parents have selected for him. Later on, after acquiring the word "I", this image is transferred to "I". However, this mental image is the same as child name or his "I'. This image is gradually changed under the influence of environment, family culture and effective social, cultural and instructional factors. In psychology, this image is called "mental I" that controls the brain activity, which means that the activity of the mind is under its influence. It constantly talks with man that in mystics' word it is called hadith Alnafs. To preserve its identity, this image makes time. This image is usually in the past and sometimes in the future. However, it escapes from the present time since death occurs in the present time. It is constantly in the past time, and just sometimes goes to the future, but it does not traverse in the present time as present is the timeless moment. Present is concerned with the reality while that image is an illusion and a non-real imagination.

Generally, this imaginary "I" is attracted by the material world. It is greedy, selfish, and narrow-minded. Its demands are excessive and it is inclined towards separation. It constantly talks with the man and attracts him towards the material world and its attachments and possessions like mammon, social state, making face and reputation among the people and various types of desires and passions. One of the famous psychologists in the book "contemplation" has stated that:" What is egotism? It is the idea we

have about ourselves and always accompanies us. It is concerned with who we really are. Egotism prefers to engage us in the problems and challenges of the material world. However, it is nothing more than an idea. It is mainly concerned with how to live in this material world for a longer time. Egotism can be defined as our attitude about how to live safe and how to be loved by others in this material world. As far as we are just concerned with the illusions of egotism, we would be separated from our source and origin. Human beings have also another aspect that is literally called "divine I" or "rightness" aspect that is the result of blowing spiritual and divine soul I the human body and frame. As God has stated:"So when I created the man and blow my own soul to him, I ordered all creatures to bow down to him" (Sad Surah, verse 72).The aim of human creation is this divine aspect. From, a mysticism perspective, God is an absolute, single being and is therefore invisible and cannot be seen. He has made himself visible through the creation of the material world and the creatures."I was a hidden treasure; I liked to be known, so I created human beings, so that in this way I would be known." (Najm Aldin Razi, 1365, p. 401).Therefore, God has created the world with the aim of making himself known. So, any creature is regarded as a sign and evidence indicating his presence. The world is like a mirror that shows, manifests, and reflects his appearance. God has stated this point in the holy Quran:" And the West and the East belong to the God, so looking anywhere, you will see the God appearance" (Bhareag Surah, verse, 115).

Eckhart Tolle in the book" the power of presence" says that: "our civilization is controlled by our mind and that is while "being" is the superior thought whose evident manifestation is this material world" (Eckhart Tolle, 1392, P. 193). Also, somewhere else he states that" what does the non-revealed mean? that unique, everlasting essence beyond all forms of life and existence" (the same, P. 181). From the mysticism perspective, the being that manifests the God completely is human being and the main, final aim of God of the creation of the world is the man. Truly, God created the man (najm Aldin Razi, 1365, P.122) and was manifested in him. God created the man with a shape similar to himself (the same, P. 411). All of these indicate the complete manifestation of God in the man and that is the reason why man is the holiest creature in the world and also the most similar one to the God. That is due to this reason that God makes even the closest angels to God to bend in front of him and obey him. In mysticism, this aspect of human being is called the divine or rightness aspect.

However, egotism has caused the man to ignore his divine dimension. As mentioned before, the prophets sent by God have all tried to help the man and guide him in order to get released of ignorance and to achieve self-awareness and contemplation and to discover and experience his divine and spiritual aspects. From among the scientific schools, the positive and spiritual psychology have presented a series of practical strategies. In the book" spirituality and positive psychology", Schneider has said that:" there exist various spiritual methods to maintain our relation with God. People preserve and maintain their relation with God through prayer, worship, contemplation and spiritual experience in their every-day life." In their evaluation, Pouluma and Galoup recognized and identified four types of prayers: in the form of religious ceremonies (like reading a prayer book), making requests (asking God for material requests), speech and conversation (like asking forgiveness because of the committed sins) and contemplation (like spending some time in the presence of God). Unlike the first three types, the aim of the contemplation type is spiritual experience. Pouluma and Galoup reported that the contemplation type in comparison with the other three types has a more significant relation with the criteria of self improvement and the sense of closeness to the God. (Schneider and Lopez, 1390, P.24).

Most of the positive and spiritual psychologists emphasize on contemplation and consider it as a way for joining the source and origin of the world that is God. "valsh who is one of the pioneers of contemplation says that the aim of contemplation is awareness that involves awareness regarding the main nature of the man" (the same, p. 72)..

What is contemplation ? and how is it done?

From the point of view of the psychologists, contemplation means controlling "egotism" or "mental I". Vin Dier in this regard has stated that: one of the features that distinguishes the origin of our essence from the material world is that it is indivisible". Unity (oneness) is never divided to separate parts. Indivisible unity is in fact a kind of creative energy that transforms a small seed to a maple, a

watermelon, a human being or any other kind of living creature. This creative energy cannot be observed through the physical eye. It is present everywhere and is never divisible. We cannot divide the unity. Contemplation suggests a method through which we can have the closest experience of joining our source and origin and presence in his realm of unity even at the time when we have a physical body. To achieve this aim, we need to control our egotism. Innately, we as human beings are always looking for ways to join our creator. Contemplation is a way to achieve such an aim. We can make a conscious relation with our God, go beyond the limitations of the dual material world, and again obtain a power that we have access to only when we are connected to our source of essence. (Vin Dier, 1385, P, 22;23).

From the mysticism perspective as far as human is a slave of egotism, he cannot discover the divine or rightness aspect.

"As stated by Bayazid, when I achieved the proximity state, I was told to say what I wanted. I answered: I have no request. I just want you and not any other thing. They answered that as far as there is even a minute of Bayazid, this request would be rejected. Control yourself (ego) and then come. (Atar Neishabouri, 2535, P. 187). Bayazid refers to a false, untruthful character that is known by the name Bayazid. It prevents you from the observation and discovery of reality and your divine essence. From the Bayazid perspective, in the presence of egotism, you cannot discover God in your essence and being. You should come out of his control and sovereignty and close its mouth with muzzle so that it cannot talk with you. Thinking that is the same as internal speech is related to egotism or illusive and imaginary image we have of ourselves. However, our divine and rightful aspect is an absolute and infinite awareness that is connected to the God that is non-finite and absolute. It makes the secrets and mysteries clear even without saying a word or using words or phrases.

As said by Bayazid: Others acquire knowledge from the dead peole while we learn it from the living essence who never dies (the same, P. 201). In contemplation, the egotism or "mental I' stops talking and instead of it silence conquers on the mind. However, this silence is awareness. It is the kind of silence from which awareness and intelligence are originated and creation is formed. That is why silence has been called the voice of God:"pay attention to the nature of silence. It has been said that the voice of God is just silence. it makes no difference which method you select for the division of the silence. However, you should know that silence is always silence and is never divisible. The source and origin of this indivisible unity is located where the act of creation occurs."(Vin Dier, 1385, P. 22). The positive psychology emphasizes on contemplation and considers it as the best way of discovering and experiencing holy spirituality or internal divinity. In the same way, Islamic mysticism considers great importance for contemplation, that is resistance against egotism, and believes it to be the most important worship and servitude. "and said (Bayazid) that worship and servitude for the mystic is like a guard for the soul. (Atar Neishabouri, 2535, P. 191).This means that conscious presence in the present moment prevents the activity of egotism. He also said: "Bayazid said any one whose spiritual reward of the almighty God is postponed to tomorrow, he has not worshiped god today as the spiritual reward of any kind of endeavors occurs in the present moment."(the same, P. 196). Molavi in this regard says:

You, my friend, the mystic does his deeds in its due time

Postponing things to tomorrow is not accepted in mysticism

Are'nt you a mystic?

Postponing deeds to later time results in the destruction of existence (Molana, first book, verses 133-134).

The aim of all worships and servitudes is to preserve the present moment (now) and to exist in the breathing moments because being ignorant of the present moment provides the opportunity for the egotism to move in the past or future and to prevent witnessing and understanding the God that occurs in timeless moments. That is the reason why in mysticism, neglecting the egotism is considered as the greatest sin "Bayazid said I wanted to know what is the most serious requital and punishment for my body. I found that nothing is worth than ignorance and even the fire f the hell is not as bad and serious as a bit of ignorance.

Bayazid Bastami considers a great importance for the contemplation and interprets it as the heart guardian. To guard the heart means to take care of it so that the "self" or "mental I" cannot oppress to its

divine and holy aspect and cause him to ignore the memory of God. In this way, he can discover and experience the God in his essence. He has mentioned the out come of forty years of guarding and taking care of his heart in this way: I took care of and guarded my heart for forty years and when I thought carefully I found that servitude and lordship are both right and truth (the same, P. 168).

The aim intended by Bayazid is that as far as he looked and thought from the perspective of "egotism" or "mental I", he thought that he was separate from the God. However, after forty years of resistance against the egotism and denying it, he experienced this fact and this hidden secret was discovered for him that he is the same as God and God is the same as him. Discovering this reality is equal to obtaining absolute monotheism. This means that in all dispersed essences and selves, I saw only one single essence and being that was manifested in different and various forms and patterns and that is the God's essence that my essence and being is also a manifestation of his essence and being.

Attar has narrated this spiritual experience of Bayazid as quoted by him in this way "a person went behind the door of the house of Bayazid and called him. Bayazid asked: who are you looking for? The man answered: Bayazid. Byazid said; there is no one at home except God. Another time a person went behind the door of the house of Bayazid and called him. Bayazid asked: who are you looking for? The man answered: Bayazid. Byazid said: poor Bayazid. It is forty years I am looking for Bayazid and still I have found no address or sign of him" (the same, P. 184). Bayazid is the same as egotism that considered himself to be separate from others and from the God and now through self-awareness, experience and discovery of God's essence in himself and all other creatures of the world, this egotism has disappeared just like the disappearance of shadow against the sun.

The outcome of achieving monotheism is internal, inner silence, tranquility, and relaxation that is focus of attention of the positive and spirituality psychologist and they use it for psychological health, the treatment of psychological diseases, prevention of social abnormalities, and increasing the level of morality and spirituality in the society. This is one of the common points between mysticism and positive psychology. Bayazid has stated that:" all these speeches, voices, movements, and wishes occur behind the curtain. Inside the curtain; however, there is just silence, tranquility, and dignity". (Atar Neishabouri, 2535, P. 194). It can be said that egotism that almost conforms with "false I" I psychology, results in stress, anxiety, fear and weakness that consequently leads to mental and physical diseases. On the other hand, controlling it through contemplation leads to the destruction and disappearance of egotism and achievement of monotheism insight, relaxation, tranquility, and internal silence and then all these result in the mental and physical health of the person and the society. Schneider has proposed his opinion in this way: a few number of researchers have set as the aim of their studies the evaluation of the effect of the contemplation as a "self-freedom" strategy on the promotion of unanimity, reasoning and understanding. Also a few number of pioneering studies have paid attention to the effect of contemplation on positive psychological health. Research studies on contemplation have shown progress in the following cases: self-demonstration, unanimity, sense of unity, resistance against stress, increase in self-excitement and independence, positive feeling of self control, increase in spiritual and moral experience and positive behavioral effects such as increase of understanding, increase of field independence, and increase in attention and concentration" (Schneider, 1390, P. 74). Schneider has also stated that:"those studies that have been conducted about the effect of contemplation on happiness have revealed that contemplation can increase happiness. Those people who constantly and regularly do contemplation, have been reported to show a significantly higher level of positive feeling, fewer signs of disease and stress, lower levels of fear, anxiety, enmity and depression".(Schneider, P. 77). The consequence and advantage of possessing monotheism insight is that the monotheist and mystic person believes that all creatures and human beings are the same regardless of their nationality, religion, color, race, etc. Such a person loves all creatures as he believes that they are all the manifestation of one essence: he is exactly the same as others, others are exactly the same as him, and all of them are exactly the same as God. In his belief, all are a single essence; all are an opening from which a single light has been illuminated. Bayzid Bastami has mentioned this truth in this way: "the sign of the person who likes the God is that he possesses three qualities: generosity like the generosity of the sea, compassion like the

compassion of the sunlight, and humility like the humility of the earth" (Atar Neishabouri, 2535, P. 193).This means that he divides with others what he h as just like the sea, he shares the hotness of his love with others like the sun, and is humble in front of all people like the earth. Looking at all creatures as if they are all the same is the result of destruction of egotism and the result of discovering and experiencing God in oneself and in all creatures of the world that leads to the creation of tranquility, happiness, health, love, peace, unanimity, philanthropy and security in the human society that is the aim of both spiritual and positive psychologists.

Conclusion

Mysticism and psychology are both based on self-recognition. From the perspective of mysticism and psychology, man has two aspects: the divine or rightness aspect and the sensual aspect that is called egotism. Egotism that is given the title of "mental I" or "false and trustless character" in psychology is in fact the image that a person makes of himself in his mind. This mental image is concerned with the material world and its possessions. It is like a dust that prevents man from getting aware of his holy and spiritual aspect. It has a far distance from reality. From the perspective of positive and spiritual psychology, all of the moral problems and mental diseases that result in social abnormalities and make the man far away from his holy and divine aspect is related to his egotism. In this respect, this science has some common points with mysticism and both of them try to relieve the man from the jaws of this "false and trustless I". Both positive and spiritual psychology and mysticism consider the contemplation, that is the conscious resistance against egotism, to be the only way of releasing that its consequence is obtaining self awareness and discovering and experiencing "divine self" or witnessing God in oneself and in all creatures of the world. The consequence of this self-awareness is understanding the whole world as a single essence that is called monotheism insight. Monotheism or seeing the whole world as a single essence that is the result of being released from the jaws of the egotism demon is of significant importance from the point of view of spiritual and positive psychologists. It releases the man from the jaws of the "false I" that slide humans towards moral meanness such as selfishness, excessive-demanding, and greed and avidity to the world, etc that these by themselves lead to many mental diseases such as anxiety, stress, fear, lack of self-confidence, weakness, depression, etc and guide the mankind towards war and slaughter, racism, addiction, poverty and moral corruption. It brings about and presents to the human world the tranquility, happiness, relaxation, moral virtues, love, health, peace, philanthropic actions, and world-wide security..

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Aspects of literary mysticism in fifty year resistance poetry

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Abstract
To know resistance poetry,one of the important modern poetical currents, it is necessary to investigate its forming elements. Due to its virtual and immaterial approach, resistance poetry benefits from ancient mystical literature, defamiliarizes ancient mystical terms and motifs by combining mystical and epic words and creates new mystical symbols proportional to resistance poetry. In poetry of revolutionary time, there are social aspects of mysticism. There are epic themes in holy defense9 poetry, which finally reflects Shia mysticism. Unlike poets of ancient mystical poetries having been mystics and expressed their mystical experiences, resistance poets describe the mystical states of fighters ,combatants and martyrs. Other distinction is that ancient mystical poetries are educational and their followers are special addressees, but the addressees of resistance poetry are all people and the affection dominates the education. After extracting instances from works of prominent resistance poets during 50 years and by considering hypertext through descriptive- analytic method, the study has investigated and classified the data.

Keywords: mysticism of literature, resistance poetry, lexical structure, content

1-Introduction
Mysticism has unique attraction and mystical poetry has allocated the wide part of Persian literature to itself and has been integrated with spirit of Iranian people that poet - mystics or poets composing mystical poetries appeared among them. Mysticism has had different aspects in history of Iran, either in abbey, meeting or in political and social battlefields. Mystics like as Attar Neishaburi and Najmodin Kubra were martyred in social and political struggles and there were many mystics like as Hallaj being martyred by order of opposed people due to their special mystical opinions and dissidences. Mysticism apparently has individual aspect and only includes personal and intuitive experiences and mystical states; but, Sarbadaran uprising10 and establishment of Safavian government are instances of mysticism with epic aspects in society. Its social advent in Iran culminated in Islamic revolution. Spiritual attraction of Imam Khomeini played role in his leadership more than other factors. Pure Islamic mysticism emanated in comprehensive political-cultural doctrine of founder of Islamic revolution and found social form. Spiritual development of Iran affected by moral-mystical teaching of Islam and Shiite had different demonstrations in resistance poetry. Resistance poetry that has been formed since 15th Khordad uprising relied on ancient mystical literature and presented social, epic and Shiite mysticism. With mystical approach, resistance poetry current has benefited from the main sources of mysticism; that is Quran and traditions, used the mystical symbols, terms and contents by impressionability of contemporary mystical people like as Imam Khomeini, Allameh Tabatabaee, Allameh Hassanzadeh Amoli and by relying upon classic mystical literature and recreated ancient motifs of literary mysticism by combining epic and mystical words and defamilirazing. In inviting to revolution and Jihad, Mystical poetries reflect either the mystical morale or internal states of resistance poets.

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[9] the 1980-1988 Iran-Iraq war

[10] a mixture of religious dervishes and secular rulers that came to rule over part of western Khurasan in the midst of the disintegration of the Mongol Ilkhanate in the mid-14th

1-1- The statement of problem and research method
By reviewing the literary mysticism evolution, the study has aimed to investigate mystical aspects of resistance poetry and lingual and content structure of mystical resistance poetry. Finally, apostolate of this poetic current with modern spiritual poetic current will be pointed out.
This paper has divided the resistance poetry being the most important contemporary poetic current for 50 years into three historical times including revolutinary and uprising, holy defense, remonstrant poetry and mystical quotations after the war. According to the title of study, after studying the works of prominent poets and gathering analyzable data and instances through descriptive-analytic method, data classification has been investigated to reach a scientific and logical one.

1-2- Background
There have been studies about literary mysticism in contemporary poetry or mysticism in revolution and holy defense: study titled " investigation of mysticism contents in holy defense poetry (2009)" carried out by Enayatollah Sharifpour and Narges Movahedi and paper named" epic and mysticism in Islamic revolution time (1993)" carried out by Hussein Qobadi , mystical contents have been investigated in these times. Thesis of " investigating and analyzing literary elements of mysticism in narrative poem of holy defense (2010)" done by Ali Rajabi only investigates the narrative poems. In papers of investigating Islamic revolutionary literature seminar (1995), mystical contents desultorily have been pointed. In these works, mystical- epic aspects have more been considered. In addition to the fact that limitation of the time decreases their comprehensiveness , there has yet not been study about the analysis of" aspects of literary mysticism in fifty-year resistance poetry" to include its three times. According to the necessity of knowing resistance poetry as the most important contemporary poetic current, the study has investigated the social, epic and Shiite aspects of mysticism, which have little been investigated until now, by newly and comprehensively reviewing and analyzing lingual structure of symbols and mystical combination of resistance poetry.

1-3-Purpose
Hypertexts like as Islamic revolution and holy defense caused new area of poetry to be created. These as social, intellectual and political currents affected contents and themes of Persian poetries. To know resistance poetry, one of the most important contemporary poetic currents, it is necessary to investigate its forming elements. Mystical themes is the main element of resistance poetry investigated in the study.

2- reviewing literary mysticism
By the advent of Islam and its teaching and the presence of luminary of Islamic prophet (p.b.u.h), the evidence leading to current named as Islamic mysticism in addition to forming scientific and practical upsurge with spiritual evolution occurred in history. Islamic mysticism is neither the issue out of religion nor its part like as others; but, it refers to internal dimension of Islamic teaching. In fact, "mysticism is inner knowledge and cognition obtained by intuition and discovery and is divided into practical and theoretical parts"(Javadi Amoli , 2008:90). Imam Ali (p.b.u.h) said:" mystic knows his/her existential reality and purges it from whatever separates him/her from truth (same). It having been formed in the center of spiritual-virtual upsurges of Islam gradually became in form of elegant and attractive poetries and exhilarative proses and developed so that it sometimes is known as mystical literature. Generally speaking, it can be claimed that literary mysticism causes human to be faced with unappreciable part of spiritual journey and mystical cognition and is considered as complement of practical and theoretical mysticism. In other words, " practical mysticism specifies levels of nearness to God that mystic should pass and theoretical one mentions monotheistic punctilio found in intuition of mystic and literary one is the heart sensation of mystic which rises and reveals secret mystery of both(Aqakhani , 2012:10).
Mystical literature is one in which a poet directly speaks about the deepest desire of human's spirit for nearness to God and mentions the ardency and charisma of nearness to God and the sorrow of separating Him who is the origin of beauties and loves(Ellahi Qomshee , beheshti , v 4, 1998:104). From the beginning of 4th century, Islamic mysticism influenced Persian literature. In 6th century , Sanai used the

mystical issues in his odes and Masnavi for the first time. By his mystical and erotica poems , Attar has completed this evolution. Relied on Sanai and Attar , Movlana has caused mystical poem to culminate. After Movlana , such a poetry exhaustively continued and mystic and non mystic poets used mystical contents and terms in their works and gave it as a valuable heritage to next generation. In Safavi time, formal and abbatial mysticism eliminated; but, there were mystical thoughts and great mystics who developed mystical contexts by publishing their thoughts and works appeared(Tamimdari, v1, 1993:53). Poets like as Fayyaz Lahiji and Feiz Kashani were the famous Shiite mystics and followers of Mollasadra whose poems reflected Shiite mysticism. In constitutional time, poetical themes were political and social and mystical one disappeared in political struggles. In the first and second Pahlavi era, thinkers and intellectuals ignored religion and mysticism. Like his father ,Mohammad Reza Pahlavi sought to change religious culture of Iranians by adopting different policies so that Islamism became the educational principles in educational centers and archaism was against religion. limitations of society forced poets to use symbolic language. Symbolism poetries developed in this time and symbol and allegory became the way to describe tensions of that period.

2-1- evolution of literary mysticism in resistance poetry

2-1-1-Spiritual Awakening
30th and 40th decades to Islamic revolution is the time in which modern poem dominated Iranian literary society. Literary currents successively appeared and faded. But, by revolution changing all foundations of Iran , different poetic currents remained constant . These currents had un conscionably brevity and didn't consider external reference due to considering the form . This constant leaves the poem to the youths who knew their political, social and religious responsibility other than literary ones. After Islamic revolution , religionist poem became the main poetic current in Iranian literary society(Zarqani , 2005 :544). Revolutionary poet changed his/her individualism and personal words and despair seen in pre – revolution poetry and created new poetry by purely mystical concept and social awareness(Rajabi ,2010:2).
 In 40th decade , romantic poem of 30th decade became a resistance (defiant) one due to spiritual awareness from 15th Khordad uprising and supporting religious leader. In the early years , resistance poetry originated in 15th Khordad uprising emerged from slogans of famous and unknown poets. These slogans were inspired through religion:

Help from God and speedy victory/ Down to this deceitful monarchy,

Religious nature of revolution caused Islamic culture to enter the poetic current of revolution which is replete with traditions , verses of Quran , symbols and religious approaches. Mystical Concepts, contents and terms of ancient literature gradually appeared in resistance poetry and were differently and newly recreated. This characteristic can be seen in poetries of poets like as Qeisar Aminpour , Yusef-Ali Mirshakak , Mohammad-Reza Abdolmalekian , Hassan Husseini , Sedigheh Vasmaqi , Fatemeh Rakee , Soheil Mahmodi, Abdoljabar Kakaee, Alireza Qazveh,… so that mystical themes again developed in poem of revolutionary decade and mystical tendencies regenerated in poems of pro - revolution poets. Already , poems of Imam Khomeini, Allameh Tabatabaee , Amiri Firozkohi, Shahriar, Mehrdad Avesta, Hassanzadeh Amoli had special mystical theme.

2-1-2- revolution and development of social mysticism
 Mysticism, internal and numinous aspect of religious teachings, caused all individual and collective behaviors of human to be virtual and spiritual and directed all toward nearness to God. By different methods ,many mystical schools diverted peripatetic material world and directed them to their inward state; accordingly, they caused peripatetic to isolate from society and people; but, Quran introduces honest mystics as those

whom neither merchandise nor selling diverts from the remembrance of Allah and the keeping up of prayer and the giving of poor-rate(24: 37), they live in society , communicate with people, act their social duties and don't neglect invocation of Allah. " they apparently accompany this world ,but their spirits join inner reality of world(Nahjolbalagheh, principle 147). However, Islamic mysticism confirms conflict with cruelty and colonialism and effort to create transcendental values like as justice and charity. "Revolutionary and corrective movements of Shiite mystics during the history indicated this claim. From Sarbedaran uprising to Islamic revolution of Iran which began with monotheistic slogan and its main concepts were spiritual and mystical , the most important motivation of revolutionists was to create spirituality and to pave the way for the advent of great justice"(Fanaee Ashkevari,2013 :60). In revolution time, common traditional terms of mysticism returned to poetry. Symbolic words have yet not combined with language and message of resistance poetry but have been used to improve message of poets in accordance to martyrdom environment of that days.

Break the fancy idol to know the inner reality/ Be human to be competent to the sentence of " we respect him"/O! who is unaware of the treasure key of " science of divine names/"Freedom , peace and calm is in Quran /The bless and mercy in the Quran / Who following the wisdom became like as Jabelqa and Jabersa (Sabzevari, 2010 :205-206)

2-1-3-holy defense and development of epic mysticism

By beginning of war and developing concepts like as altruism and martyr , structure of mystical concepts of revolution developed. " values from Ashura epic such as bloody irreconcilable death , non- allegiance to cruel and belief in conflict as a religious duty constitute structure of poems of this time(Makareminia; 1995:62). War and conflict in the holy defense poems is to reach God's satisfaction. " mystic says : I only fights for Quran and defends my property , land and honor in light of Quran , because if the religion is protected , it values the protection of land and others. In his/her fight , the mystic attempts to revive the religion, fights free him/herself and others, never speaks about booty and fights to reach freedom(Javadi Amoli, 2008:15) and apotheosizes:

In this world, I gloom , I wish I had wing

Where is a window and cheery martyr

O! heart ! Remove the material attachment

To be compete for martyr (Bloody Pen of Love, Hosseini,1989: 67)

Fight reminding human that the death is with you caused mystical interruption and death of awareness. " it may be said that the greatest epic is one in which heroes not been perfected by the idealistic conscience of human and those fighting with cruelty are the perfect instance of divine attributes and free from attachments of this world; accordingly, they cause their congeners to confuse"(Qasemi , 2003 :202).

Literature of revolution ,even when it is named as war literature , is not racism and imperious , but its heroes are those reaching annihilation due to over purity:

He burned so that you didn't see his body

Even , his grey dust and ash of his cloth

He burned in center of the flame so that no one saw

The time of his burning (poem of war and holy defense, Mojahedi 2002:81)

By smelling gunpowder and smoke from bombings , some of poets practically explored the war reality and virginal themes of unsuitable reality of life were inspired. Many youths of war affected by shocking events and mystical times became poets after returning from the war and selected pen as their weapon(Yahaqi ,2005:205).

I am sorrow due to monotony of the barriers / I want to sit on the highest rock / there , I am nearer to the sky / and I can predict rain time / I missed battlefield / there is many unperceived spirituality(Harati,1989:84).

Poems composed during the holy defense in classic with love and epic themes have been named " epic (heroic)sonnet":

You smile with the love in the battlefield

The epic is beautiful when ending to sonnet

(poem of war and holy defense , Mahmudi ,2002 :27).

In relation to this characteristic (epic and mysticism), sonnet-masnavi revived among resistance poets.

2-1-4- reflection of Shiite mysticism
Undoubtedly, developing spiritual concepts in resistance poetry was affected by mystical teaching of Shiite. This mysticism relies on love and guardianship and is religious legalist , ethic-oriented , genesis – oriented , and gallant not solitary." Shiite mysticism is not a distinctly social group or sect differing from name and tradition of other believers and Shiite mystic apparently is not different from others and is person of spiritual journey (Motahari ,Bita:71). Shiite mysticism is replete with Ashura event and is rooted from land named Karbala. Before the revolution , Ashura event was affectively attended in mourning; but, its epic and mystical aspects was attended in resistance poetry.

They purified by love of Imam Hussein (third imam of Shia) ,

And fight with their imperative soul (Israfili ,1997 :18)
 by purifying of carnal soul and internal mystic journey , mystics obtain intuitive act of knowledge. God and His names and epiphany are attached to this knowledge (cognition). Existence (being) is the issue of mysticism and its main issue is monotheism as its secondary one is related to " guardianship or perfect man "(Ashkevari , 2013 :51). Historically, the top of mystical poems of resistance literature referred to holy defense; but , mystical themes of this poetry changed after this time and death of Imam Khomeini. The object of forgetting revolutionary values , compatibility policies led poets to compose mystical irony. The poem " superior (Imam Ali) did not have villa " by Alireza Qazveh is the prominent instance of such a critique. Hassan Husseini and Qeysar Aminpur have works in this area.

The event is that the quantity gradually increased

Offering goods was replaced with our values

From the frailty , the body of loving God becomes duke

The head of secret feeling becomes hollow

They fired the notebooks

the pigeon's wing is sealed void (Husseini ,2007:149)

 Changing environment of the society created so mystical sorrow in resistance poetry that " individual self" strengthened the poem. Sorrow and yearning of dropping behind the group of martyrs , the purity of battlefield , the sense of Nostalgia and mystical quotations have continued until recent years.

Where are wilt floweres sold ?

 Where are the martyr sold?

 My heart is in the yearning of fly

 Where is the pigeon's wing sold?(Nezari , 2010:77)

Along its way , mystical resistance poetry linked to waiting poetry. If waiting accompanies with concept of complaint of period before the revolution, it accompanying with change and dynamism is proposed from the new point of view. It is revolutionary waiting as Safarzadeh composes :

 I always wait for you

Without any depression

 I always wait for you

As I always am in the way

And always move (Safarzadeh ,2012 :338)

2-2 - content structure of mystical resistance poetries
Addition to mystical experience , mystical poems has had didactic approach. wisdom , practical mysticism , intellection and thought are attended in Masnavi by Mowlana , Speech of the Birds by Attar , Gulshan-e Raz by Shabestary , HADIQEH by Sanai so that readers are led to read the text again and to think. In such a work composed by the insistence of followers or in the response of their questions and educational sets , the poets speak about their personal experiences and attempts to teach their received knowledge (cognition) to others as many works of Mowlana result from his dominating mystical states.

 Since special reader of poets like as Mowlana , Sanai , Shabestary are peripatetic of this way , their words sometimes are secret and mystical. But , there is no education of spiritual journey in resistance poetry and no one follows classically mystical education in works of resistance poets. On the other hand, all people are addressees of resistance poetry; however, secret expression of traditional mysticism can be little found in such poems. Also, resistance poetries mention mystical states of imam , martyrs , fighters ,… other than expressing states of poet:

He flight beneath the wheel of the tank

 And became a comet

I saw Morteza that

 In the solitude with God

Went like the sun

 I saw a watcher of battlefield

That flight with two wings

To infinite love to the privacy of God (Abdolmalekian ,1987:97)

 Many poets use mystical terms in their poems but their poems are devoid of mystical concepts. Sometimes, the poem is heavenliness and divinity without mystical words. Apotheosis , reaching the position of abstinence , patience , and consent are the main content elements of mystical resistance poems. Many classical concepts and themes of mysticism appeared in resistance poetry. Themes like as divine love covering all existence , obedience to master , nearness to God , non-in-itself , reborn , opposition of love and wise and many mystical experiences seen in the poems of Mowlana, Hafiz and Attar appeared in resistance poems. Altruism frequently appearing in the poem is the supreme theme. Altruism of life means the martyr and is the highest mystical position obtained by patience, satisfaction and non-materiality of the soul. According to Hajwiri , " the most precious altruism is altruism of life and its supreme instance is Imam Ali (the first Imam of Shia) who stayed in place of the prophet by giving away his life" (Hojwiri ,2005:290).

Altruism of life is bloody event

Oh, heart ! when you pass without blooding (Aminpour,19874:35)

In using mystical concepts , Contemporary resistance poet is not only epigone, but creator of content , lexical structures and traditional mystical themes in order to cause readers to think by defamilirazing traditional motifs.

Hidden imam (imam of the age) is the supreme instance of perfect man in resistance literature ; so, the most mystical and affective poetries are allocated to him. The mysticism appearing in resistance poetry is not like as that of Ibn Arabi and differs from mysticism of Attar and Mowlana , although it has relation to mystical past of this land. There are some verses of poetry composed by Qeysar Aminpur :

It is no matter to say : hear the reed in the Qunot 11

It is no matter to meet God in the mirrors

Does the wave separate from the sea

 Why do we decree a multiplicity to one

(Aminpour, 2008 : 64-65)

 In this sonnet , we evidently review Masnavi of Mevlana ;but, in other verse he says:

It is no matter to see two flowers in each prayer (same)

We remind Sohrab whose kiblah was a rose flower. In other verse , he composes :

 During the intent for prayer

We intend praying spearwort for nearness to God (same)

Which invites all to participate in congregational prayer of martyrs. We are faced with the concept like as martyr , a content reached its mystical florescence in holy defense. Simple , fluent and current word can be seen in most of mystical poems. Mystical concepts with new attitudes are recreated. The view of poet exceeds the event and reaches the inner reality of issues.

4-2- lexical structure
 When the view and attitude of poet toward the nature of death and life of human change , the type of interpretation is inevitably changed. By using mystical sources of religion like as Quran and tradition and inspiring from mystical grandees of literature , resistance poets created new lexical symbols in contemporary mystical poem while affected by mystical individuals of their time like as Imam Khomeini , Allameh Tabatabaee and Allameh Hassanzadeh Amoli and accessing knowledge of inner reality of Shia. Some of these poets like as Qeysar Aminpur , Hassan Husseini , Alireza Qazveh , Hamid Sabzevari… were present in battlefield and could see scenes of altruism and martyr; so , they could reflect mystical and intuitive morale of fighters in their poems in addition to spiritual experience. This mystical attitude influences the word of poets, thus words related to new content and style are required and new components must be created.

The primary advantage of combination is the increase in efficiency and fluency of language ; but, combination of words ,especially traditional words with new , will eliminate the coherency of the poem if it is not precisely done and does not compatible with artistic nature of the word. In combining , the proportion of meaning must be considered in addition to the rhythm and homonym . For example , in following verse :

 The thundar of your prayer , the bloody and red storm of the time

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[11] Supplication during the prayer in a specific manner

Light roar flowing from your killing (Mardani ,2005: 8)

Thunder and glorification / storm and red are lexically and semantically related to epic set and their semantic combination creates magnificent image; but, in combining " light roar " , the light is mystical and precious word and there is no relation between it and roar. On the contrary , combinations like as : star spangled , torrid moan , the land of flight opportunity ....have aesthetic precision; because , they create image ,music and position of the sentence. In sum, they serve as a lingual units and reflect same concept, like as homonym of " the land of flight opportunity " mentioning same concept as " battlefield".

 Affective spring , pain alphabet , and mother ! this letter ,a short point

 from the land of flight opportunity (Abdolmalekian ,1987:193).

 In resistance poem , ancient mystical words changed and hundreds of new combinations are added to mystical literature including love thunder , empyrean never being affluent , love drizzle , incorporeity forum , fed sonnet , and ardor of wisdom

Last night , friends reprted his being fired

 In the morning , they brought his bloody ash

 O! lord ! he is killed in which arena

That they brought his cerement from incorporiety forum (Akhlaqi , 2010: 19)

O! the sonnet –fed love , O! the Bedouin wild

I became alone , return , I will dye , return (Mojahedi ,2004: 22)

Using color terms in classical literature was precedent as a mystical symbols; but, it has more been used in resistance poetry: "

 it is good for me to dye in red (bloody) and revive in green"(Garmaroodi , 2004: 203)

. Especially the term " red" which is used in combination with Ashura concepts is the poetic specialty of poets like as Hassan Husseini or the term of " green" which is more used in waiting and Mahdism.

At the night , O ! the green breath , come from the spring

 To remove the fall effect from my soulless body (Vahidi , 2005: 29)

Repeating mystical and symbolic terms of mystical poetry like as wine , drunkenness ,drink, cabaret , jar , roc ....

Where are you who are drunk of Alast faith 12

Amornist gallant person , drunk martyr (Qazveh , 2006:39)

 They cut the sunflower in Noor mountain

And saw the glory of 30 feathers of roc (Mardani , 1985:31)

Terms like as cloud , pigeon , tulip , anemone , rain , spring , window , star , galaxy ....found new concept in resistance poetry and became mystical symbols:

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¹² Before creating human , God asked human " am I your leader and God ? they said: yes.

" I know you / you that are like a color of pigeon / you that are like a deep sky / I know you / you exist , the earth is sunny area / you exist , the horizons are the relation bridge between God and trees / you exist/ and night / is the beautiful waiting opportunity" (Alipour .1993:16-17).

Combining mystical symbols with Ashura terms and religious contents are significant in these poems:

You saw arain to prayer

You saw a wine to prayer

I want a wine from the labbaik jar

The wine of " labbiak , allahuma labbaik "(O , I am here , my lord! I am here)

I want a wine to make heave dance

The wine of " being with you"

I want a wine to call superior

And to say O! Hussein , Hussein (Qazveh , 2005:14)

Sometimes, traditional concepts and themes with new language find new expression. Being free from cage is not new concept but it seems new when used with contemporary terms:

We knew all volumes of the cage , it's enough

Let's fly in the sky expereincely (poem of war and holy defense , Aminpour , 2002:177)

Or being a wave and being marine is the traditional mystical concepts but being blue is new interpretation beside them:

He risked and expereinced

But didn't let the wave to feel its being wet(same :82)

In last two decades , resistance poetry with allusion to concepts of waiting , perfect man and ideal society gives its poem the mystical liveliness and is promising of green wellbeing canyon.

The peace facing us is sufficient

Excursion in heaven facing us is sufficient

Let it pass by drunken sing

These few alleys to dignity facing us

We are traverers of grean wellbeing canyon

We are carefree from eilderness facing us(Akhlaqi , 2010:9)

And in utopia which is described :

Your eyes are the vivid rhythm of beginning the spring

Your smile is the end of all stress and depression (Aminpour , 1989: 156)

Secret terms and ancient mystical symbols gives resistance poetry a special spirituality ;but, we found that sometimes these terms and symbols are one-dimensional and constant and don't associate with other terms (especially in vertical) and don't have poetic epitaxial; that is , the term like as " wine" can easily

be eliminated and replaced by other word; while it is impossible in mystical poems of Hafiz and his fellow and the artistic space of poem is change by changing a term.

2-5- resistance poetry against new spirituality
recent decades have seen significant false spirituality from west and east. New spiritual movements (NSMS) are groups appearing in the center of modernity and post-modernity. The more the society develops in science and technology , the more the culture accelerates to increasing individualism and subjective basis of personal identity , and new models of social institutionalization , prayer and canonization have been emerged (Hamidieh , 2013:30-31).

New spiritual movements presented by different styles are not based on ritual and tradition and correspond to sinful wish of people and have considered Gods from nature and material proportional to modern barbarism. This spiritual bias and tendency named mysticism with different descriptions appeared in contemporary literature of Iran through fictions and works of authors like as Paulo Coelho which are combination of American Indian mysticism so that " God " of classical texts of Persian literature changed to " puppetry of God " , " tea with the taste of God " , " God's ship with ants " being accepted in society by new poetry style. " Because it was difficult for human to transcend , he descended God up to human".

God is not out of world and far from human. According to Imams (p.b.u.h) , he does not have " distinction" , but he is no creature and has attribute distinction :" God accompanies all thing , but he is not its peer. He differs from all thing ,but he is not distinct from them (Nahjolbalagha , sermon 1). Islamic mysticism believes that human returns to God ; but individual identity of people is protected and God's attributes appear in human. Since resistance poetry is semantic-oriented and content-based , it can resist new deviances whose way is to be silent against cruelty ; but the main slogan of resistance poetry is resistance and final defeat of all cruelties capturing human. By studying Islamic mysticism and using 50 year poetic experience , resistance poetry can literarily give contents of infinite Islamic mysticism to new generation by the most beautiful literary methods.

3- Conclusion
Mysticism which is internal reality of religion has had different aspects in resistance poetry. This poetic current with mystical approach has benefited from the main sources of mysticism (Quran and tradition) and used mystical symbols , terms and themes by impressing the contemporary mystical people and relying on classical literature of mysticism and recreated traditional motifs of literary mysticism by combining mystical and epic terms and defamilirazing. In the poem of revolution , there are social aspects of mysticism. In poem of holy defense , epic and Ashura themes reflecting Shiite mysticism are seen. There are distinctions between literary and resistance mysticism: 1) poets of ancient mystical poems are mystics who passed practical and scientific stages of mysticism , 2) these mystic poets describe their personal mystic experiences ; while resistance poets express mystical states of others like imam, fighters and martyrs ,3) traditional mystical poems are didactic and their special addressees are followers who participate in their courses; however, using symbolic words is seen in traditional works; but , the readers of resistance poetry are all people. Symbolic terms and traditional mystical symbols give resistance poems special spirituality , but these words and symbols sometimes are one-dimensional and constant. Today's resistance poetry can resist new changes and deviances in recent years' poems by studying Islamic mysticism and using 50 year poetic experience.

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The relationship between academic self-efficacy and 3 × 2 achievement goal with internal-external motivation of high school students in Manujan

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Abstract

The aim of this study was to investigate the relationship between academic self-efficacy, 3*2 achievement goals and intrinsic-extrinsic motivation of high school students of Manoojan city. In this correlational study, 270 secondary school students in the academic year 2015-2016 were selected using cluster sampling method. Data was collected using 3*2 acheivemnet goals questionnaire of Elliot et al (2011) , academic self-efficacy subscale of Pintrich & Degroot (1990), and educational motivation scale of Vallerand et al (1992) and path analysis methods were used to data analysis. The results showed that the direct effect of self-mastery-oriented goals, mastery-avoidance, self-orientation, self-avoiding, inside and outside motivation is positive and significant. The direct effect of its objectives-oriented, self-avoidance goals on intrinsic motivation is negative and significant. Direct effect on your goals, avoid external motivation is negative and significant. Results showed intermediate goals-orientation and self-avoiding significant negative mediating role in the relationship between intrinsic motivation and self-efficacy and self-avoidance goals mediating role in the relationship between self-efficacy and motivation significant negative the outside. The results showed that the learners' achievement goals for themselves, they'll be in the relationship between self-efficacy and motivation, especially intrinsic motivation affect learning.

Keywords: 3*2 Achievement Goals, Academic Self-Efficacy, Intrinsic-Extrinsic Motivation.

Introduction
Motivation in education and its role in academic achievement have long been the focus of psychologists. Today creating motivation has grabbed the attention of the authorities, like never before, as a cause of motion in students and directing their activities. Given the impact of academic motivation on the achievement of students in the past and in late decades, psychologists have looked to inspect and distinguish the elements influencing academic motivation (Bafrui et al., 2014). Achievement goal-orientation theory is one of the most recent approaches that have been introduced into the field of psychology in the last three decades. This theory is for the most part the aftereffect of the endeavors of psychologists working on motivation, growth, social psychology, and educational psychology. In fact, goal orientation represents coherent patterns of individual beliefs that leads the person towards situations in different ways, work on that field, and ultimately provide an answer (Ames, 1992; quoted by Moshtaghi et al., 2012). The conceptual core of the considerable number of speculations and different models, focusing on achievement goal-orientation approach, has focused on the intention of the activities connected to progress (Elliot& McGregor, 2001; quoted from the same source). In this approach, instead of focusing on what the student wants to achieve in the progress condition, student's perceptions of the reason for efforts in progress situations are discussed (Braten & Stromso, 2001).

Problem statement
Psychologists have indicated the need to focus on motivation in education considering its viable connection to new learning, skills, procedures, and practices (Shahr Aray, 2007; quoted by Salimi et al., 2014). Studies suggest motivation as one of the main causes of behavior that has an effect on all behaviors such as learning, performance, perception, precision, recalling, forgetfulness, thinking, creativity, and excitement (Murray, quoted by Barahani, 1990). Motivation is divided into internal and external motivation. In internal motivation, the students start to take actions due to a challenge, complexity, and discrepancy of tasks, or because the tasks bring about the feelings of competence, mastery, control, or autonomy (Butler 1988; Deci and Ryan, 1985; Gorrfried, 1985; Lepper, 1985; quoted by Hassanzadeh,

2002). Many researchers have indicated that goal orientation mastery-approach predicts internal motivation, but goal of performance-avoidance and mastery-avoidance cannot predict the motivation (Asif, 2011; Cury et al., 2002; Elliot & Harackiewicz, 1996; Kaplan & Flum, 2010; Lee et al., 2010; Weissani et al., 2012; quoted by Barzegar et al., 2014). The results of Pintrich and Shunk (1996), Dweck and Leggett (1988), Ames (1992), Lee et al. (2010), Daniels and Putwain (2010), Wiesani et al. (2012) showed that the goals of performance-orientation and performance-avoidance have a significant correlation with external motivation (quoted from the same source). Moreover, goals of mastery and performance are somewhat similar to the distinction between internal and external motivation. Goals of mastery have some shared points with the internal motivation in some aspects and performance goals are in some ways similar to certain aspects of external motivation (Pintrich and Shunk, 2002; translated by Shahraray, 2007). The revised model of of 3 × 2 achievement goal is presented by Elliott, Murray and Pakran (2011). This model is based on task orientation goals that focus on achieving task-based competency (i.e. do your task or assignment properly), task-avoidance goal focusing on task-based incompetency (i.e. avoiding improper conducting of tasks), self-orientation goal focusing on achieving competency based on self (i.e. performing better than before). Furthermore, it includes self-avoidance goal that focuses on avoiding self-based incompetence (i.e. avoiding doing things worse than before), other-oriented goal that focuses on gaining competence based on another one (i.e. doing better than others) and other-avoidance goal focusing on incompetency based on others (i.e. avoiding doing things worse than others). This model is based on 2×3 criteria derived from mastery-performance 2×2 model, but it is still interpreted as a distinct framework- apart from mastery-performance differentiation (Elliot et al., 2011). Moreover, a great body of research (Bang, 2001; quoted by Beirami et al., 2010) has shown a relationship between goals of achievement and self-efficacy. Based on achievement goal theory, the goals of mastery relate to adaptive learning patterns, such as self-efficacy, utilization of deep processing and sustainability strategies in carrying out homework assignments. The studies by Midgley, Anderman, and Hicks (1995), Midgley and Uadan (1995) showed a positive relationship between performance-orientation goals and self-efficacy.
Self-efficacy beliefs through these determinants assume a basic part in human conduct. Green et al. (2004) showed that mastery-goals have a high relationship with self-efficacy, but the relationship between performance goals and self-efficacy is inconsistent, whereas some studies show a positive relationship between performance goals and self-efficacy. Other studies have shown the negative relationship between performance-goals and self-efficacy (Shahni Yeylagh, 2005; quoted from the same source). Wigfield (1994) argues that self-efficacy and value of task have direct effects on the goals of achievement. In his model, Elliot has stated that the variables of self and competency, a form of individuals' self-efficacy, have direct effects on their achievement goals, which, are received as a possible preface for the processes and consequences associated with achievement. In addition, the results of research by Rabbani and Yousefi (2012) and Van Yperen (2006) showed that the goal of mastery-orientation achievement is predicted by self-efficacy. In his study, Mimi (2004) showed that academic self-efficacy has a positive relationship with academic motivation, and Nielson (2009) showed that self-efficacy and academic motivation have a positive effect on students' academic performance (quoted by Rohi et al., 2013).

Importance of the study

In recent decades, with the emergence of motivation theories in psychology, it is shown that motivation is effective on all aspects of human development, including learning and teaching. Research results have shown that, considering the motivational components along cognitive components, it is possible to explain the learning and academic performance more objectively and more realistically (Shunk & Pintrich, 2008; quoted by Rabbani and Yousefi, 2012). One of the basic assumptions of cognitive-social patterns of motivation is the dependence of the student's motivation. Students' motivation can change as a function of the learner's reason for doing assignments, and self-efficacy is one of the variables which has mediator and regulator role in academic behaviors (Hesari and Lavasani, 2014). On the other hand, individuals' self-efficacy determines their level of motivation by controlling the efforts and resistance against the obstacles ahead. There is no research evidence in this regard related to the relationship between these dimensions with the self-efficacy variables and internal-external motivations, which requires experimental investigations to better comprehend the connection between their objectives and their assignments with subjective and motivational factors. According to the above, the present study aims to examine the relationship between self-efficacy, with internal and external motivation, with emphasis on the mediating role of 2×3 achievement goals for second grade high school students in Manujan and the following hypotheses were raised:

　　1.　Self-efficacy is a predictor of the goals of achievement:

A: Self-efficacy is a positive predictor of mastery-orientation and mastery-avoidance.

B: Self-efficacy is a positive predictor of self-orientation and self-avoidance goals.

　　2.　Self-efficacy is predictor of internal-external motivation:

A: Self-efficacy is a positive predictor of internal motivation.

B: Self-efficacy is a negative predictor of external motivation.

　　3.　The goals of progress are predictor of internal-external motivation.

A: The goals of mastery-orientation and mastery-avoidance are positive predictors of internal motivation.

B: The goals of mastery-orientation and mastery-avoidance are negative predictors of internal motivation.

　　4.　Achievement goals have a significant mediator role in the relationship between self-efficacy and internal-external motivation.

A: The goals of mastery-tendency have a significant mediator role in the relationship between self-efficacy and internal motivation.

B. Mastery-orientation goals have a significant mediating role in the relationship between self-efficacy and external motivation.

Methodology

The present study was applied in terms of purpose, and descriptive-correlational in terms of data collection method. Regarding the subject and purpose of this study, this descriptive study was conducted on correlational design to analyze variance-covariance matrix. In the present study, the exogenous variable (predictor) was self-efficacy, the mediating variable (intermediate criterion) was achievement goals 2×3, and the endogenous variable (criterion) was internal-external motivations.

Population, sample and sampling method

The population of this study was all students of second grade high school students of Manujan in the academic year 2015-2016; this population consisted of 900 students.

Two hundred seventy students from second-grade high school in Manujan were selected using multi-stage cluster sampling according to Morgan sampling table. Two girls and two boys' schools were randomly selected from among second-grade high schools in Manujan. Then three classes were selected randomly from among the humanities, mathematics and experimental sciences, and all students of the selected classes were studied as sample groups.

Data collection tools

Motivation Scale
Academic Motivation Scale (AMS) by Valerand et al. (1992) was used to measure academic motivation. Weissani et al. (2012) standardized the scale, and Cronbach's alpha for internal motivation, external motivation, and lack of motivation was 0.84, 0.86 and 0.67, respectively.

Self-efficacy scale
This subscale is derived from Motivated Strategies for Learning Questionnaire (MSLQ) developed by Pintrich and De Groot (1990). In examining its validity using the analytic method for the motivational beliefs scale, they obtained three factors of self-efficacy, internal evaluation, and test anxiety. For self-regulating learning strategies, they obtained two factors cognitive strategies, using metacognitive strategies, and resource management. Then the reliability coefficients of the subscales self-efficacy scales, internal evaluation, and test anxiety by using cognitive and metacognitive strategies along Cronbach's alpha method were determined 0.89, 0.87, 0.75, 0.83, 0.74, respectively.

Scale of 3 × 2 Achievement Goal
We used 3×2 Achievement Goal by Elliott and Murray & Packan (2011) to measure 3×2 Achievement Goal. In the study of Elliot et al. (2011), the reliability coefficients for task-orientation, task-avoidance, self-orientation, self-avoidance, other-orientation, and other-avoidance were 0.84, 0.8, 0.77, 0.83, 0.93, and 0.91, respectively.
Matrix of correlation between variables
Table 1 shows the results of matrix analysis of correlation between research variables.
Table 1 Correlation matrix between variables

Variables	Components	1	2	3	4	5	6	7	8	9
1. self-efficacy	-	1								
Achievement goals	1. Task-orientation	0.237**	1							
	2. Task-avoidance	0.145*	0.519**	1						
	3. Self-orientation	0.239**	0.649**	0.513**	1					
	3. Self-avoidance	0.284**	0.586**	0.56**	0.721**	1				
	4. Other-orientation	0.277**	0.509**	0.404**	0.58**	0.528**	1			
	5.Other-avoidance	0.215**	0.463**	0.433**	0.585**	0.623**	0.706**	1		
Motivation	1. Internal	0.349**	0.363**	0.334**	0.35**	0.387**	0.361**	0.324**	1	
	2. External	0.338**	0.425**	0.336**	0.482**	0.415**	0.456**	0.394**	0.7**	1

Model fit test

We used path analysis to test the fit of the model. Table 2 shows the results of fit indices for the assumed

model. The results showed that the values RSMEA = 0.074, p=0.001, df=14, and χ^2 =63.34, suggesting the good fit of the model in the population. The result of the division of the chi square on the degree of freedom is less than 2.43 that approves the relatively good fit. Moreover, fit indices were used to determine the fit of the model. The results showed goodness of fit index (GFI) as 0.97, adjusted goodness of fit index (AGFI) as 0.91, normed fit index (NFI) as 0.98, non-normed fit index (NNFI) as 0.97 and comparative fit index (CFI) as 0.99. All these indicate the good fit of the model to the data, especially CFI, which, according to Muller (1999) should be above 0.9 and according to Weston& Gore Jr (2006) above 0.95, so that the model has a good fit with data because it is not affected by the sample size.

Table 2: Model Fit Indices

Fit indices	χ^2	df	χ^2/df	Sig	RMSEA	GFI	NFI	NNFI	CFI	AGFI
Index value	34.63	14	2.3	0.0016	0.074	0.97	0.98	0.97	0.99	0.91

Self-efficacy is predictive of the goals of achievement:

A: Self-efficacy is a positive predictor of mastery-orientation and mastery-avoidance.

The results showed that the direct effect of the exogenous variable of self-efficacy on task-orientation goals (p<0.01, t=5.7, γ= 0.73), and task-avoidance goals (p<0.01, t=5.5, β=0.64) is positive and significant.

B: Self-efficacy is a predictor of self-orientation and self-avoidance goals.

The results showed that the direct effect of the exogenous variable self-efficacy on self-orientation goals (p<0.05, t=5.89, γ=0.89), and self-avoidance goals (p<0.01, t=5.87, β=0.84) is positive and significant.

Self-efficacy is predictor of internal-external motivation:

A: Self-efficacy is a predictor of internal motivation.

The results showed that the direct effect of exogenous variable self-efficacy on external motivation (p<0.01, t=2.93, γ = 0.62) is positive and significant.

B: Self-efficacy is a predictor of external motivation

The results showed that the direct effect of the exogenous variables self-efficacy on external motivation was positive and significant (p <0.01, t = 3.32, γ = 0.6).

The goals of achievement are predictor of the internal-external motivation:

A: The goals of mastery-orientation and mastery-avoidance are predictors of internal motivation.

The results showed that the direct effect of endogenous variables task-orientation on internal motivation (p<0.05, t=2.14, γ=0.33) was positive and significant but not the effect of task-avoidance goals (p>0.05, t=1.72, β=0.2) on internal motivation.

B: The goals of mastery-orientation and mastery-avoidance are negative predictors of inner motivation.

The results showed that the direct effect of endogenous variables mastery-orientation on internal motivation (p>0.05, t=-1.46, γ=-0.16), and task-avoidance goals (p>0.05, t=-1.67, β=-0.15) is not significant on external motivation.

Achievement goals have a significant mediator role in the relationship between self-efficacy and internal-external motivation.

A: The goals of mastery-tendency have a significant mediator role in the relationship between self-efficacy and internal motivation.

The results showed that task-orientation goals had a positive and significant mediator role in the relationship between self-efficacy and internal motivation (P<0.05, t=2.01, IN=1.1).

B: Mastery-orientation goals have a significant mediating role in the relationship between self-efficacy and external motivation.

The results showed that task-orientation goals did not have a significant mediator role in the relationship between self-efficacy and external motivation (P>0.05, t=-1.54, and IN=-0.605).

Findings

Regarding the first hypothesis, the results showed that the effect of self-efficacy on the goals of mastery-orientation and mastery-avoidance was positive and significant. These results are consistent with the results of the Tesai (2015). Elliott et al. (2011) also showed that self-efficacy has a positive and significant relationship with self-orientation goals but does not have a significant relationship with self-avoidance goals.

In the second hypothesis, the results showed that the effect of self-efficacy on the internal and external motivation is positive and significant. These results are consistent with the results of Elkai (2015) that the effect of self-efficacy on internal and external motivation is positive and significant.

In the third hypothesis, the results showed that the effect of task-orientation goals on internal motivation was positive and significant, but the effect of task-avoidance goals on internal motivation was not significant. The results of Sue, McBride and Jiang (2015) showed that the effect of task-orientation goals on internal and external motivation is positive and significant. Elliot and McGregor (2001) showed that the relationship between self-determination and the goals of mastery-orientation is positive but negative with mastery-avoidance goals, which is consistent with this study.

The results of the fourth hypothesis showed that task-orientation goals had a positive and significant mediating role in the relationship between self-efficacy and internal motivation, but not in the relationship between self-efficacy and external motivation.

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Investigating the relationship between the socio-economic status of the family, parents' attitude toward reading, family literacy environment and the student's attitude toward reading with the reading comprehension of Second Grade Elementary School Students in Manoujan

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Absteract
The current study was performed with the purpose of relationship between family socio economic status , parents attitude to reading, family's literacy , students attitude to reading and the understanding of students at the second primary schools in Manoojan. So, correlation method was used , and required data was collected with cluster sampling method with using of parental and student's questionnaire from 242 students of fourth, fifth and sixth primary schools in kerman. The results showed the direct effect of family socioeconomic status on students' attitude to reading, family's literacy, is positive and significant. As well as the results showed the direct effect of family's literacy on students' attitude to reading, and the understanding of students is positive and significant. other results showed the direct effect of family's literacy on students' attitude to reading, and the understanding of students wasn't significant and the direct effect of student's literacy on the understanding of students was positive and significant. So the results show family socioeconomic status and family's literacy is important in creation of the high level of family literacy and reinforcement on students' attitude to reading and the understanding of students.

Key words: the family socioeconomic status, parents' attitude to reading, family's literacy, student's attitude to reading, understanding

Introduction
The development of the child's language is related to the parents' amount of time speaking. Various environmental factors influence the child's speaking and expression-power. Children in educated families are trained with proper and deserving words and are different from those who are deprived of this blessing. Also, the usefulness of parental assistance in the educational progress of their weak children can be effective in developing their abilities. In terms of curriculum, some parents have children who are moderate or slightly weak in their studies. Conducting little but continuous efforts about these children enables them to reach the level of their classmates. However, due to the illiteracy of parents or their low education level, they are not able to help their children. It is also very difficult for these parents to control their children in terms of their curriculum. Most of them have been left alone, or in some cases, keep their parents in a distance and deceive them about their status (Hunt, 1999). In many families, the time students spend on homework, is full of anxiety and concern for both children and their parents. Researches clearly show that doing assignments is not only effective in child's learning, but also the skills they need to succeed in school and life. According to psychologists, when parents actively participate in school assignments children will be more successful at school and this partnership shows to the students that their parents care about them. A large number of students, especially in primary and secondary school receive help from their parents in doing their homework and studying (Kohn, 2001).

Problem statement

The aim of any educational system is to increase the ability of their students, or, in general, their audience. The educational performance of students is the indicator of fulfillment or non-fulfillment of this objective. Educational performance consists of several subsets including educational achievement, self-efficacy, motivational achievement, required motivation to study or reduce anxiety, etc. (Tylor, 1999). Therefore educational systems are looking for factors to help them increase the learning performance of their learners.

PIRLS (The Progress in International Reading Literacy Study) assessment so far, has been implemented in 2006 and 2001 and is repeated every five years, and Iran has participated in PIRLS studies. The findings of this study show that Iranian students (fourth grade elementary school) have achieved a significant improvement in the performance of deeper layers of comprehension levels with an average performance of 405 in PIRLS (2001) with a mean score of 418 in PIRLS (2006). That's while in PIRLS (2001), participants obtained the highest difference between mnemonic and inferential responses among 35 participating countries and compared to other countries, they had a remarkable gap in terms of deep and creative learning.

Among many factors that affect the child's reading progress, the growth of language and the amount of reading can be mention which correlates with the parents' amount of time speaking. Various environmental factors influence speech and reading power. Children in educated families deal with right words and good remarks and are different from those who are deprived of this blessing (Nikkhau et al., 2012).

Conceptually, the attitude of reading is the ability to create and respond in favorable or unfavorable conditions. In some families, in relation to reading, parents provide many opportunities for creating a friendly attitude toward reading, and, in some families there may be fewer opportunities. Students may find a positive attitude toward topics of interest and negative attitudes toward topics that they are not interested in; attitudes are generally influenced by the people around us. Parents and teachers who enjoy reading tend to expand their attitudes toward children and students (Cipi, 1990).

According to Harris (1990), attitude toward reading, under the influence of the concept of children, is a level of reading ability, interest as well as attitudes and behaviors of parents, teachers and peers. Papanastasiou (2006) conducted a research on 3001 fourth grade elementary students in Cyprus who participated in PIRLS study (2001) and deals with distinctive factors of high and low level students in reading. In this research, students' attitude toward reading has been mentioned as a meaningful factor. This factor is introduced as the next factor after school assignments, out-of-school reading activities and time spent on homework assignments. Also, Swalander and Taube (2006) have reported the influence of attitude toward reading on the reading comprehension of students in eighth grade elementary school of Stockholm city. Salabas (2008), in his research, has achieved a low correlation coefficient (0.08) between attitude toward reading and reading comprehension skills of students in the eighth grade in Turkey. This researcher reported on the existence of intermediary variables that he did not address.

In a research, Baker and Scher (2002) have studied the children's motivation for reading in relation to parental beliefs and their literacy. These results indicated that generally, readers started reading with a positive outlook and the socio-economic status of the family and parent's attitude toward reading a something that can predict the motivation of children to read. In addition to this attitude and parents' assessment about reading, it creates some differences in home reading activities, motivation and children's progress (kalenn1995).

Definitely, the biggest and most important task of parents, especially in the current situation, is to promote the intellectual and cultural level of the whole family by reforming their attitudes and behaviors about learning and knowing. Of course, this is not an easy task, and the most important obstacles are the usual habits and routines of society, but parents, who really and reasonably think of their happiness, should take gradual steps in this direction.

Fathers and mothers who believe that study is a waste of time may create the same judgment in their children, and as a result, refuse to make any effort into learning and education progress. However, in

PIRLS studies in all countries, there was a direct relationship between reading progress and educational reading activities in pre-school years, parents' assessment about primary reading skills in children and also, the positive attitude of parents and students towards reading (Kakajouibari Et al., 2010). The current research is in the framework of PIRLS studies and has been conducted to see if there is a meaningful relationship between the home literacy environment, the socioeconomic status of the family, the parents and students attitudes toward reading and reading comprehension of the students?

Importance and necessity of the research

Reading comprehension is a fundamental self-regulatory process. As in our country, the educational system is based on Persian language. Few studies have been done on reading skills. Research results in Iran showed that the progress of reading comprehension among students is slow. Given that the usual methods for learning and comprehension in the educational system are not satisfactory, the necessity of home literacy environment, the socioeconomic status of the family and parents and students' attitude towards reading is felt for better motivation for reading comprehension. The results of this research can be used in different areas in order to foster motivation and further reading skills. Specifically, recommended strategies for increasing learning ability can be used at home as better learning skills and prevent unwanted phenomena like lack of motivation and academic failure. According to the above concepts, the current study was conducted with the aim of investigating the relationship between the socio-economic status of the family, parents' attitude toward reading, home-literacy environment, the student's attitudes toward reading and the reading comprehension of the students and the following hypotheses were presented:

1. The direct effect of family socioeconomic status on the parents' attitude toward reading, home-literacy environment and student's attitudes toward reading is positive and significant.

2. The direct effect of parents' attitudes towards reading on home literacy environment and the student's attitude towards reading and comprehension is positive and significant.

3. The direct effect of the home literacy environment on the student's attitude toward reading and comprehension is positive and significant.

4. The direct effect of student's attitude toward reading is positive and significant.

Research method

The correlational research method was used in this study.

Statistical population, sample size and sampling method

In this research, the population under study was all the male and female students of the fourth, fifth and sixth grades of Manoujan. elementary schools who were studying in the 2014-2015 School year. According to the data collected from the Education Office, 3626 students were enrolled in boys 'schools and 4295 students were enrolled in the girls' schools. Therefore, the statistical population consisted of 7921 students from elementary schools of Manoujan.

The sample size of this study was 365 students of Manoujan elementary school which 242 questionnaires were completed including 174 male students and 68 female students.

In this research, multistage cluster sampling method was used for sampling. So that six schools were randomly selected. In the next stage, a number of classes were randomly selected from each school and then, according to the proportion of boys to girls, and according to the sample size, a number of students were randomly selected to answer the questions.

Information gathering tool

In order to gather information about the variables under study a questionnaire was used, so that the questions included information about the socioeconomic status of the family, parents' attitude toward reading, home-literacy environment, student's attitudes toward reading and reading comprehension.

A: the socio-economic status of parents: in this study, parental educational level and parents' job is used to measure the socio-economic status of the family. Cronbach alpha (0.63) method was used in this study to obtain the reliability of this subscale.

B: Parent's attitudes toward reading: to measure the parents' attitudes toward reading, questions related to the subscale of parental attitude towards reading, learning field questionnaire for parents in the PIRLS 2011 was used. The reliability of this subscale in this study was Cronbach's alpha 0.89.

Home Literacy Environment: some questions were used to measure the structure of the literacy environment of the home which included the amount of time parents spent studying during the day, the amount of time spent studying for entertainment, the number of books for parents and children at home, reading books for the children by their parents, that were on a different scales. The reliability of this subscale in this study was Cronbach's alpha 0.88.

Student's attitudes toward reading: Kerr and McKenna's (1990) reading attitude at the elementary level (E.R.A.S) was used to measure the student's attitudes toward reading that these tools have been organized in two recreational and scientific dimensions. The reliability of the questionnaire was estimated to be 0.89.

Reading comprehension: a text in the field of environment was used to assess the students' reading comprehension that consisted of eight multiple choice questions, each with four possible answers and was designed by 4 teachers.

Findings

There is a significant relationship between the socio-economic status of the family, the parents' attitude towards reading, home literacy environment, the student's attitude toward reading and comprehension.

Table 1 shows the correlation results between research variables. The results indicated that the relationship between the socio-economic status and the home-literacy environment (r = 0.293, p <0.01) and students' attitude toward reading (P <0.01, r = 0.202) is positive and significant and has no significant relationship with the parents' attitude toward reading (r = 0.065, P > 0.05), and reading comprehension (P> 0.05, r = -0.021)

The relationship between parents' attitude toward reading and students' attitude toward reading (P <0.01, r = 0.468) and reading comprehension (r = 0.274, P<0.01) is positive and significant and no significant relationship was observed with home-literacy environment (P >0.05, r = 0.084),

The relationship between home-literacy environment and parents' attitude toward reading (r = -0.032, P>0.05) and reading comprehension (r = -0.009, p > 0.05), was not significant. There is a positive and significant relationship between student's attitude towards reading and reading comprehension (P <0.01, r = 0.28).

Table 1 Correlation matrix between variables

Structures	1	2	3	4	5
1- socio-economic status	1				
2- parents' attitude toward reading	0.065	1			
3- home-literacy environment	0.293**	0.084	1		
4- student's attitude towards reading	0.202**	0.468**	-0.032	1	
5- reading comprehension	-0.021	0.274**	-0.009	0.28**	1

The fitness test of the model

The method of path analysis was used to test the fitness of the model. Table 2 shows the results of the fitting indexes obtained for the assumed model. The results showed that (X2= 0.55, df= 1, p = 0.46, RSMEA = 0.000) which indicates the optimal fitness of the pattern in the society. The result of dividing

chi-square on the degree of freedom is also below 0.55 which confirms that fitness is relatively suitable. Fitting indexes were also used to determine the suitability of pattern's fitness with data.

The results showed that the Goodness of Fit Index (GFI=1), Adjusted Goodness of Fit Index (AGFI=0.98), Normed Fit Index (NFI=0.98), Non-Normed Fit Index (NNFI= 1) and the Comparative Fit Index (CFI=1) which shows the appropriate fitness of the model with data especially the value of CFI which according to Muller (1999) should be above 0.9 and based on Weston& Gore Jr (2006) should be above 0.95, so the model can have a good fitness with the data because it is not under the influence of the sample size. Also, the Root Mean Square Error of Approximation should be (RMSEA≤0.06) which was less than 0.06 in this study, so the model has a good fitness.

Table 2 fit indices of the model

Fit indices	(χ^{Υ})	df)	(χ^{Υ}/df)	Sig	(RMSEA)	(GFI)	(NFI)	(NNFI)	(CFI)	(AGFI)
Indicator value	0.55	1	0.55	0.46	0.000	1	0.99	1	1	0.98

Sub-hypotheses

The first hypothesis: The direct effect of socio-economic status of the family on parents' attitudes toward reading, home-literacy environment and student's attitude toward reading is positive and significant.

A: The direct effect of the socio-economic status of the family on parents' attitude toward reading is positive and significant.

The results showed that the direct effect of the endogenous variable of the socio-economic status of the family on parents' attitude toward reading (p> 0.05, t = 0.64, γ = 0.05) was not significant. Therefore, the hypothesis is not confirmed.

B: The direct effect of the socio-economic status of the family on the home-literacy environment is positive and significant.

The results showed that the direct effect of the endogenous variable of the socio-economic status of the family on the home-literacy environment (p <0.01, t = 4.17, γ = 0.29) is positive and significant and as a result, the hypothesis is confirmed.

C: The direct effect of the socio-economic status of the family on student's attitude toward reading is positive and significant.

The results showed that the direct effect of the endogenous variable of the socio-economic status of the family on the student's attitude towards reading (p <0.01, t = 3.17 =, t = 0.21) is positive and significant and as a result, the hypothesis is confirmed.

The Second hypothesis: The direct effect of the parents' attitudes toward reading on home-literacy environment and student's attitude toward reading and reading comprehension is positive and significant.

A: The direct effect of parents' attitude toward reading on the home-literacy environment is positive and significant.

The results showed that the direct effect of parents' attitude toward reading on the home-literacy environment (p >0.05, t = 1.18, β = 0.08) is not significant therefore the hypothesis is not confirmed.

B: The direct effect of parents' attitudes towards reading on student's attitude toward reading is positive and significant.

The results showed that the direct effect of parents' attitudes towards reading on student's attitude toward reading (p <0.01, t = 7.22, β = 0.46) is positive and significant. Therefore, the hypothesis is confirmed.

C: The direct effect of parents' attitudes towards reading on reading comprehension is positive and significant.

The results showed that the direct effect of parents' attitudes towards reading on reading comprehension (β = 0.25, t = 3.33, p <0.01) is positive and significant. Therefore, the hypothesis is confirmed.

The third hypothesis: the direct effect of home-literacy environment on student's attitudes toward reading and reading comprehension is positive and significant.
A: the direct effect of home-literacy environment on student's attitude toward reading is positive and significant.
The results showed that the direct effect of home-literacy environment on student's attitude towards reading (p >0.05, t = 1.18, β = 0.08) is not significant, therefore the hypothesis is not confirmed.
B: The direct effect of home-literacy environment on reading comprehension is positive and significant.
The results showed that the direct effect of home-literacy environment on reading comprehension (p >0.05, t = 0.35, β =0.02) is not significant. Therefore, the hypothesis is not confirmed.
The fourth hypothesis: The direct effect of student's attitude toward reading on reading comprehension is positive and significant.
The results showed that the direct effect of student's attitude toward reading on reading comprehension (p <0.01, t = 2.67, β =0.2) is positive and significant. Therefore, the hypothesis is confirmed.

Results of research hypotheses
The results showed that the direct effect of family socio-economic status on the home-literacy environment and student's attitude toward reading was positive and significant but not on the parents' attitude toward reading. Also, the direct effect of parents' attitude toward reading on home-literacy environment is not significant but is positive and significant on student's attitudes toward reading and reading comprehension. Particularly, the direct effect of home-literacy environment on students' attitudes toward reading and reading comprehension was not significant, but the direct effect of student's attitudes toward reading on comprehension is positive and significant.

Discussions
The findings of the present research show that the socio-economic status of the family, students' attitudes towards reading can improve the students' reading comprehension ability and can make them have better performance, but parents' attitudes will not have a positive effect on the student's better performance in reading comprehension. In addition, these results indicate that parents 'attitude toward reading has more impact on reading comprehension than the students' attitudes toward reading. These findings confirm the hypotheses based on the relationship between the socio-economic status of the family, the parents' and students' attitudes toward reading with the students' reading comprehension and is consistent with the results of Ezadi (2005), Spiegel (1994), Connelen et al (2006), Kubis (1994), Stokmanes (1999), Chiu and Ko (2005). But the hypothesis about the relationship between home literacy environment and the reading comprehension is not confirmed. Several studies have examined the importance of the home environment in reading literacy. The basis of children's learning was created a long time before the development of language and cognitive skills necessary for reading, through using their experiences in the field of spoken and written language (Adams 1999 and Farafan 2002). As the variety of environmental stimuli at home is more provided to increase reading skills, children will show more capability in reading literacy. Children's easy access to reading materials and written texts in home has a significant relationship with their progress in reading literacy (Proz Vali, 1994). Undoubtedly, children in families who are interested in reading and spend time reading books, magazines, etc. have a higher level of reading literacy than other children. Facing printed texts writing activities, painting about stories, reading texts loudly are activities that can be carried out at home and with the help of family members and contribute to the growth and development of " reading literacy". Other activities outside the school that can lead to reading literacy are various. Independent reading of books and magazines, discussions with other members of the family about readable articles and membership in the local library are among these activities. Based on the global proven findings (especially results of PIRLS 2006), children from literate families have higher reading abilities.
Students whose parents enjoy reading and read repeatedly, have plenty of books and students who are involved in reading activities from an early age, from alphanumeric blocks to playing with words will have a higher reading progress. The existence of children's books in the home has also shown a positive

correlation and relationship with reading performance. The difference between the average reading performance of students with more than 100 children's book in their home and children with less than 10 children's books in their homes is remarkable. The average literary performance of children whose parents study too much is higher in PIRLS 2006. The reading performance among children whose parents had a positive attitude toward reading was higher in PIRLS 2001 and 2006.

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Comparison of Motor Skills and Auditory Perception in Blind and Normal Children

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Abstract
 Background and aim of study: Many children with specific disability such as visual impairments involving with motor skills and listening comprehension problem. The purpose of this study was to compare motor skills and hearing comprehension in blind and normal children. Method: This study is a causal-comparative research design. The population of this study was 60 blind and normal students in Tehran city-Iran. They were randomly divided into two groups: blind (30) and normal (30). The Lincoln-Oseretsky Motor Development Scale and Wepman Auditory Discrimination Test (ADT) were used. Data were analyzed using SPSS software and Analysis of Variance (ANOVA). Results: The results of study showed that the development of motor skills and auditory perception in normal students was higher than that of blind students (P <0.05). Conclusion: It seems that the blind have a lower motor skills and hearing comprehension than normal people. Therefore, paying more attention to programs that improve motor skills and hearing comprehension in blind children is important.

Keywords: motor skills, hearing comprehension skills, visual impairments, children.

1. Introduction

Vision is one of the most important senses from among the five senses of human beings (Lam, Christie, Lee, Zheng, Arheart, 2008). According to the World Health Organization, 10% of the world's population is affected by disabilities. 1 to 2 percent of the people suffer from visual impairments (blind and visually impaired), and the organization estimates that one person is added to the world's blind population every five seconds, and a blind child is born every minute (Velázquez, 2011). Of the 21 million Iranians who suffer from refractive errors, 550,000 are struggling with one type of different visual impairments. Iran is ranked 16th in the world in terms of high prevalence of visual impairment and eye diseases. At present, 130,000 to 150,000 people in Iran are suffering from deep vision impairments, and are called blind in medicine (World Health Organization, 2014).

Blindness is a type of disability with its own particular problems, which creates special conditions for the individuals and society, especially during childhood (Derliech, Krecisz, Kuezynski, 2009). The obvious result of visual impairment is the creation of limitations in the individual's ability to do physical movements and to participate in social environments (Ahmadi Barati, Qa'ini, Behpour, 2012). If a child is unable to communicate freely and actively with his/her environment, this will have subsequent consequences and will limit the opportunities for enjoying physical activity. Fear of independent movement causes a weak self-concept in relation to moving, and negatively affects the adornment and harmony of gross and fine motor skills and lowers self-esteem (Rahmati, Aslankhani, Farsi, 2010).

Children with visual impairment have the same needs as other children; however, the fact that they are not able to see naturally restricts their activities in many cases in games to the extent that their physical growth will be significantly delayed. The fear of injuries inspired by their parents makes them less likely to have a natural interest in main muscular activities such as running, climbing and jumping; of course, these activities are childish games that are greatly coordinated by the muscles growth (Sadeghi Nejad, Khalaji, Jalali, 2011).

Visual impairment affects not only visual sensory growth but also all aspects of child development (Ahmad Panah, 2004) and plays a special role in many aspects of early childhood development, such as motor learning (gross motor skills, fine motor skills), balance, spatial perception, cognitive development, auditory, speech and language development, as well as social skills) (Sadeghi Nejad et al., 2011).

One of the areas is the field of motion and the effect of visual impairment on the development and learning of complex motor skills is highly important (Abdollahi et al., 2017; Abdollahi, Talib, Yaacob, & Ismail, 2015). Motor skills play a critical role in the cognitive, emotional and social functions of the child,

as well as in the quality of his life. Poor motor skills result in poor performance in physical activities and thus cause a sense of disability in the child. These factors discourage the child from motor activities and limit the child's position to practice motor and social skills (Houwen, Hartman, Visscher, 2009). Bouchard et al. (2000) argued that imbalance is one of the most important problems in children with visual impairment. Studies carried out by Boul et al. (1975) on motor activity revealed that blind and half blind people have weaker motor performance than half blind and normal people, respectively (Bani Hashemi, Gholamzadeh, 2009). Houwen and Visscher (2007) stated that children with visual impairment are weaker in motor skills than in normal children, and participation in sports activities improves some skills including motor skills in these children (Houwen, Visscher, Lemmink, 2008).

The role of vision in the implementation of motor skills is to learn, segregate and automate motor skills. Visual function in learning motor skills includes motivational function, spatial awareness, protective function and feedback guidance function (Sadeghi et al., 2011). The vision enables the child to mimic the movements, detect the errors and correct them; therefore, it seems that major motor problems will occur when the vision is disturbed (Houwen et al., 2009). Less training, along with lack of visual symptoms causes fewer motor activities in people with visual impairment. This inactivity leads to delay in motor development (Hashemi, Dehghani, Sabounchi and Ruzbehani, 2012). Motor development is primarily considered when a motor disorder or inefficacy occurs and research on the development of perceptual motor skills mainly focuses on motor injury or deficiency; therefore, one of the important and remarkable issues in children is the ability or disability in motor activity that affects the growth of cognitive functions and social behaviors (Sadeghi et al., 2011). Winnick (2010) states that motor delay in children with visual impairment has several causes, including: limited few opportunities for playing, rolling, swinging, falling, playing with parents, overprotecting children by parents and relatives, as well as children's fear of moving in an unfamiliar environment, and lack of opportunities to observe the movements of others (Winnick, 2010). As a result, people lose their incentive to engage in physical activities and rely on others to succeed in society (Lieberman, Auren, Byrne, Watt et al., 2010).

Hearing is the most important sense for a blind child. Using hearing skills to recognize the surrounding world is only possible through proper reinforcement and guidance, and the school age is one of the most important periods of development requiring special attention in training skills (). The failure to develop fundamental motor and hearing during the sensitive childhood may limit the ability to learn more advanced skills in later years. Many children throughout the country are suffering from the special disability of blindness, and hearing and moving are essential to human beings and attending this need in different periods of life guarantees human health. However, less attention has been paid to this matter by the researchers despite the importance of the issue for blind children. Therefore, this study was carried out to compare motor skills and auditory perception in blind and normal children.

2. Research method

The research methodology is based on the scientific description of the subject. It is a post-vent research (causative-comparative) in which the studied variables   are examined after the occurrence of an event and the researcher does not have any interference with it.

In this study, 67 normal and blind students in Tehran were selected in the academic year 2009-2010. The research population was selected from among congenital blind children without any secondary disabilities who referred to Shahid Mohebi Blind Training Center in Tehran (the blindness of the abovementioned subjects was diagnosed by the ophthalmologist of the complex). The samples were selected through simple random sampling. Since the complex is running round-the-clock and blind people from all provinces of the country attend it, it can be admitted that the blind population under study possess all the attributes of the blind people throughout the country. The population of normal children was selected from among Tehran schools and through the multi-stage cluster random sampling.

 After collecting the medical and educational information based on the existing limitations such as lack of physical, sensory and motor disabilities and certain diseases like: epilepsy and cardiovascular diseases, and after removing incomplete, misleading and inappropriate questionnaires, the sample size was reduced to 60 subjects among whom 30 subjects were normal students and 30 were blind students.

In order to collect the data, the Lincoln-Oseretsky motor development scale and the Wepman test of auditory perception were applied.

The tests were taken individually, so that during the days scheduled, the researcher with the help of one of the students tested 3 to 4 students per day. In order to avoid fatigue in the subjects, the two tests were not performed simultaneously.

The data were analyzed using SPSS software and statistical tests of variance analysis.

3. Results

Table 1 displays the frequency distribution of the subjects. The analysis of the present study showed a significant difference in the test of motor skills and auditory perception development (P <0.05) in the two groups under study (Table 2).

Table (1): Frequency distribution of the sample population

Group	Frequency	percent
Blind children	30	50
Normal children	30	50
Total	60	100

Table 2: Quantitative description (M ± SD) of motor skills and auditory perception in blind and normal subjects

Variable	Blind students	Normal students	P-Value
motor skills development	١2.16 ±7.23	23.42 ± 1.19	**0.001***
auditory Perception	16.78 ± 6.54	24.92 ± 4.06	**0.007***

*Test significance

The data in the table indicate that there is a statistically significant difference between the blind and normal people in terms of motor skills development and auditory perception, and motor skills development in normal students is more than that in blind students (P=0.001). Moreover, the rate of auditory perception in normal students is more than that in blind students (P=0.007).

4. Discussion and Conclusion

This study aimed to compare motor skills and auditory perception in blind and normal children in Tehran.

The findings of the research showed that there is a significant difference between motor skills and auditory perception in blind and normal students, and motor skills and perception in normal students are higher than those in blind students. Man communicates with the phenomena of the world through his various senses, and after feeling them he moves to identify the phenomena and communicate with them connections, and ultimately to interpret and describe them; therefore, the act of feeling only makes the man aware of the stimulus. Due to their importance in feeling, perceiving, and understanding different affairs, different senses are actually considered as the gateways of human knowledge and competence. Sight and hearing are the most important senses; therefore, with regard to the importance of sensory receptors in feelings, it is quite essential to know and perceive them (Emarati, Namazizadeh, Mokhtari, Mohammadian, 2011).

In childhood, mobility is associated with vision, and the child moves to be able to get the device he has seen, and because of these activities, Children's gross and fine motor skills are formed. However, children with visual impairment have difficulty in these areas (Lieberman, Houston, Kozub, 2002). The development of motor skills in children with visual impairment may be more inharmonious. In fact, according to the clinical observation of the researchers (Gronmo, Augestad, 2000), blind children will face problems in different aspects of motor development which will affect the quality of motor-related activities.

Several factors interfere with the individuals' capabilities and adaptations with visual impairment, including the age of blindness, the way of its occurrence and the factors and causes of visual impairment (Asghari, 2012). The age of blindness affects the individual's adaptation and independence. Those who have lost their vision before the age of 5 to 6, or are congenitally blind have not enjoyed the visual memory and experiences during the first few years of life. They obtain the necessary information for the mental mapping through the visual and auditory channels (Lahav, Mioduser, 2002).

What is learned about motor skills and auditory perception among blind students suggests that more precise planning is needed on how to improve both skills. This planning should be made primarily by the people who are familiar with the abilities and the needs of blind students in the Exceptional Education Organization and in coordination with institutions such as the Welfare Organization, the Youth Affairs Organization, the Physical Education Organization and other organizations that deal with the affairs of exceptional students, especially blind students. Bridging this gap and moving towards this direction require a national and serious determination. First of all, the necessity of work must be revealed and, and then, it must be followed by planning and acting.

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The role of critical thinking in predicting self-efficacy

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Abstract
Critical thinking involves judgment of suspicion that it is require thorough and comprehensive reflection, one can examine the consequences of different solutions and provide a proper solution to choose. A person with this ability can increase his belief in his potentials and experience high self-efficacy. In this study, the role of critical thinking in predicting self-efficacy of individuals has been studied. The research method was correlation. The participants in this research were 300 postgraduate students in Shiraz who responded to Rickets Critical Thinking Questionnaire (2003) and general self-efficacy questionnaire Jerozalem and Schwarzer (1992). The findings showed that critical thinking predicts self-efficacy significantly. A detailed review of the findings and discussion of the findings are presented in the report.

Keywords: Students, Critical Thinking, Self-efficacy.

1. Introduction

 Paying attention to education in a community can help to grow and improve the health of that community. In general, with proper education and training, individuals can enter into a variety of social, social, and social settings. One of the important issues in the field of education and training that affects custody is motivation. Motivation is of particular importance, which affects educational variables such as academic achievement (Brushed and Garrison, 2004) and learning strategies (Farhoush and Ahmadi, 1392). There are many views and perspectives on the impact of education on education. One of these points, which examines the interactions of environment, personality and behavior in a model, is the socio-cognitive theory of Bandura. This approach emphasizes observational learning in psychology (Harghaneh and Alson, 1391). In the field of motivation, it is also based on the same interactions of variables such as self-control, self-regulation, self-determination, and self-efficacy (Pentrej and Schank, 1996). Due to the comprehensive view of Bandarva, it is important to motivate the study of the components of the variables that it presents. In this research, a review of the progress of the variable of self-efficacy has been considered.

Considering the fact that the concept and role of self-efficacy refers directly to the person's perception of his ability to perform the activity as he pleases and, on the other hand, this perception, belief, or concept of self-efficacy from two perspectives, one of which affects the community and in relation to The environment and, from another aspect, control of the social influences within the power of the individual refers to the cognitive and internal dimension of this concept (Kadivar, 2006). The mind directs the question of how self-efficacy or control of social influence can be achieved. The level of individual control in the environment and behavior reflects the self-efficacy of the individual, which is a cognitive belief that answers to questions such as: can behavior make the necessary changes? How much effort is required? And to what extent can it be shown against the failure of resistance? (Schauzer and Lutsensinskaya, 2007). Self-efficacy has an effect on the amount of effort, commitment, and endurance in achieving the goal (Schwetzzer, 1992).

One of the best strategies for improving this ability and belief is the development of critical thinking in a person. The concept of critical thinking refers to purposeful and self-regulating judgments that help one in analyzing, analyzing and evaluating for decision making. In general, people with critical thinking, the searcher, are always looking for an open, flexible mindset that comes to their decisions, and they do their job accurately (Kim, Lee and Park, 2015).

Pal and Elder (2000) put forward two broad meanings for critical thinking that are limited in their sense of individual skills in criticizing dissenting views and, in their broad sense, emphasize self-centered and inclusive tendencies and desires. Pal and Elder (2000) put forward two broad meanings for critical

thinking that are limited in their sense of individual skills in criticizing dissenting views and, in their broad sense, emphasize self-centered and inclusive tendencies and desires. Which lies in the heart of the individual's ideas. In addition, this concept is a process in which learning is limited to gaining knowledge.But requires the acquisition of knowledge within the context and the factors that create it and justify its actions in that context (Kasle, 2011).

The study of the literature on the relationship between critical thinking and self-efficacy of this relationship has been shown in English language students (Ma'afeyn and Ghanizadeh, 2011) and nursing (Erghlu & Hemmaty Mlaskak Pak, 1395). Also, other studies have indicated that critical thinking in relation to creativity is student self-efficacy beliefs of teachers (Abdullahi, Fathi Azar and Abdollahi, 1394). Some other researches on the relationship between psychological variables and critical thinking show a significant relationship between critical thinking with self-esteem, happiness, well-being, Personality traits and self-efficacy beliefs (Hosseini, 2014; Kadivar et al., 2012; Ganbari et al., 2008). However, in the present study, it has been attempted, with a broader society, to extend the findings to more people with greater confidence in addition to placing them in the test plant; moreover, it can be An approach aimed at improving self-efficacy among the community and taking the necessary measures. In other words, for a careful look, the question arises whether the dimensions of critical thinking are capable of predicting self-efficacy among students in different disciplines, and does the answer to this question help to better understand the progress of self-efficacy?

2. Method

The method of this research is correlation. The statistical population of the study has considered all graduate students. Of this community, 300 of the graduate students of Shiraz University were selected as contributors in different fields. A multi-stage cluster sampling method was used to select participants.

2-1. Operational definitions

Self-efficacy points to a person's score that is taken from the general self-efficacy scale of Jerozelm and Schwarzer (1992). Critical thinking also relates to the score of a person who has taken on Rickets's critical thinking scale (2003).

2-2. Research tools

Self-efficacy questionnaire: To investigate the self-efficacy variable as a dependent variable, a standard self-efficacy questionnaire Jerozalem and Schwarzer (1992) was used which is a one-component tool. The questionnaire's scoring method is that the option (completely opposite to me, score 1, a bit like me score 2, very similar to me score 3, and quite like me score 4). The reported validity of this tool, which is calculated from the internal consistency, is in the range of 0.41-0.64, which is significant at the level of 0.001 and its reliability is calculated by the Cranbach alpha method and 0.74 reported. On the other hand, the validity of this questionnaire was calculated by internal consistency method in this study. The correlation coefficient between the items and the total score ranged from 0.67 to 0.80 at the level of 0.01 and the reliability obtained through Cranbach's alpha was 0.90.

Critical Thinking Questionnaire: To examine the critical thinking variable, the Rectus Questionnaire (CTDA) was designed by Rickets (2003) with 33 points and 3 dimensions, which included 11 points for measuring the dimension of creativity in thinking They are critical, 9 points, then perfection, and the next 13 items review the commitment. The score of this tool is completely in agreement (5) with a five-point Likert that is completely opposed to the score (1), opposite (2), observance (3), agree (4). In this tool, items 2, 12, 15, 19, 23, 30, 32, 33 are scored in reverse order. To get points for each of the three dimensions of commitment, perfection and creativity, the total points of the questions related to that dimension are combined and for the total score of the questionnaire, the sum of the points of all questions is combined together. The high scores in this questionnaire indicate high critical thinking and low scores indicating low critical thinking. Rickets (2003) confirmed the structural validity of this questionnaire and reported its three dimensions as follows: creativity dimension was 0.75, perfection was 57. 0, commitment 0.86 and overall credit of 0.83 Estimated. The reliability of this tool in Iran by Pak Mehr et al. (1392) was 0.76 using

Cronbach's Alpha method and 0.71 for each dimension of creativity, 0.78 for perfection and 0.77 for commitment. In this study, the overall reliability of critical thinking in this study was 0.85, in commitment dimension 0.82, in the dimension of perfection, 0.52 and in creativity dimension was 0.78. To verify the validity of this questionnaire, internal consistency was used in this study. Accordingly, the correlation coefficient of the items with total score was from 0.18 to 0.70, which was significant at the level of 0.01.

2-3. procedure
In order to implement the questionnaires, after coordination with the department and faculty members of the faculty, various general information about the questionnaires and the accuracy of their responses were given. After answering, the questionnaire Were collected.

2-4. Information analysis method
SPSS software version 22 was used to analyze the data. For data analysis, Pearson correlation coefficient and multivariate regression analysis were used simultaneously. To observe the ethics of research, there is no need to mention the name and specifications, and to ensure the confidentiality of the information.

2-5. Findings
In order to investigate the descriptive information, the mean and standard deviation of the variables in the present study were examined and the results are presented in Table 1.

Table 1: Descriptive Findings of the Research

Variable	Mean	Standard deviation
obligation	29/50	48/6
Perfection	89/29	87/3
Creativity	61/39	11/5
Critical Thinking	85/122	78/12
Efficacy	31/28	85/5

To determine the relationship between research variables, the correlation between all variables was calculated. In Table 2, the correlation matrix of the studied variables is presented in the whole of the participants.

Table 2: Correlation between research variables

Variable	1	2	3	4	5
(1) Commitment	1				
(2) Perfection	0/19**	1			
(3) creativity	0/79**	0/21**	1		
(4) Critical Thinking	0/91**	0/49**	0/90**	1	
(5) Self-efficacy	0/56**	0/13	0/49**	0/53**	1

**P< 0/01

**P< 0/05

Table 3 shows that self-efficacy through commitment dimension (P <0.0001, β = 0.52), perfection (P <0.05, β = 130), creativity (P <0.0001), 48 / 0 β =) and critical thinking in general (P <0.0001, β = 0.53) is predicted.

2-6. Discuss
The purpose of this study was to predict self-efficacy based on critical thinking. According to the findings of this study, each aspect of commitment, perfection, creativity, and critical thinking, in general, are

capable of positively and meaningfully self-efficacy. Anticipate By comparing and scrutinizing the results of this research and other studies carried out in this field, the alignment and similarity of the results of the work were shown. The results of this research were studied by Ma'afian and Ghanizadeh (2011), Ejjulo and Hemmatismolak Pak (1395) Abdollahi, Fathi Azar and Abdollahi (1394), Hosseini (1393), Kadivar et al. (2012) and Ghanbari et al. (1387) is consistent.

In order to clarify this finding, it can be said that critical thinking involves the search, always seeking to be open minded and flexible, and to be flexible in making decisions and doing things in a precise manner (Hyagon Kim, Incheonly and Sanyon Park, 2015). These are generally cognitive, and because self-efficacy is also the beliefs of a person's ability to organize and implement actions to achieve future situations (Bandura, 1986), and as a measure of confidence that a person It has its own ability to perform a series of tasks or perform a homework (Bandura, 1977), which shows that this component is also cognitive. Hence, critical thinking can predict self-efficacy meaningfully and positively. Also, critical thinking is a skill and a power when one has created this ability, he can gain the belief that he is generally able to do different things.

3. Conclusion

Dimensions of commitment, perfection, creativity, and generally critical thinking can play a role as a cognitive and highly effective factor in predicting the self-sufficiency of one's person; therefore, it can be deduced from these findings that in order to enhance the ability An important element, such as self-efficacy that is very effective in person's level of integrity and development, can be seen in the first step in the growth and improvement of critical thinking of individuals, because critical thinking is an appropriate prerequisite for self-efficacy.

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The Investigation of the degree of Education System Goals Achievement in privatization policy

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Abstract
The aim of this study is to investigate the degree of education system goals achievement in privatization policy. The studied community of 1600 teachers and parents whose children were at school in 1394-1395. The Statistical Sample387 which has been selected by multi-stage simple random Sampling, assigned through Morgan simple Volum Table in relevance to the community.
The measure of instrument was the researcher made questionnaire with the reliability of(0/89)and the data has been analyzed with spss and **t** statistical test.
The results of study showed that the achievement of Education in school privatization AL policy in raising quality hypotheses, increasing learning efficiency, students training , having equal opportunities, observing educational justice weren't meaningful and aren't confirmed. The study also showed from the point of interviewers the economical motivation and benefiting in private school are meaningful.

Key Word : privatization, Educational quality , Education System goals, benefit validity .

1. Introduction
Nowadays, education in every society is the foundation of cultural, political, Economical, social and personal development of that society and investing on this field guarantees the future of every nation in all national and international relations and so all the countries are trying to design their planning and policy making in such a way that results in efficiency and quality. Transformation in education is a pre-requirement to answer multilateral challenges and achieve stable development.
Education is an influencing social structure that needs to employ supportive, financial and intellectual resources which are related to political, cultural and social condition of the society. Due to basic and innate importance of people in society, equitable distribution of educational possibilities needs serious attention of government officials. (1)
Brighous believes that justice in teaching is considered as the first virtue of social structures which should be occurred on the basis of justice principles and removing unequalities inside educational system and ou side of it; society, distribution of equal educational chances plays an important role in formation of human development perspective. A lot of countries, nations and people found out that unequal educational chances results in unequal income, lack of providing health, lack of more hope to life and discrimination in teaching results in deep polarization between poor and rich and development aspects. (2)
Studies show that low-income and poor countries were unsuccessful in fulfillment of educational justice and spend the lowest on instruction. As an example, less than 4 percent in central Africa and 3 percent in South East Asia.
The reason for this is shortage of resources and possibilities of governments in achievement of educational goals and society expectations.(3)
Therefore, one of the important ways of governments for the achievement to the qualified instruction and fulfillment of instruction justice and reforming the structures of educational system and Improvent of students educational process, is to participate people and make schools private and use their services to develop instruction.
This article tries to engage in advantages and disadvantages of this matter from researchers and Experts points of view and experiences performed in society studying way of people participation in schools private-making project.

2. **Statement of problem**

Nowadays, the road to achieve complex world of know ledge and information is to pay basic and serious attention to education. So, educating every society is the only tool that makes future and have a fundamental role in stability of every social system. Without any doubt, education is the foundation of multilateral development. Today's life standard based on communication and information technology need qualified instruction which will not be possible without total and multilateral attempt of government and nation. Considering this fact, governments are trying to mobilize all the people's participation to achieve educational quality. For this reason, one of the purposes of Unisco in 1990 was for all the countries to access to qualified instruction.(4)

Fall of educational quality, inefficiency of training system, educational inequality, shortage of government possibilities, improper school atomesphere are among factors that are followed by parent'. Unsatisfaction in different countries and made governments and politicians face serious challenges so that they try to get out of this crisis.(5)

Glewwe(2002) believes that parent's and people's growing demand for the promotion of educational quality needs spending Considerable and giant resources on the behalf of the governments. Since providing financial resources puts the government in pressure. Therefore, decentralization and utilizing people's participation potential, is considered as an efficient strategy to guarantee the quality and flexibility of educational system in a globalizational economy. Meanwhile, the attendance of private sector in accordance with local conditions, and cultural, political, economical and social situation in every society can reduce the heavy weight of governments and nations in organizing education and promoting quality and efficiency and accelerate parent's expectations.(6)

So, transformation in education requires national will and participation of all people, structures and officials to follow the fulfillment of education goals of the society by proper conditions and continuous sufficient supervision.

Studies show that implementation of school private making project in accordance with the cultural, political, economical and social situations if societies is different and accompanies to challenges and always has agreeing and disagreeing people who get into it with their own analysis and reasoning.

With this assumption that does school private making have a role in achievement motivation and profitability. So, the matter is that purposes of private making which the government is paying attention it os based on education originality or profit nobility or in other words, today's educational facts are trying to achieve education purposes.

3. **Research background**

People agreeing privatization approach: purposes of education principle are achieved in privatization policy.

Low-income poor countries pay significantly the least education expense in comparison to developed and rich countries and are always faced challenges in front of educational expectations of society. So, schools privatization approach can be strategies to reduce their obligations in the field of education optimization.(7)

Privatization means absorption of more resources for education, optimal use of these resources, and more flexibility in presenting educational services. In other words, transition of activities and responsibilities form governmental institutions and organizations to people private institutions and also privatization means releasing the way which agents free from the government regulations or replace new qualified ways in the place of government services and governmental educational system(8)

Friedman transcribed by bashiri(1386) expressing the idea of educational base and change of educational system, decentralization and industry exclusivity, education which was under the control of the government, broke and paved the way for the authority of educational affairs vested in people and institutions qualified and emphasized that instruction is essential for the ideological, cultural, social, political and economical development, growth and exuberance. This important matter is not achieved without participation and cooperation of people, structures and organizations, since decisions, and

policy- making, are done better in a participated atmosphere and people and government trust and confidence are provided for learner's transformation. (9)

Participation of society members under the title of privation of education means creating equal chance of empowering people of the society for active participation and putting impact on the process of education development. In other words, effective and direct involvement of parents and other members of society in deciding on how a school should be managed and how educational content and quality of the class should be, how expenses and financial resources provided should be mentioned, policy-makers, people involved in education, for solving financial and educational problems of learners are trying to attract society participation as one of the effective strategies in order to improve achieving to education quality and solve financial crisis.[13]

Tofler(1964) believes that, p Decentralization participation, and will of people in rebuilding and development of education of their of area is of necessities of twenty-first century.(10)

From social-economical point of view, people's partition in managing education, is in fact considered voluntary cooperation of people country planning of growth and development and privatization in education especially higher education is of today's growing global expectations.(11)

The global motivation of privatization is that quality purposes of education, promotion of efficiency level, and educational motivation, spiritual and financial support, and educational guidance of students should be happened according to their abilities and talents and at last fulfillment of perspective of education purpose of that society should be practical in step with other advanced countries.(12)

There is no doubt that schools privatization creates competitive motivation in the arena of learning and teaching in addition to decreasing pressure on public budget, pave the way for educational quality and efficiency and due to the payment of financial resources and expenses by people and participants, educational services expose private schools on the evaluation and critics of people and government and their expectations should be provided.

Yildrim(2014) believes that efficiency and equality or educational justice, the right of the learners to choose education place and serious attention to the quality of educational institutes and their educational results can pave the way for the development of education based on privatization.(13)

So, experiences of the successful countries in privatization show that privatization results in increasing efficiency and profitability, decreasing expenses and government budget, administrative strict regulations, putting variety to the ways of presenting educational services, increasing choice right of the school, expanding people's participation, creating competitive educational environment, making physical space proper, increasing answering, innovation in the ways of presenting different services and increasing satisfaction.(14)

Advocators of schools privatization in Iran believe that public sector of education has so for shown that cannot improve schools of the country and giant resources of public budget are spent on management expenses of education. Therefore, injection of ideology of privatization sector of this system can solve these problems and this sector can make school, more efficient and successful.(15)

After the Islamic revolution, governments used different policies and purposes in order to attract and absorb people participation in education one of these strategies is development of non-profit making schools with the assumption that non-profit making schools are managed by the affluent people. This ear undertake part of the process of managing the educational affairsin order to reduce the heary weight of the government financial resources on expanded system of education. Another goal of this policy is to help the children of low-income and poor families of the society and to promote their quality level of education leaning on intellectual and financial power of interested and affluent people of the society.(16)

Schools having the board of trustees were created and established in the direction of performance of policies and school based plans, promotion of quality level, and efficiency of schools educational , attraction and development of people participation, reinforcement of school educational, financial,

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administrative system on the basis of educational justice. On this basis, Excellence Council of education ratified regulations of people participation in the way of management of board of trustees in schools. Decree that guide public schools toward privatization.(17)

3.2. Approach of disagreeing people: schools privatization is in contrast with social justice and profitable originality.

Government develops board of trustees, non-profit making, non-state schools while some of the experts emphasizes on execution of thirtieth principle of constitution; I, e: free education up to secondary school.

According to the thirtieth principle of constitution, the government should provide not only tools and environment for free education, but also should Provide conditions in such a way that nobody is deprived from knowledge and education whinny class of people because of poverty.

Sajjadi (1380) approving this issue addresses that non-state and non-profit making schools were created in the excuse of increasing people participation in managing educational affairs in order to reduce government financial resources.

But the result was that officials say "we want non-profit making schools to think less about their profits".[14]

So, institutes of private education due to their profitability motivation cannot perform the sensitive and important matter of education as it is in constitution and as people want it. For this reason, schools privatization is against total policies of system and constitution.

Azizi and Colleagues(1392) studies show that some of the most important problems in the educational privatization project are: lack of commitment and obligation to the agreed in people participation and board of trustees, lack of stability in decisions and laws related to participation, lack of understanding the necessity of participation and its obligation, lack of having purpose and responsibility to the society needs and environmental changes, lack of access to investment and financial resources and establishing proper physical deep structures, ambiguity in roles and responsibility of participation sides, lack of evaluation and supervision in order to reform improvement trend of administrative Burocracy and long process of establishing private educational unit, inadequate growth of privatization culture, bad Economical condition of the family, negative attitude to it and lack of trust to privat sector.(18)

Ghasemi, Poya(1380) emphasizes that diagram of shortages in people participation in education include shortages resulted Form fuming factor, and it is both inner and outer function of education. Inner factors are related to the way of officials attitudes to concept "participation" and structure of education. But outer factors includes shortages resulted from government planning, cultural, Economical and social factors.(19)

Critics of schools Privization believe that education is economically public goods and even the most liberal schools do not transfer public goods to private sector.

Evidence has shown that development of private schools in other countries follows special rules and conditions. What happened in this case in our country is that government section makes profit of this.

In today's world educational system, the rule of winning and educational development is based on three factors: (speed, flexibility and innovation). Governmental bureaucracy, Octopus structure, heaviness and slowness of state education and inability in innovation and tendency to privatization of education cannot improve these factors in the society.(20)

Successful privatization in education has always accompanied with barriers and challenges. Since the formation of successful participation is time-consuming and slow output while society and government expect to get quick output result. Therefore, increase of efficiency and quality of education in the shortest possible time does not adopt to the old brucratic structure and system of education.

On this basis, functions of private schools are against and in contrast with the expected purposes of Society and government.(21)

In executive policies of school of trustees, there is a clear difference between announced policies and actions of educational founders. Educational justice is one of them. Since the necessity to enter these schools is, paying fees. As a result, poor people are not able to pay it. So, they cannot utilize qualified educational services. In addition to it, no research reference has confirmed standardization of educational quality of these schools. Therefore, motivation of schools privatization should be known to be influenced by factors which profit and Economical activity are of priority for them and people also have such attitude to these kinds of schools.(10)

Economical pressures and globalization process force the governments to try to reduce governmental services expenses. Considering this, schools as well as companies, organizations and private structures reflect victory in the investment and market thinking in the modern age and in fact getting into quality and efficiency is simply non-prior and side purposes for invest owners.(22)

Maljoo(1394) criticizing schools privatization believes that the time when privatization project was decided to performed, those who could enter this section, were depend out to power structures of political movements and people and institutes that were qualified, could less enter the matter. So, privatization means transfer of governmental property to non- governmental property without having any results.

Exaltation of executive results of privatization plan in different countries shows that function of privatization successful beacause of political and economical motivation and has always accompanied with corruption and discrimination.(23)

Studies show that there is no satisfying theoretical reason and no excremental evidence in developing countries which showwws that efficiency of governmental structures and agencies is less than that of private institutes, while in privatization project developing countries have ha weak performance in transferring affairs to private section because of weakness of super visional structures, corruption and cronyism. As well, in developed countries due to the motivation of profitability and economical, private institutes don't have tendency to invest in deep structures of basic projects which don't have quick-output profit.(24)

Basic challenges of schools privatization project are: effect of motivation and overt purposes of profitability, restrictions and problems after execution, administrative autocracy, adjustment of regulations, supervisions done on results after transferring, and predicted purposes and goals will make governments face problems.(25)

Chomsky believes that whatever extant free education and national educational strictures be replaced by non- free education, we will witness lack of attention to non-market fields. Privatization will In fact be a kind of attack and threat to public and general education results of ficaj (2011) studies titled " no child should be abandoned" show that lack of people's information and awareness of opportunities, messages, missions of private educational institutes, lack of trust and confidence in them to satisfy their expectations, lack of participation by scientific experts and leaders f this field in the development of plans and policies of the trend of education privatization are barriers that put the development of privatization purposes in to problem.(26)

Results of garsia (2007) research show that there is no oral relation between a private model of successful educational management and better school function of students, while advocates of privatization continuously emphasize on creating competition and existed educational quality. Evidences have shows that such happening is doubtful.(27)

Sajjadi (1380) showed that governmental powerful bureaucracy helps to the development and improvement of public education, and this power and control of government on educational center results in educational improvement. As well, kronlook and colleagues (2010) believe that school privatization has not been able to reduce expenses and guarantee competition so far. Since evidences show that educational privatization has expanded inequality in educational justice, corruption and discrimination and government has lost its control on educational services of private centers.(10)

Dayan ravayej, educational historian believes that privatization is a trend that keeps the learners away from training and educational aspects and focuses them only on test and exam and result of education;

however, school works better when teachers and educational factors cooperate with each other and help the students in education, in other words, the purpose of privatization is to try to get higher score. Of course this is not the whole purpose of education.

And as well, studies of estephen j ball and colleagues (2007) in England show that schools privatization by governments opens new roles and relations into the education and this hurts basis values of education. Respect to customer, tendency to consumption, contract work, and evaluation will be current among education process and the soul of cooperation, collaboration and philanthropy has been forgotten and the gap between the poor and the rich in these schools are increasing day after day(28)

Studies of twenty nine countries participating in international plan of evaluation of student's progress show that 83 percent of schools of countries are controlled by governments and 17 percent is transferred to private section. And in advanced countries in educational control system like sewed, foal and France, governments controls education too percent and provide it's total resources.

From Japanese people and government point of view, expense and money spent one students, education, is in fact a kind of investment for the future. It has come in the constitution of this country that equality of nine-year educational opportunities in this country is free and it is every Japanese right without any attention to age, sex, social and family and class.(15)

Researches done indicate the fact that decentralization, attraction of people participation in managing educational affairs, with the title of " privatization of schools" as a basic strategy to reduce financial weight of the government, and increase, educational quality and efficiency have been paid attention.

So, on the basic of existed evidences, schools privatization project has taken a practical form in Iran at the present time especially through non- profit making schools (non- governmental) and board of trustees schools.

Study of function of these schools makes this fact clear that whether in practice has supported society expectations and predicted purposes of government in the achievement of privatization, or has followed the providence of group and individual profit and benefits. This research having these purposes is trying to study executive and educational function of private schools in order to fulfill purposes of privatization based on originality of profit or education. For this reason, the following theories were set forth:

1- Function of non- governmental and non- profit making schools causes promotion of educational quality.

2- Function of board of trustees schools causes academic progress of students.

3- Function of private schools fulfill purposes of education in society.

4-Goals of private schools establishers are obtaining profit and economical activity.

5- Function of private schools causes creation of equal chance and educational justice in society.

3. Research Method

This research is a descriptive, survey, analytic research and a practical research considering purpose. Population of this research includes teachers and student's parents in the academic year 94-95 with the total number of 1600.

The size of the sample was chosen using Morgan sample table in the proportion of 97 teachers and 297 parents of the students with the sampling method of multi-step random sampling. Measurement instrument is a research- made questionnaire with the reliability of %89 calculated by Cranach's Alpha coefficient which has a

considerable validity. Statistical test of the research is t

test and software of SPSS.

4.Results and discussion

Table1: Test of determination of research theories in the achievement of privatization purposes

No.	Variant	population	N	M	St	S-E	t	d.f	p
1	V(1)	*teachers* *parents*	97	76/47	18/76	1/90	./26	385	./ 79
			290	47/09	22/77	1/33			
2	V(2)	*teachers* *parents*	97	47/61	16/64	1/64	1/84	385	./65
			290	47/07	1/30	1/30			
3	V(3)	*teachers* *parents*	97	50/32	18/40	1/86	6/35	385	./...
			290	36/01	19/45	1/14			
4	V(4)	*teachers* *parents*	97	52/53	15/82	1/60	10/76	385	./...
			290	29/33	19/15	1/12			
5	V(5)	*teachers* *parents*	97	42/90	23/30	2/36	10/75	385	./283
			290	45/94	24/31	1/42			

educational function of private schools, show that these theories are not meaning full from teachers and parents of student's points o
Results of the research in the first and second theories studying f views. This means that students in these schools couldn't satisfy teachers and parents educational and training expectations. As well, finding obtained in the third and fourth research theories show that the main motivation of the establishers of private and non-profit making schools is economical and profitability and this approach has been meaning flu and confirmed by the teachers and student's parents of these schools. On this basis, it can be concluded that at the present time, privatization of educational system is based on profit originality and less is trying to follow the achievement of education purposes. The results of the last theory of this research which is specified to the creation of equal chance and regard of educational justice was not-meaningful and was not confirmed by those who were questioned. So, such approach was not followed and happened in this schools.

5. Conclusion:

High capacity of educational system of every society is not only the main key for the political, cultural, economical and social development but also has a considerable role in technological challenges and international occasions.
On this basis, investment and planning of governments and nations improving the promotion of quality and quantity level of education is essential and incredible will, and quality change and transformation doesn't occur without participation and collaboration of all the people and governmental structures. So promotion of quality and quantity of instruction requires spending considerable and giant resources which usually encounters governments with problems and challenges to provide it. In this respect, governments are after strategies proportionate to cultural, economical, political and social situation and of the society. From this point of view, privatization project is a solution that causes financial load to be reduced and educational quality and efficiency to be increased.(29)

Although schools privatization may help to the providence of budget shortage of quality and efficiency in this schools depends on reforms of supervision policy and planning if reforms of privatization really result in increase of promotion of education purposes of the society and regard the standard of training education

j their function can be hopeful while the results of this research which is co- directed with the results of Jafari's (1389) research , show that this project has not been successful practically because of structural barriers and motivation of profitability. The mast major factor of lacked of success of schools privatization system is motivation of profitability and investment. Obtaining profit and the way of acquiring it is considered more important rather than education purposes. In this way, activity and function of these schools is in contrasts with the ministry of education and government expectations in execution of privatization project and this also in contrast with the total policies of system and or constitution.(30)

On the basis of the cortical rudiments of fundamental transformation document in education system approved in 1390" training rights, the right to equal access to training opportunities has been expressed clearly. On the basis of section of third principle and nineteenth principle of constitutional low, all the people of the country should have the right of equal access to training and educational opportunities regardless of social, family and individual restrictions.

Governments should try to eliminate racial ethnic ,sex, financial and class discrimination in the field of education and guarantee the right of equal enjoyment of all people in education.

Forgery and formula for getting money from parents under the title of privatization is a kind of demagogy and mixing the concepts.(31)

|Privatization is in fact transfer of governmental property to non- governmental property. The foundation of Privatization is possession transfer and what is certain is that educational reforms in the form of Privatization, because of lack of complete acquaintance with the kind if policy- making, performance, purposes and targets, lack of creation of a proper ground, on the other, also because of taking economical motivation achievement of purposes of education in privatization project and decreases the value of education to the level of a profitable goods which is transaction able and it requires reviewing in purposes, messages and missions in this project.

6. Research suggestion:

- Serious attention the principle of "Free education in society". All people apart from any differences should enjoy it.
- Schools privatization should be based upon achievement of education purposes and promotion of quality level of education.
- Privatization of schools should be handed over to educational, scientific competent individuals and its transfer should be done under certain rules and conditions.
- Private schools should be supervised and their function should be evaluated

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The Effect of New Teaching Methods on the Academic Achievement of High School First-Year Students in Lamerd County

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Abstract
This research addresses one of the important topics of teaching, namely, the influence of the new methods of teachers' teaching on teaching. Ten questions about the subject were presented to the teachers by field method. Each question is about one of the components of learning such as motivation, practical learning, creativity creation, student participation, anxiety reduction, and attention to different aspects of physical, emotional and social aspects of students. The data has been descriptively analyzed and explained separately from each other by drawing tables and charts. Findings show the high impact of new teaching methods on student learning, although teachers do not use these new methods very much.

Keywords: New teaching methods, Academic achievement, First-Year High School, New educational system

Introduction
Among the activities carried out for the education of students, the greatest contribution is for teachers' teaching in the classroom. Teaching can be defined as the two-way activities that flow between the teacher and students that its goal is learning. If this activity results in learning, it will be effective and useful for the student. Familiarity of the teachers with the new methods of teaching is an important component of the learning and development of students. If the cultural community is not familiar with daytime science and new methods of teaching and learning in the classroom, then all the other plans would be useless. This study, which was conducted in the current academic year and presented to the National Conference on Interdisciplinary New Research of Fars Education Organization, is about the direct learning process and learning usage in students' lives. If the purpose of the conference is promotion and the application of the humanities, this research, as an artery of it, can greatly help practitioners of education.

Statement of the problem
The important role of teachers in education is not overlooked by anyone, and the ability of teachers depends on acquiring knowledge of practical skills and techniques and in this regard, it is important to be aware of a variety of teaching methods and the ability to use these methods in the classroom. Experience has shown that teachers who know teaching methods very well are more successful than their colleagues who only rely on information. Teaching methods are the tool that the teacher uses them with his own initiative to better realize the desired educational goals. An effective teaching method is that the teacher will use appropriate methods in accordance with the educational objectives and students' abilities. Therefore, the teacher should be familiar with the teaching methods and apply the steps to implement the methods. In new teaching methods, teachers try to evacuate the process of teaching from the passive level and encourage students to actively participate in learning the lesson content. If teachers use a variety of methods to educate and encourage students to engage in learning, they will also enjoy teaching. The use of group discussions makes students active and enthusiastic and the class is made interesting. In these ways, students are directed to research and even conversations with specialist about the lesson subject, and the students think about the subject and they engage in doing different activities. In these ways, the teacher has the role of conductor,

leader and facilitator, and the student has the role of starter so that the teacher helps the students define the issues and solve them successfully.

The importance of the subject

Today, the viewpoint is beyond mere teaching in the classroom and takes into account new approaches and trends derived from the findings of educational sciences of psychology, sociology and management in the field of teaching. These approaches make teachers more aware of their teaching and role. By using them, they improve the quality of learning and the student's overall growth. In the new ways of teaching, teachers are directed to observe individual student differences and follow the principle that every student can succeed in learning.

In the new approach, the teacher encourages students to explore and experiment with the activity of observation and experience. In this case, the rule that is discovered will never be forgotten because it is the result of individual and collective efforts of students. In the new ways of teaching, students will see their learning with externalities and their application in the living environment, and learning is meaningful to them. New ways have been attempted to create a cross link with other topics by creating communication of a lesson topic.

Theoretical foundations:

Teaching is the interaction between the teacher and the student, based on the regular and targeted design of the teacher, to change the behavior of the student. Teaching different concepts involves attitudes, tendencies, beliefs, habits, behaviors, and in general, the types of changes we want to create in our students. Methods and techniques of teaching are divided into two broad categories. First, the traditional methods used in the distant past and the second category, the methods based on the findings of psychology, art, science and education, which have been mainly developed from the twentieth century onward and are known as new methods. Although the term teaching is considered familiar concept in the texts of educational sciences, most teachers and administrators the curriculum are familiar with the right meaning and position of it. Different teachers' perceptions of the teaching concept can have a positive or negative impact on their attitudes toward students and how they work with them. Multiple perceptions of the teaching concept may be for several reasons that some of the most important of them are the lack of basic knowledge and differences in the translation and misinterpretation of teachers from different educative perspectives.

Occasionally, the perplexity in understanding educational concepts is so much that many experts, teachers and students of this field consider the concepts such as education, training, teaching as the same and use these concepts interchangeably. Although these terms may have the same aspects, they are basically independent concepts and have their own specific meaning. Education is a regular and continuous process whose purpose is directing the cognitive physical, moral, social, or generally universal growth of students' personality in order to acquire and understand the humanities and norms accepted by the community, as well as helping their talents flourish. (Seif, 2000)

In the new methods of teaching, the purpose of the activities for the student is clear. And the implementation of the activities provides satisfaction for the students and we can avoid resorting to rewards that are common in traditional ways. In general, the main purpose of these methods is to prepare the student for life, and since this involves the development of all aspects of the personality of a person and the consideration of his position towards the community, education has a broader concept. In new teaching methods, instead of using indirect teaching methods, direct learning methods are used to view and experience. In other words, the practice and experiments and personal experiences are the means of education because the student does his activities himself. The training is not compulsory or imposed. Students can use the learning outcomes. In new teaching methods, learning efforts focus on topics that fit with the student's interest. Textbooks and teaching aids are used as educational resources and the curriculum is not limited to textbooks and education is not limited to school, but education is a continuous process that is ongoing in life, and curricula are formed from a set of learning activities that are being collected and planned by the teacher and

student. In new teaching methods, the student is in the center of the activity rather than the teacher, and the role of the teacher is more in the guidance. And it seeks so that children can play a dual role in learning activities; at one time they accept and obey the group's logical decisions and take the group's leadership to reach educational positions and can take responsibility and make decisions on time and implement them.

New teaching methods try to use students' eagerness and desire in teaching. And the advocates of these methods believe that something must be done to provoke students' interest. And in this case, students pursue educational activities quickly without punishing and the like, and in fact they provide training experiences themselves. In new teaching methods, instead of solitary competition, the way of teaching work is so that students compete in different groups and education is associated with a kind of co-operation.

Taking into account the individual differences of students makes them relaxed and confident, and the weak student does not compete with a strong student because new methods of teaching of the student contribute to their talent and ability to engage in educational activities. In new teaching methods, the principles of psychology, behavioral science, the stages of child growth, as well as new scientific findings are used, which makes it possible to avoid designing issues and educational problems that are not suited to the abilities of children, and in every stage of the growth of children and, taking into account their abilities, teachers be able to organize learning activities and teach them with appropriate tools (Mohammad Morshedzadeh).

New teaching methods
Although among the new methods, methods such as lecture methods have a historical background, since they are still prevalent in most global education systems and are interwoven with completely new methods, they are considered as new methods. New teaching methods are: explanatory method, lecture method, exploratory method, problem-solving method, class discussion method, question and answer method, active method, project or unit of work method, experimental method, scientific trip method, deductive or inductive method, individual learning method, metacognitive skills training method.

Research Methodology
This research was done through a descriptive method and as a field study. Initially, the questionnaire which its validity and reliability were carried out by the researchers and and iit was marked with a Likert scale, was provided to the teachers, and then they were analyzed and frequency was obtained using descriptive statistics, and the results of each of the questions are **reviewed using the table and diagram.**

Statistical population and sample
All the first high school teachers in Lamerd County were selected and 50 teachers of the statistical population were randomly selected as samples.

Information gathering tool
To collect information in this research, we used a questionnaire, in which the questions were close ended questions. The questionnaire contains 10 questions that we have provided to 50 teachers.

Analysis and interpretation of data
1. How have the new teaching methods helped to improve student learning?
Table and Diagram 1

	Very much	much	Middle	Low	Total
Frequency	30	10	5	5	50
Percentage	60	20	10	10	100
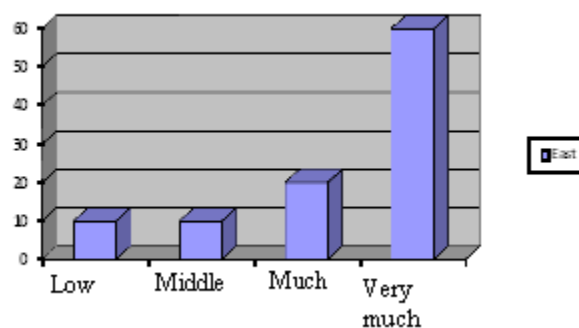
Commentary
According to the results, 80% have chosen much and very much options. The above statistics shows that the use of new teaching methods improves students' learning quality.
2. How familiar are you with new teaching methods?
Table and Diagram 2

	Very much	much	Middle	Low	Total
Frequency	20	5	10	15	50
Percentage	40	10	20	30	100
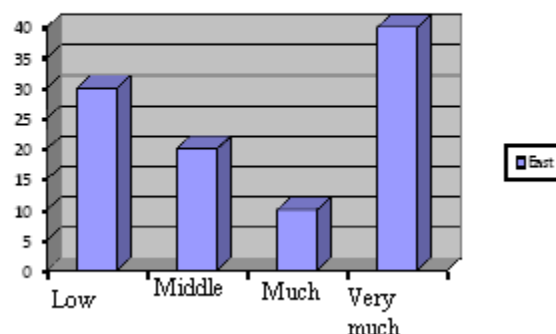
Commentary

According to the results, 50% have chosen very much and much options. So, only half of the teachers are familiar with the new teaching methods. Despite the positive results of this research, it seems that the teachers are not familiar enough. Therefore, it can be inferred that teachers of education organization are not up to date.

3. How have the new teaching methods increased the motivation of students?

Table and Diagram 3

	Very much	much	Middle	Low	Total
Frequency	15	20	10	5	50
Percentage	30	40	20	10	100
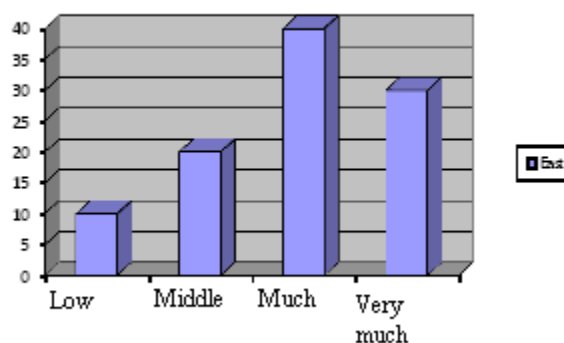
Commentary

According to the results, 70% have chosen much and very much options. The above statistics suggests that the use of new teaching methods will increase the motivation of students.

3. How much do new teaching methods force students to make efforts?

Table and Diagram 4

	Very much	much	Middle	Low	Total
Frequency	30	12	5	3	50
Percentage	60	24	10	6	100

Commentary

According to the results, 84% have chosen much and very much options. The above statistics suggests that the use of new teaching methods will make the students to make effort.

5. How much does this method take into account the various aspects of physical, emotional, social, motor, and moral growth of students?

Table and Diagram 5

	Very much	much	Middle	Low	Total
Frequency	8	15	15	12	50
Percentage	16	30	30	24	100

Commentary

According to the results, 46% have chosen much and very much options. The above statistics suggests that the use of new teaching methods has not been able to focus on all aspects of student growth. It may be concluded that the lack of familiarity of teachers with this method has prevented considering the growth of all aspects of the students.

6. To what extent do students participate in the learning process in the new process?

Table and Diagram 6

	Very much	much	Middle	Low	Total
Frequency	35	3	15	2	50
Percentage	70	20	6	4	100

Commentary

According to the results, 90% have chosen much and very much options. The above statistics suggests that the use of new teaching methods leads to the participation of students in teaching.

7. To what extent do the new teaching methods make students become familiarized with field of study?

Table and Diagram 7

	Very much	much	Middle	Low	Total
Frequency	24	21	2	3	50
Percentage	48	42	4	6	100
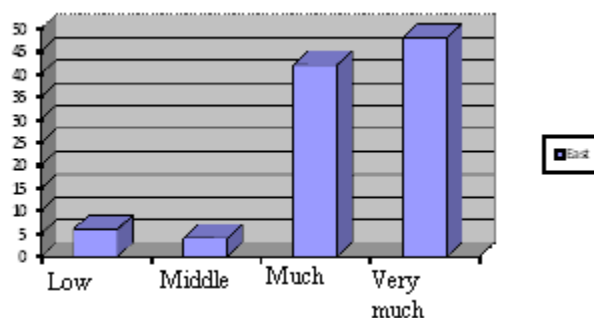
Commentary

According to the results, 90% have chosen much and very much options. The above statistics suggests that the use of new teaching methods leads to the familiarity of students with field of study.

7. To what extent do the new teaching methods have led students to understand the content practically?

Table and Diagram 8

	Very much	much	Middle	Low	Total
Frequency	18	12	10	10	50
Percentage	36	24	20	20	100
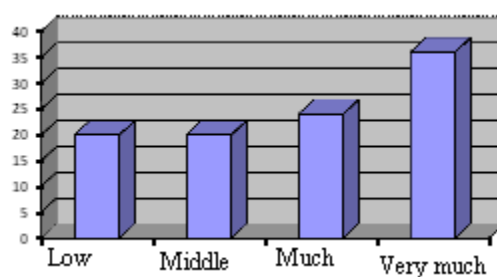
Commentary

According to the results, 60% have chosen much and very much options. The above statistics suggests that the use of new teaching methods have led students to understand the content practically.

7. To what extent does this method reduce the anxiety of students?

Table and Diagram 9

	Very much	much	Middle	Low	Total
Frequency	10	17	12	11	50
Percentage	20	34	24	22	100
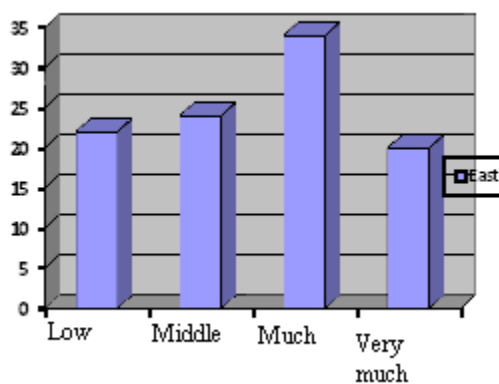
Commentary

According to the results, 54% have chosen much and very much options. The above statistics suggests that the use of new teaching methods reduce students' anxiety to some extent.

10. How can new teaching methods create creativity in their students?

Table and Diagram 10

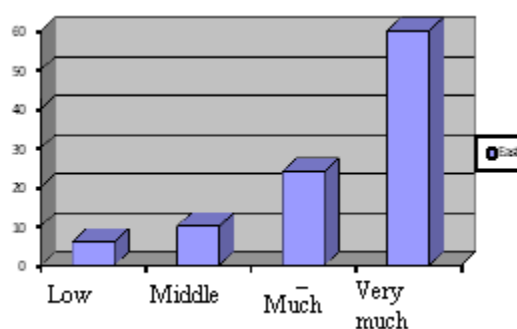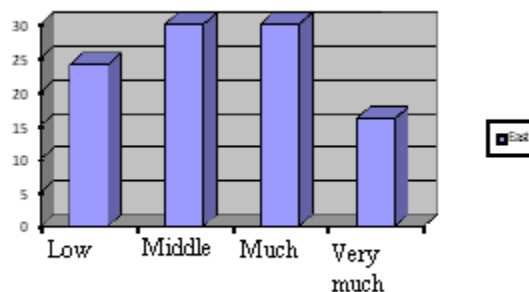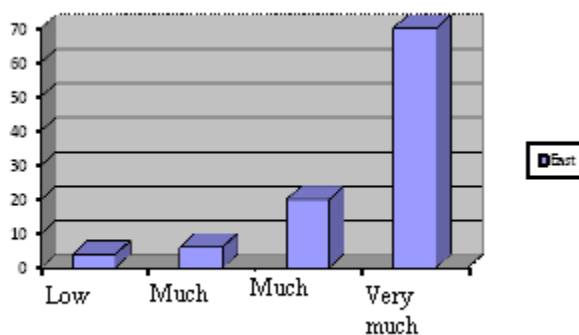|	Very much	much	Middle	Low	Total
Frequency	7	20	12	11	50
Percentage	14	40	24	22	100
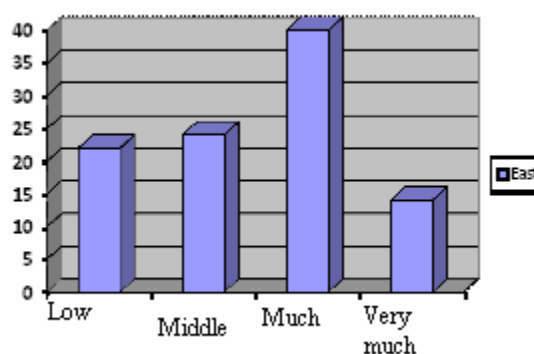
Commentary
According to the results, 54% have chosen much and very much options. The above statistics suggests that the use of new teaching methods will, create creativity in their students to some extent.

Conclusion
Based on the findings and the results obtained and their analysis, it is concluded that the use of new teaching methods improves students 'learning, reduces students' competition, and reduces students' anxiety. It also encourages students to make effort in new methods, and different aspects of physical, intellectual, emotional, social, motor, and moral growth of students are recommended. In these methods, students are more involved in the learning process. Many teachers agree with this method. New teaching methods will make students involved in the subject and by this method the students engage in group activities and the lesson content is better and deeper is formed in the minds of students, and they deal more with educational tools, and the teacher can attract the attention of students to lesson for a longer time.
In general, by using the new teaching methods, students feel more satisfied with and interested in the lesson.
If educational content is not taught in the best way, it will not be efficient. It seems that the teaching method is more important than its content because educational texts are found everywhere, but good teaching strategies and practices can be a guarantee of learning. Using new teaching methods, teachers have a great influence on the student's overall growth. In new teaching methods, it is attempted that the learner achieves a set of knowledge, skills and attitudes through engaging in diverse learning activities and experiences that he has contributed to their formation and production.
The most important feature of these methods is to help create and develop the students' thinking and learning skills. In these methods, students develop their attitudes such as curiosity, thinking, rationality, and openness of their vision and thinking to accept scientific ideas and findings which it practically gives students the opportunity to go forward more in the path of learning science and getting scientific insights; however, if active teaching methods are conducted with all the appropriate conditions, it leads to academic achievement, meaningful learning and influence of the discovered material at the deepest levels of learning and ultimately enhances the potential of students. A remarkable point in this study is the relatively low level of teachers' familiarity with the new teaching methods. And also the lack of growth of students' all-aspect dimensions is another result of this study, which it seems that these two factors are related to each other.

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Teachers 'role in students' interest in history lessons

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Abstract
Teaching history is of great importance in schools. In addition to changing students' standpoint towards their surroundings, history causes international sense of identity in a person environment. Also, history courses are of basic lessons in primary and secondary school and familiarizing with history can increase students' understanding with regards to other lessons. In this paper, it has been tried to analyze a set of factors causing students' unwillingness towards history learning and then the importance and role of teachers in creating students' interest in history session is considered; and also we will have a brief look at active teaching methods and the purpose of revolutionizing history teaching. In this article, procedures for increasing students' willingness towards history lessons are presented using library references.

Keywords: history position, teacher, education, teaching1.Introduction

For many years, the lesson of history in Iranian educational system has been included in order to better understand the past of human beings and the course of the development of civilizations, especially the civilization and culture of our country. Many teachers have come and gone and presented students with stories or lectures. At the end of the school year, the traditional test, which is still common in the final test section, reflects the student's learning of history. Efforts have also been made in some courses to improve the teaching of history, but have not yielded a satisfactory result; such as displaying historical films, visiting the museum, teaching active methods, and so on. But perhaps none of these methods can solve the problems of history teachers to motivate students to learn better history. Perhaps, students with privileged grades from the history lesson do not have a proper understanding of history and have not taken any luggage from this lesson. They only preserve the material and forget about it after a short time. Those who have a more powerful memory, the name of the dynasties and some of their kings and their wars, or some historical stories have long been out of date, but they have not, however, been bundled with learning history. Nowadays, the necessity The evolution of the teaching of the history course is obvious to everyone, but what is the purpose of this transformation? What has been discussed in this paper is the importance of the history lesson and its place in preserving the national identity of future generations as well as the important role of teachers in giving students the lesson of history. The paper in this paper presents some of the lessons that, during the teaching, Creating more interest and refreshing in the class, earning inspiration. Of course, it is hoped that these experiences would be beneficial for colleagues who initially come to the fore.

2.Problem plan
Perhaps one of the reasons why some students are reluctant to learn from the lessons of history due to teachers' teaching methods. So, it's worth asking what tools and techniques can be used to help students learn the lesson. In this article, the role of history teachers in the development of creativity, identification and strategies for developing this ability in students is proposed.

3.Research objectives and its importance
The purpose of this research is to investigate the reasons for students' unwillingness to learn the history of teachers and the role of teachers in the interests of students in different aspects of education to the history lesson. Since the history course is the basic course in elementary and high school, the history can help students understand the roots To study other courses, studying and reviewing this subject is very important.

4.Research Method

The research method used is descriptive and analytical method, as well as documentary or library. The researcher has tried to collect and set up this collection by studying and using the resources and researches carried out in relation to the subject and the existing facts.

5.The Importance and Place of the Lesson of History in the Country's Education System
History is one of the most readable subjects that anyone can study with the ups and downs of his predecessors, and readers of the Book of History with the study of those generations before him, and history as a solid ground between past, present and future. In other words, it is the most important science that mankind can exploit. [1] From the educational point of view, one of the major lessons from the elementary period to the end of the intermediate and pre-university courses in the educational system of each country, including Iran, is the history lesson. However, for a variety of reasons, including lack of a proper understanding of the importance and position of future generations, this lesson is not particularly relevant in physics, chemistry or even literature. School administrators, students' parents, and students themselves, in many cases, look at it as a course that would increase the student's acceptance as much as possible. [2][

While history is cumulative of past experiences and is one of the best means of educating young people, due to the changes made in the textbook, one of its goals can be seen as the education of citizens who understand this type of education from reading and understanding History is gaining momentum, because the education obtained from the study and understanding of history is very useful and effective, and it may be said that the most important result from the study of history and thinking about it is education. At the same time, the history of the relationship between the generations of the past with present and future is undoubtedly the root of the events of the present time

6.The Importance of Large-Cultural Policies in the Education of History
Undoubtedly, the cultural policies drawn up by the major planners of a country have irrefutable effects in the way of teaching history. Some countries, in principle, do not have a specific program. The reasons for this are the lack of cultural policy makers, the lack of cultural and historical richness, and the factors behind this. But many developed countries, despite their long history in their history, have taken a systematic and coherent curriculum for teaching history. Today, technology transfer through the Internet, historical software and, finally, the ICT technology of communication and information, Has profound effects on the teaching of history for teachers, students and history professors. [3][

7. Teaching history for different ages
One of the neglected topics among history scholars is the study of the methods of teaching history for people of different ages. In other words, there is still no standardized and accepted classification for age-aged learners. The reason for this is perhaps the lack of coherence and coordination between the authors of the history lessons from childhood to adulthood. In Iran, the teaching of history is commonplace in childhood. But the teaching of history for children (mostly from 3 to 11 years of age) requires specific techniques and techniques that are referred to in some studies. A study titled "Teaching history for children ages 3 to 11 years old" is presented in this paper

In this book, as an introduction to the teaching of history, comprehensive information is provided on how to provide effective educational standards in the history course for elementary courses. In this research, the "literary strategy in learning history" has been devoted to the reestablishing of a trend towards history through the children's literature; it addresses the research-oriented goals of the teachers of children's history and literature as well as innovative methods for teaching history using the children's literature. has done. A worthwhile consideration is the use of literature to teach history, which, of course, is not a new educational invention. The teaching of history using the children's literature, both fiction and non-fiction, is an old thought that uses re-life in the curriculum of elementary and secondary schools. [4][

8.Identity to young people with history education

Each nation's history is a symbol of their identity, which will play a key role in shaping the character and identity of its youth. History is one of the most important and the best source of education for human beings and, as it has been said, "no part of the culture of a society is as effective as history in its identity." [5][

This is only possible with the correct training of history. And in this way, students should be attracted to the history and philosophy mastery that, after the end of the lesson, they themselves seek to address the issues and conduct research.

In the presentation of the history lesson, either traditionally or in a new way, we need to develop the curiosity, truth, and pursuit of the reasons, causes and historical results and their role in the present and future of students, and the application of history for the present and the future Indeed, we are to strengthen science and practice in the spirit and soul of those who consider history as the only trace of the past (dead.(

According to Dr. Zarin Koub, "What human beings today can learn from history is their knowledge. The recognition of the meaning of their life is in fact ... History is not only limited to the present-time-current world-it is also linked to the past and future in the world. . And ... ". [6][

History of history in recent years may be the first time with the approach of the orbital method and linking the topics of history with the everyday life of students, with the presentation of different and diverse discussions to express the position and role of historical life of humans in the approach of research in history and the relationship of history with other sciences. And has been compiled. Which can be promising an evolutionary part in how to set up textbooks.

But in spite of the importance of the new books of history, due to the history of the mind, which is also due to a variety of factors, we are seeing a low level of students' interest in this lesson. If the lesson of history is offered in an attractive and effective way, in addition to raising the sense of responsibility of students, it will also play a significant role in shaping the cultural and social identity of the young and prospective future generation

9.Recognizing the history of science and teaching it in the eyes of teachers

The discussion of this topic is important because "our teaching is mainly based on a perception that has the nature of the subject as well as the nature of learning. "[7] Therefore, as a teacher, we must be determined for us, is the cognition of the history of science correct and complete?

Obviously, each of our teachers should know what the nature of what we teach? The importance of this is not only because we want to educate the scientific nature of educational issues, but also because we, without ourselves, are inculcating students through education through education. [8] For example, if we believe in the role of history or historical experience in preserving the survival of a community and its impact on its progress and development, we can draw the horizons of progress with the help of history; and also if history A tool for discovering the general laws governing societies, this kind of look and feel that we have in history will have a significant impact on the quality of our teaching or teaching. If we accept that the students' perception of history, reflection and feedback is what we introduce as history, we will more and more recognize the influence of the correct attitudes in the teaching of the lesson of history, and in gaining a proper attitude and correcting the current beliefs about Let's study the history of history. [9]

10.Pleasure knowing the history teaching

Enjoying one of the motivations of education. A few points in this regard should not be ignored:

1.Talk to the kids by raising their confidence and encouraging them to talk to you about the topic; no matter what the conversation is about. Let her know that his ideas are valuable to you. It is important that this dialogue has a great deal of influence on how to learn and how it works.

2.Good understanding of kids is that "the question is good, but how can we find the answer ?! Let's find the answer together. "You and the students can answer the questions, and they have two main concepts of history in their field, one story of the people and events, and the other is the last record of the past. In order to better understand what history means, we give a theory to each of them. [10][

11.The role of parents and teachers in increasing the students' interest in learning the lesson of history
Our students, like the newborn birds, are always scrambling and scrambling, and new questions are always in their minds.
But some parents, teachers and educators are not able to answer accurately, accurately and scientifically, to children's questions because of lack of sufficient knowledge and knowledge due to lack of familiarity with science and the development of thought and thought; and because they do not have such ability, usually They refuse to answer the frequent questions of irrational and harsh encounters, to the extent that they gradually dispel a student's fear and suspicion and cause the student to give up the question. This, although apparently appealing to the great readers, undermines and potentially threatens the creativity and initiative of the student. Therefore, if the teachers, especially the history professors, have a logical review and have scientific research support in their teaching methods. In fact, it ensures the quality of its work and has taken an effective step towards increasing the interest and development of students' creativity. [11]

12.Creative Learning
In order to grow creativity and innovation in students, we must first of all get a clear understanding of the existing conditions and, in the next step, based on the philosophy of education and the goals and principles of scientific validity, to play a clear picture of the fields of desirable role.
One of the most important aspects of creativity is the existence of the necessary conditions for the development of this talent. The following actions can be used to create students:
1.Familiarizing managers and teachers with the quality of creativity and ways to nurture and strengthen it in learners
Changes in textbooks (in recent years, positive changes have been made in textbooks.(2
Increasing the level of teachers' knowledge and recommending them to study a lot;3
Changes in assessment methods and exams;4
5.Creating a happy environment in schools for learners
6.Accompany education and learning with research
7.Efforts to increase self-esteem in students
8.Use the appropriate teaching tool
9.Activities in your area of work. For example, if you are a designer, your thoughts work well only in the field in which you are skilled, in other fields you will not find much results;
10.Make changes in your surroundings
11.Not paying attention to the idea of a gap between two generations
12.And finally, with the creative design of schools, we will develop creativity in students
Today, society needs people who hold their minds and minds over their actions and take the problems in an innovative way. Now, how can historians learn how to improve the creativity of students? In response to this question, one has to first see how the history teacher is interested in the history of the students and makes them think.
The items that can be listed include;
1.Researchers report that they have positive outcomes and deepen learning in lessons like language, history, geography, economics, biology, geology, and the like. Painting and other artistic works also help to solve the problem. Therefore, deep blending in Saha with Art One is a suggested hacker.
2.Ask students to personally evaluate and say their own words instead of providing a simple report of a book. In this way, they are encouraged to have new ideas and writing stories and essays, the background of the individual's idea and Provides creative thinking in better students.
3.The successful history secretary is the one who can direct the classroom as a student-centered teacher rather than the teacher, and the student has direct and fundamental involvement in learning, and the process of teaching and learning through problem solving, the method of preparing a project or project , Open discussion method and group projects tailored to the subject and course success of the course and set by the secretary of history. Retaining the contents of the book or listening to the teacher's words does

not result in the development of the initiative in the students. So, we will design the contents of the lesson as a puzzle for students so that they can analyze various issues.

4.Using the Brain Critical Method: After the class is presented, let students think and express their opinions without worry; let's say, even if they make mistakes, it does not matter, because these mistakes may lead to an exaggerated insight. To be

5.Connecting kids with creative minds: Our history teachers can talk about the speeches and actions of famous thinkers and thinkers, because they are one of the most important factors in stimulating creative energy and can spark student creativity and the spirit of enthusiasm for competition. Give them

6.Encouraging Becker's Thoughts: The way to deal with the thoughts of students is very important, even if they express an impossible idea, because it can not foster the imagination of one's person.

7.Using Fantasy and Art Question: Help students use their imagination and ask questions that inspire their imagination in response to it. This method is effective in strengthening thought and thinking.

8.Multivariate Questions: Let's put questions for students that have different answers so that the student will have to use their thinking and creativity to respond to it.

The discussion is titled "What happens if?" Or "in several ways ...". Such questions, using imagination, develop the creative thinking of children. [12]

13.Factors affecting the history of textbooks
1.In general, several factors contribute to this weakness and shortcomings, including
teaching method of history lesson;
2.Establishing the relationship between the issues raised with the issues of the day
3.The correct definition of historical characters
4.Promote and encourage analytical thinking and avoid the maintenance of events
 5.Referring to the source and source first
6.Avoid hasty judgments, especially in contemporary history. [13]

14.History of research
Although, in recent years, there have been numerous scientific and cultural centers in the writing of historical discussions that are appreciated at the level of students and students. But at the same time, regarding the method of writing and teaching books and historical books in schools and universities, No serious and comprehensive review has yet been made. Scattered criticism, from time to time, illuminates the angles of the scene; but it is not enough. Critics do not have a logical connection. Sometimes, a critique of the teaching of history in the institution of education deals with and the author of the same critique is unaware. While in another corner, the same critique is raised in another way. Sakineh Mansouri, in a critique of the content of the third-year high school's history, addresses some of the factors that may be on all the history books of schools and universities. Factors such as: lack of attention to the theory of learning, the diversity of content, and the lack of a rational connection between the content and the neglect of the role of women in history, including the subject matter of the author. [14] However, the abovementioned article does not mention the methods of promoting motivation in learning history lessons. Perhaps Nazanin succeeded in his study of "ways to strengthen motivation, the ground for creativity in the history lesson". He points out the following:

    1.Using modern methods of teaching and evaluation based on meta-cognitive methods

2.Two-way education, student participation, fostering talent, question design, self-perception and innovation

 3.Guidance and guidance on ideas suggestions and innovations and conclusions for the continuous improvement of teaching and assessment practices. [15]

15.The role of motivation in learning
In the classroom context, motivation refers to behavioral characteristics such as interest in consciousness, attention, concentration, and perseverance. These motivational aspects are aspects that the teacher deals

with directly in the classroom. If a student does not pay attention to the lesson, he does not attend the teacher's instructions and teachings, so it will be very difficult to teach him

Educational instructors also deal with long-term motivational characteristics. For example, a primary school teacher not only wants to take children into class lessons, but also wants to teach them to enjoy reading in their future life, and the history teacher is not only interested in learning lessons from students but hoping It is also important for these students to pursue social and historical events in the future. [16]

Now, it's better to talk about what causes the motivation to increase in the classroom and how to use these factors in the classroom. The use of these factors does not usually require a change in the classroom program, and it often takes the teacher himself in the classroom. One of the most important of these factors is:

15,1.Use of verbal encouragement In many cases, even encouraging criticism, is not as effective as the teacher's verbal encouragement in provoking a student. Applying simple words such as those that seek to respond properly to the student's desirable behavior is a very effective means of increasing students' motivation. Verbal encouragement is, in fact, the simplest and most natural means of raising the level of student motivation. [17]

15,2.Curiosity, Search and Desire to Explore in Students

Stimuli that are new, sophisticated, and awesome will motivate students. Such stimuli cause a kind of mental conflict in the student, which results in an increase in motivation to resolve this conflict. Of course, the motivation continues until the conflict is resolved or the student becomes tired and frustrated. Therefore, it should be kept in mind that the issues are not so difficult that the disciple gets disappointed. [18]

16.Use of computer and video display

Another effective educational tool is to better understand the historical events of educational films. Because in most classrooms the lecture method is traditional and repetitive, students are welcome to watch films and use computers. [19]

17.Use images and drawings

According to researchers, historic issues use maps in history books in most of the lessons. Subjects with different territories, Iran's authority in the past, Iran's neighbors, and internal and external boundaries. They have often been seen. They regret why the Iranian realm has been diminished. It is also evident in many cases that Iranian culture and culture are among them. Therefore, using maps, images, and documents of past periods, the power of understanding, reasoning and judgment of students and their motivation in studying the history of history increases [20]

18.When is the history class successful?

1.When our teachers are familiar with the three pillars of teaching, that is, the content of the lessons, the teaching methods, and the knowledge of the students, and try to increase their knowledge. In this way, they can better play a role in creating the course, creating interest in students, and providing opportunities for creativity and talent development. One of the features necessary to cultivate historical issues is having a deep look at the issues and that the teacher can analyze historical issues. Cause, because the analysis is more durable. Also, the history teacher is successful once and when it can play a role in creating creativity that understands the style of teaching historical material, and for a better understanding of history, presenting the whole article in detail, and considering the turning point of the subject. Today, instead of being taught in pure knowledge, attention should be paid to the applications of knowledge, and this is not feasible unless converting dry syllabi into flexible programs.

2.Familiarity with new educational approaches: In traditional education, individual differences are not taken into account. But rather a program and a methodology for teaching all students. But by changing the attitudes that have emerged today in education, the teacher is no longer the focus of education, but in the learning process, a practical partnership is made between the teacher and the student, and in the

class, instead of the pure activity of the teacher, the student is also active Therefore, one of the important issues to be considered is familiarity with the new educational approaches, since one can not be taught with a single version, but using the active methods in the learning process can provide educational moments for the learners.

3.Instruments and tools used to teach history: In order to have a creative and dynamic class, in addition to the history teacher trying to do his work with earnestness and interest, in order to raise the efficiency of the class, attention to tools such as preparing and displaying Films and scientific visits can be very effective. Because it can be said, the book is only one copy, while the ancient works are original documents that are scattered around this dear soil. If you visit the places and cultural heritage in the history programs, it will be very impressive.

In general, we pay particular attention to these points: to strengthen the sense of self-confidence in the program of students and self-reliance in their students, encourage the increase of visits and the presence of children in objective situations that increases and sustains learning.

The successful history secretary is the one who can manage the classroom as a student-centered student rather than the teacher, and the student has direct and fundamental involvement in learning [21]

19.Look at the methods of teaching history lessons

The method of teaching each lesson is based on the content and purpose of the course and should be considered in the planning of each lesson.

In curriculum planning, the views or philosophy and thinking behind the curriculum is of paramount importance because those views are both effective in choosing content, both in organizing and choosing a teaching method, it is in fact clear that we What are the expectations of the history lesson, and which educational approach is of interest to us? If our goal is to teach the history of history, to teach historical critique, to create national unity, to strengthen the national and religious sentiment of students and ..., we should not naturally plan for the preservation of historical information and remember them by students, but also in The content, both in the teaching method and in terms of the teacher's position in the education process, and finally about the method of evaluation of the course, gave another thought. In examining the teaching methodology of the lesson of history, two of the following important issues are implicit

19,1.Too much of the retention and transfer of information and the avoidance of Efforts

Some curriculum specialists and at the same time historic scholars say about this problem: We are in history with a variety of concepts such as names of people and historical figures, names of places, time elements, types of events, and their causes. Now if we are to include a large volume of these concepts in a textbook and students have to put all of them into the test and then give it back to the exam, then you will see that the lesson of history - that should love the ancestors And will strengthen our land in our students - they will hate them from this lesson. However, do you not think that it would be better to provide ups and downs, fundamental events, failures, successes, the history of the influential people in history and the causes of incidents and important historical events in the textbooks of history, and if so, They have come up with more materials, for free study or for those who want to know more. They are convinced that our approach to designing programs to change the traditional ways of teaching and prevent academic failure in the history lesson. The lesson of history must change. Instead of offering massive content, with central processes, they provide historical content in such a way that students first learn in a comprehensive, cultural, social, political and economic context everyday, and secondly, in The flow of education and learning of history, the problem solving and the research look of research, information gathering, interpretation and analysis of information are made up of the past, a light for moving in the present and future direction. They see these as blank courses. [22] According to these scholars, in recent years, developments in this field have been created, and we have seen in the books topics such as group activities, discussion, commentary on historical events, and so on, but this level of change is not enough. But in the way of planning and teaching history, a revolution must be created. This revolution should also take place in the methods of teaching and learning in the evaluation system, in order to be effective.

19,2.The attractiveness and consistency of teaching methods

Other major drawbacks are the lack of interest in the history course for students due to the use of traditional teaching methods taught by teachers. The most important way to teach a lesson in history is to use the old way of lecturing or reading the book. In this way, the data warehouse book, its transfer teacher, and the student is a passive element that should remember that information. This method makes students feel frustrated and even hateful to the lesson of history, while in order to create the power of thinking, questioning, processing and analyzing data in students, they must have a solid, solid curriculum that teaches space. The class, the book and the teacher are confined, broke and turned to other ways. In fact, in the information age, information transfer should not be a goal but an objective analysis and processing of information, and this also requires the use of modern teaching methods to correct fundamental approaches. Use of educational aids such as atlas, map, historical films , Cartoon films and the like, can be very effective. Imagine an educational CD on the Nationalized Oil Movement that documented all the historical events of that period, and the historical films of Mosaddeq, Kashani, Navab Safavi and the Shah, and demonstrations of July 30 and the scenes of the coup and trial of Mossadeq and ... Shows that it is more attractive or what a teacher offers through lectures; unfortunately, given the enormous historical features and the existence of various films, especially in contemporary history, this tool is less widely used and widely used by Teachers do not use it in teaching history. Of course, all the facilities can not be provided for all schools, and this requires investment for many years, but the attractiveness of the course can be added using the creativity of teachers and students and the use of local and regional facilities

20.The cause of students' unwillingness to learn history lessons
 The role of macro and national policies in the teaching of history in Iran has not yet been adequately investigated. That's why most scholars believe that the lesson of history and its teaching methods is in no way proportional to the dignity of the Iranian nation and its rich and profound history. An important point is the oppression of the history course among the rest of the lessons. To the extent that it seems to be less relevant to the principles and methods of teaching in the history of history. This negligence is obviously perceptible. In Iran, students and then students in the history lessons are faced with a huge amount of names, years, regions and raw information. Maintaining this mass of information, while being tedious and overwhelming, in many cases, makes the learner free from this lesson. If we add the dry and unbiased material to the subject, then there will not be anything left of the class of history except a disgusting lesson. Among these are teachers and professors who teach history with all their being, but still face the unwillingness of their audience. Underwater is the subject of teaching and the intellectual space of proportional students. [23] In order to rooted in the causes of students' uninteresting in the study of history, after studying resources and discussing their views, in general, some of the factors that students are not active and The lack of motivation for them in the history books of different educational periods can be summarized as follows:
Review some of the contents of the book.1
 Non-attractiveness of the material due to disruption and dispersal.2
Repeat the history lesson.3
4.Designing the book in a way that allows students to maintain a parrot and is not effective in activating the student.
5.The contents of the book are sometimes written very briefly, and some others are above the students' level of science
A large volume of books and a lot of content that can frighten students.6
7.The extent of the content and the lack of recall and repetition of it in the history school cause students to be unwilling to accept the course and escape from it.
8.The main features of the science of history in the history book are the lack of color
9.Rush to teach in order to present all the pages and the completion of the book, which leads to fatigue and frustration of the students.
10.The theologian of the history teacher and student listening class

11.The lack of knowledge and ongoing study of teachers' continuing study of the latest historical and archaeological findings and the training of some teachers of history

Sometimes the teaching of the history course is done by unskilled people.12

Lack of sufficient funding for scientific-historical visits.13

14.The shortage of educational aid instruments, such as valid documents, collections, etc. [24]

21.How can we have a happy and clean classroom?

After reviewing the information collected and analyzing them, it can be safely acknowledged that the use of modern teaching methods in classroom and the familiarization of students with the goals and benefits of it. There is a great deal to better understand the lessons and motivate them. In this paper, several examples of modern methods Teaching can be pointed out.

1.Preparation of the table by students in the context of historical issues

Students designed these tables with their taste in Islamic designs and the shape of special kings' seals and cylinders, and thus, the themes of the curriculum are designed in the form of tables to be applied.

 This method will be fresh for students and will be of interest to them.

2.Completion of student diagrams

 The purpose of the project is to integrate curriculum content and students' unemployment time is completed by completing these charts. After completing, the selected charts are installed in the classroom.

3.Performing intellectual and research activities, such as preparing articles. For example, you can ask the school's director to provide a panel for the topic of Iranian studies. Then, the selected Iranian students' articles on historical, historical, and archaeological aspects of Iran could be installed on this panel.

4.Performing historical theater by students in the form of textbooks

5.Provide collections such as coin album, banknote and old documents

This action will make the content of the textbook more attractive

6.Using historical maps, photographs and images of personalities, buildings and historical objects.

7.Video display, using CDs and Cassette tapes

8.Preparing historical slides

9.Use of ancient texts and historical newspapers

10.Use wise teachings, tales, sweet delicacies and historical satire to live and spirit the classroom.

11.Use of experts and scholars of history to teach for more diversity

12.Understanding the situation of students and creating a friendly and emotional relationship with them in order to make students more readily engaged in classroom activities.

13.Encourage and encourage students to study further, stimulate curiosity and researcher's efforts.

14.Encourage active students both verbally and in material form

15.A scientific visit to the nearest historic building or museums to meditate on historical learning

Applying the above methods creates tangible changes in classroom environment and drives classroom dynamics.

By performing the above methods, we can mention the following:

The insights and attitudes of students on the history of history will change.1

Students will most often get acquainted with new ways and attitudes.2.

3.Surveys of the students are reduced and by looking at the roots, causes, factors and results, they will look deeper into the issues.

Students are activated in the classroom.4

classes get out of a drowsy state.5

Students' motivation to study and research resources increases.6

Academic achievement will be significant in history.7

 8.Academic teaching along with the study, the secretary of history from a story led to one

22_teaching of history is usable and debatable. Here are some of these methods and how to use them in teaching history lessons.

22,1.Brain Blood Pressure

In this method, the learners and the teacher are placed in a circle, and the teacher speaks of the problem. The learners are single-watched, and one person as a clerk remarks on the blacklist. Then, the comments are singular. After this stage, learners are surrounded by comments.

They discuss. Finally, the teacher concludes. [31]

22,2.Teaching Team Members

In this method, students divide the students into four groups and assign the numbers to one from four. Then we give the text of the lesson to all members of the group and we want to read the divided text at a specific time.

After this stage, people in different groups whose numbers are shared, then turn 'each of them in turn to teach and solve their problems. Then people return to their previous groups and teach their particular part.

At the end of this section, the teacher will give pre-defined questions to the students, and after the students will be asked to answer the questions individually and then collectively. At the end of the teacher's key, the questions are presented to the students. And after answering the questions about the questions, the answer to the questions is clear. [32]

22,3.The teaching of lectures and their application in teaching history

Speaking, spoken and written teaching is one of the most common methods of teaching in schools. This method is one of our oldest and most popular teaching methods, which today is less attractive to teachers and teachers in Iran's primary and secondary education.

Teaching history, teaching the course of historical events and the positive and negative causes and consequences, and informing them in writing or spoken.

The educational outcomes of this model are to prepare and set up graded and non-flexible study programs and emphasize the areas of content transfer in education.

In this context, Bruce Greise and Marshall Weill say: "The activities of many developing countries are usually based on this model." [34]

In the implementation phase of this template, the teacher is the history, center, and student reliance point, and always appears as a source of information against it, and the use of lecture methods is the best way in this template to provide history teacher information in the classroom Is history That is why some of the teaching and learning theorists called this pattern a model of the orthogonal teacher. [35] The hallmark of learning the historical content of the lessons in this pattern is that students learn both the lessons easily and quickly, because they and their teacher merely aim at examining and passing on the history lesson as memoirs Do not pursue another goal. [36]

Teaching history is not just the preservation of historical events and events, but learning history is important, and this is important through the construction of a component of a part of knowledge, in addition to new information.

In this way, it can be said that the purpose of the teaching method is to learn the content of the textbooks through the presentation and analysis of the contents by the teacher. If the motivation is not in the learners, the lesson will not be taken into account, and therefore little or no understanding will be obtained; if one does not have any information about the subject, then he will not understand anything during the speech. Hence, three goals of the transfer of information: the generation of perception, stimulation of interest, are interrelated; however, in each lecture, one of these three goals is likely to be prioritized and shapes the structure and content of the lecture [37]

22,4.Teaching in role play and its use in teaching history

The role play routine leads students to better understand social behaviors, their role in social interactions, and effective ways to solve problems. This method helps students acquire and develop social skills in gathering and organizing information about social issues and co-operation. In general, the activity is displayed in the classroom by the teacher and conducted by the teacher by the student. The display may be through posters or pictures. We can also use the film. [38]

Acting or acting is a role that has been determined on the basis of previous decisions, such as restoring old and historical scenes, rebuilding social events, recovering important events, imaginary situations at a time and place....

Since the viewing method is based on observation and observation, students in the class learn special skills through observation and seeing. First, the teacher actually recreates the historical flow or any other subject, and then they ask learners to do this individually or in groups (small groups). [39] It is a remake of past experiences that can deepen and enhance student learning.

This approach is presented in new studies called Small Group Discussions and Participatory Learning, [40]. One of the best ways to promote student independence, collaboration and learning in the classroom, including the lesson of history.

Therefore, the role playing technique is to operationalize the educational objectives of the students by using educational means and teaching assistance with the supervision and guidance of the teacher.

This method allows learners

22,5.The Developmental Pattern [41]

It has been a curious thing that William Gordon and his assistants have developed in 1961 to develop creativity through dramatic play in teaching and teaching different lessons, and could be the theoretical basis for rebuilding past experiences in history. A pattern of inspiration or increased creative thinking can be used to help students break in the mental arena and generate new ideas and solutions to understand historical issues and analyze them.

It has a wide range of applications in the teaching of historical and geographical (time and space) concepts, and in enhancing creative thinking in rebuilding past experiences to expand perspectives of problem solving, writing historical events, and producing brighter statements of historical events or teaching history in periods Various educational programs are usable.

Gordon suggests that creativity can be increased to give students a group of group exercises to help them in their fuller understanding of creativity and the use of metaphors. [42] And the analogies [43] for "Breaking the ground" and creating new alternatives.

23.Conclusion

As mentioned, the teaching of history lessons in schools is very important. History, in addition to changing the attitudes of students in the surrounding environment, creates a sense of identity in one's own.

History education needs to provide a set of social factors and internal motivations. In fact, its learners need to become interested and needed. It is possible to provide maximum education. Also, in today's world, use of new tools, videos, museums, computers, and the study of the history of Babylon. Examples An interesting historical monument contributes to the improvement of education and the interest of students. As stated in the text, a set of factors causes students to reluctant to the lesson of history, which are presented to solve this problem.

So as to pay more attention to the history lesson in schools and provide students with new ways and styles. Not only do we become interested in them, but in them we will create an incentive for further study, which will lead to self-identification, expanding vision, making decisions, and more accurate prediction of the future. We must be careful that students' historical attitudes are based on the thoughts of their teachers. Then, we try to teach them with interest and our kind of history is scientific, fair, and realistic. Let us try, like the advanced countries, to find out the existence of our country's many personalities, our messages, prayers, wisdom, and our moral teachings in the history of history. By transferring our thoughts and historical attitudes, we will strengthen the national pride of our youth. We are confident that we will hold them back against the stormy, right and upright, with the interest of young people in history, with pride, authority, wisdom and wisdom.

"Honor" is a positive and beautiful look into Iranian history. We do not keep ourselves in the traditions of the traditions and make history education sound and insightful

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A comparative study of archetypal mask Maulana Abdul Wahab al-Bayati mystical poems and sonnets in

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Abstrac

According to some experts, psychological critique of the critique of the new psychology, literary criticism, including criticism from other forms of social or moral is more important and deepe. Carl Gustav Jung, including psychologists who infiltrated his views out of the field of psychology and literature and literary criticism also extended gradually. Jung was that some of the followers of Sigmund Freud, Freud's insistence on due to some beliefs, such as the impact of the sexual instinct in human behavior, divorced him and later founded the independent school to plan important issues, including the collective unconscious and archetypes led. Archetype, the outline of human behavior is rooted in the collective unconscious and in fact, the historical legacy of past lives and so are all human beings share. Jung was that some of the followers of Sigmund Freud, Freud's insistence on due to some beliefs, such as the impact of the sexual instinct in human behavior, divorced him and later founded the independent school to plan important issues, including the collective unconscious and archetypes led. One of the archetypes, which according to Jung mask, the mask that we're hiding under his real character itself nothing but what we see something, and this is based on the needs of people in different situations. In a comparative study that was done by qualitative methods, the question of the veil in Arab Symbolist poet Court, Jalal al-Din al-Bayati, who loves the poetry of Rumi and Shams has no relatives and mystical Sufi poems in the world, has been compared. The results show that there are fundamental differences between instances of the mask in the poems. Namely that of poetry al-Bayati, the deteriorating condition of World War II and its aftermath in countries such as Arabic and heavy material and moral damage it, Arab poet placed against a set of contradictions; As he to escape from reality and the social and political problems, the world of mystery and the use of poetic techniques have masks on. But the soul of the poet Rumi's poetry is actually subtle and sublime atmosphere to crystallize his feelings and not express with words describing conventional.

Key words: Abd al-Wahhab al-Bayyati, Rumi, Jung, archetype, persona.

Introduction

.Jung Brin believed that in the spirit of all human beings, in addition to the unconscious, there is another unconscious called superpersonal or collective subconscious. Therefore, I have chosen a collective name for it, because it is part of the unconscious world that differs with the individual's soul "(Mohammadi and Esmailipor, 1391: 152). In his view, the "collective collective subconscious" is a reservoir filled with potential images. He calls these potential images Archetype or Calliglugo (Mohammadi and Esmailipor, 1391: 152). . Hogwarts are a kind of inheritance prepared for all generations; as Jung says, "mental images are a special form of human behavior. This template is inherited and has already existed "(Yong, 1368: 22). According to Yong, the hangallahs are numerous; but some of them, including Mask, Shadow, Anima and Animus, are old and wise, are seen in experiences, dreams, art, and more. . In this article, the old version of the mask is considered.

The word "mask" is a Latin term used primarily in theater plays and refers to a mask who

The actors cast their faces when performing the role "(Bilsker, 2009: 68.)

Research purposes١-١

The present research is in fact a cross-cutting research on literary psychology. The use of Karl Gustav Jung's theory of literary texts can reveal these works from a new angle and, while examining the effectiveness of this theory in Persian and Arabic literature, is more precise in classical or contemporary

texts. Since the comparative comparison of al-Bayati's poetry and the lyrics of the Divan Shams has not been done before by the researchers, this research will be a fresh and fruitful work and will yield valuable and unprecedented results. In this regard, the following objectives are sought:

Familiarity with the concept of the ancient masked as one of the forms of code.1

Investigating the factors turning poets into masked techniques as a particular poetic aspect.2

Understanding the quality of masked use in al-Bayati poetry and Rumi's lyrics.3

4.Understand and understand the differences of masked examples in al-Bayati poetry and Rumi's lyrics.

1-2-background research

.Asar, M., (1381), From Rain to Psalms of Roses, Tehran: Sokhan.1-

The author of the book is dedicated to introducing the pioneering movement of contemporary Arabic poetry and its singers with various examples of poetry. It is worth mentioning that in the aftermath of the efforts of several of the poets whose original works were published freely, Arabic poetry was published in 1947. In Iraq, it first came to the fore with two pioneering poets Badr Shakr al-Sayyab and Nazak al-Malaekeh, and then with the efforts of Abdul Wahhab al-Bayati, and then with the great pleasure of other poets such as "the high-ranking" of Iraq " Salah Abdul Sabur from Egypt, "Sufi Sufi" from Palestine, "Nizar Qubbani" from Syria, "Yusuf al-Khal", "Adonis" and "Khalil" from Lebanon, and found an institutionalized form. The beginning of the book is an earnest on the poetry of today's Arab, after which, in addition to introducing these poets and inserting examples of the principle of poetry and Persian translation, the biographies and poems of these poets has provided. About the Abdul Wahhab al-Bayati, who forms the basis of this thesis, useful information can be obtained from this book.

.Fawzi, N., (1383), Abdul Wahab al-Bayati Hayatah and Shoreh, Tehran: Sarallah.2-

This book is a review of the life and poetry of Abdul Wahhab al-Bayati, a contemporary Iraqi poet. "Abdul Wahhab al-Bayati" is a contemporary Iraqi poet born in 1926, dying in 1999. One of the most prominent personalities of contemporary Arabic poetry. He was born in Baghdad and was one of the first Iraqi poets to disassociate old poetry from Arabic poetry and join the New Poetry Movement in the 1950s as one of the sides of the triangle of New Poetry Leaders. In 1954 He left Iraq and chose his own immigration. Al-Bayati began his poetry as a romantic poet, then passed the stage of realism and socialism, and eventually reached the stage of surrealism with a soporistic vision in the transition from the stage of symbolism. He is the inventor of the "recitation" technique in contemporary Arabic poetry. In this book, the poet attempts to show the role and influence of the poet in the development of the new Arab poetry, and his stage of transition from a poet devoted to a poet with Sufi tendencies, as well as his poetic institutions, myths and masks, will be examined and analyzed in the context of literary schools

.Yong, K., (2008), Man and his symbols, translation of Soltanieh, M., Tehran: Jami.3

Man and his symbols, number of pages: 494. The work of Karl Gustav Yong, a Swiss psychologist and psychoanalyst, was from the famous friends and colleagues of Sigmund Freud, Austrian psychoanalyst. His discoveries in human psyche led to the emergence of a new school in psychology with his own name, with the theme of growth and evolution, which was used more commonly for healthy and non-human beings than psychosocial people. He has a very comprehensive and fascinating research in the fields of mythology, alchemy, religions, symbolism, and sleep analysis. This book is the latest Jung book, which wrote a collection of discoveries and beliefs in a simple and easy language for ordinary people and unfamiliar to psychoanalysis. The book consists of five separate chapters, plus an interesting 30 page prefix. Each chapter has been written by one of Yong's famous and prominent students under his supervision. The book is really brilliant and unobtrusive, and it is the entry point of Jung's thoughts. The brilliant analyzes of Jung and Henderson and von Franz from the human psyche in this book have become Biblical forms in Yung's psychoanalysis. The mask art is one of the important topics of this book, which will be very useful in the theoretical part of the present work

4.Habibi A., Behrouzi M., (1390), "Dual Application (Reverse-Reverse) of the Masked Sinbad in the Poems of Abdul Wahhab Al-Bayati," the Lassan Mobin (Arabic Literature Research), Q2, Q3, pp. 95- 73

The complex political and social conditions of Arab nations in contemporary times, along with artistic motivations, led the contemporary poet to focus on the expression of his emotions and inner thoughts,

and in this context the masked technique The title of the highest form of the application of the symbol and myth is one of its most basic features. Meanwhile, masked people have a great deal of interest because of their great affinity with their notions. In this paper, Sinbad's double mask in "Bayati" poetry has been examined, a poet who as a theoretician of the masked technique in Arabic poetry, through the inspiration of the poetry and the existence of a common experience with the world-famous traveler, and the conjunction with The character of Sinbad should have given him the title of Arabic poem. By finding common dimensions between his own experience and the personal attributes of Sinbad, he was able to place this folklore in the sphere of expressing his inner concerns in a human and transcendental style, and in this process along with the parallel application and The synchronization of Sinbad mask, based on its different experiences in contemporary times, is the basis of the work in some cases artificially reversing the character of Sinbad, which is in fact a poet himself.

5.Mohammadi, A., Esmailipor, M., (2012), "A Comparative Study of the Masked Legend in Yung's Views and Its Footprints in the Rumi Sonnets (Shams' Ghazalites)", the Journal of Mystical and Mythological Literature, S 8, S 26

The mask is used in the conceptual and terminological application in the context of the concepts of psychology; but in Jung's writings, there is a meaningful distinction that, when it comes to it, is now associated with Yung's views and thoughts. In his view, the mask is divided into two categories: the first one is the masked face on which human beings appear and, as such, is not. The second part involves unrealistic thoughts and imaginations that prevent its true growth. With the precision of human affairs and psychic affairs, Jung takes up the problem of mask in a theoretical way. He conceals one-to-one with mask in preventing the growth of personality and achieving individuality, preventing people from recurring. On the other hand, in our mystical literature, including in Shams' gazelle, there are some concepts that coincide and overlap with the depth of its design, as defined by Yong. In this article, the authors examine the cues and symbols that Rumi has used in the Ghazalites to express the concept of mask, while not neglecting to bring examples from other mystical works.

1-3. Method of work and research

The research methodology is an analytical method that describes text and content qualitatively and analyzes the findings. The data collection method is also a documentary (documentary), and the research files, table types and charts, if necessary, the Internet and the citation database of the Islamic sciences of ISC, are a tool for collecting information.

In order to analyze information, at first, Carl Gustav Jung's views and the variety of the theorems discussed in his theory are studied. Then, with the reading of the poems of Abdul Wahhab al-Bayati and the sermons of Maulana in the Great Divan (Divan Shams), the old examples of mask are extracted and classified according to the poems of al-Bayati and Maulana. After this stage, according to the research objectives and its questions, these masks begin with the qualitative analysis and writing of the thesis

.An old masked pattern in al-Bayati's poem-1-3

Myths-1-1-3

Sinbad's myth-1-1-1-3

Sindbad is one of the most important characters of the Thousand and One Nights. After spending her father's hereditary wealth, she leaves seven long, long, but dangerous and overwhelming trips. Traveling and moving was generally aimed at gaining wealth and suppressing his innate desire for adventure and discovery of the disappearance. They say the traveler is traveling on foot or on the sea or four-legged ride. His journeys are accompanied by adventures and dangers, but at the end of his victory and success, and a bunch of wealth and gifts and colorful stories (Bellahj, 2004: 109-82; Sun, 2004: 198)

Contemporary Arab poets have inspired this mythical face to convey their poetic experience. Sindabad is either due to real truths and truths, or because of the political and social situation of his homeland, he is in exile and suffering from pain, and when he is seeking medicine to heal the poet's poetry; For example, Sinbad Badr Shakir al-Sayab is seeking the healing of the poet. Sinabad Khalil maintains a search for truth and knowledge, and Sindabad Salah Abdul Sabur is a traveler. Shabrouri follows the true speech (Moses, 2003: 42-37; Ashra Zayed, 2006: 160-156; Davood, Bethat: 339-310)

Abdul Wahhab al-Bayati, the poet of the Iraqi diaspora, first of all has the character of Sindbad (Sobhi, 1986: 154). He is a travel poet and a housewife who travels in and out of his poetry, and his songs are "Song of Sinbad" because he spent most of his life in exile. In many of his hymns, he inspires this myth and strengthens the foundation on this basis. Sinbad has many faces in his poetry; once the poet makes a mask of Sinbad on his face, he makes himself self-portraying the task of provoking the Arab Ummah to him, and he has to go with a hand full of children to the eye. He is waiting for his gifts, so he will work with Sunnbad's character in order to fulfill his desires and his mates:

... أخبار الأبعاد / الأبق المستحيل / الأرض / العقم الجماد / لعلني / أطير فوق العالم الصغير / في اسحي الميلاد. / أكون سندباد / أبحر في في الله العالم و الأوراد / أحمل للأطفال / في الأاهاد / هيديه من جزر الحمد / And I am Baghdad (al-Bayati, 1995: 1/348)

Translation: (I make distances, I can not stand it in the ashes, I speak with despair, hoping to fly on this little being on the night of the year Sindhbadam, who is in a ship full of ivory and niches, and I have children with gifts in India, from India and Baghdad)

It follows from the piece of the poem that the poet does not accept the status quo, and as an inalienable self-esteem, and subsequently seeks other conditions, which means that the poet is a purposeful poet and ideologist, and definitely to reach Goal Welsh has a plan for itself.

But this is just one of Sindhbad's faces; the poet, following his displacements and exile, portrays Sinbad as a refugee in the garbling, who lost his worth and became a disgrace to the wretched garments of ants and birds The hunted person (who is a cipher of tyrannical and tyrannical people) is eating his body. Nevertheless, he treasured his journey in the hearts of young children, so that they would roam the day after tomorrow and make it the hidden treasure - the same freedom and liberation - of it:

I am a slave / Allah Yurimkom / and Yahmam al-Ajmayn / Aba Kakm, or Mohsenoun / Allajia Al-Arabi and Al-Ansan al-Hurf al-Mubin / Borghif Khabbz / Nan A'raqi Qiyf and Tishidkun / Alsinbad / أنا Kenozi fi heart of Sahar Kum / Alsinbad Bazi Shahaz Hazin / Allahaji al-Arabi Ali Aboubam / Aar Tahin / Alnmul Ya'ok Sulmah / And the poultry of Gharah al-Sinin / Is Yasri? Or Mohsen (Al-Bayati, 1995: 1 / 2-441.)

Translation: (God bless you and your fathers, who will be the Arab, the human, and the obvious human being as a buyer of bread? The muzzle will smell and you will laugh, Sinbad, my treasures lies in the hearts of your children, Sinbad In the begging begging you are depressed, the Arab refugee is begging you, a scandal, ants and birds of prey to eat his meat, who is the buyer of the atrocity)!

Undoubtedly, the poet here seeks to persuade the audience symbolically and in the wake of such a thought. Whatever the pursuit of a great goal, he will face a lot of difficulties in reaching that goal, and now He is also an adventurer, like the ancient Sinbad, and is hard to reach for his goals.

Bhatia, in another song called "Al-Hurra'A'ad," brings a mask of Sinbad to the face, and in a singular way, he states that he has reached thousands of rhymes and words and faces with thousands of swords, but a poet who continues to seek And has not yet succeeded in reaching its goal, and its combination has been lost in the midst of turbulence. Yes, the poet, using the Masked Technique, has considered himself a Sindbadi who has worked on the treasure of poetry and, like the ancient Sinbad, threatened and faced with thousands of problems; with the difference that the ancient Sinbad was filled with hands, But the contemporary Sindhbad has yet to survive in its own name, which is definitely freedom and justice and justice, and its compound has also been lost to the wind:

...and their influence on Al-Qawafi and al-Hurrof / Al-Tafarzat and Bhalb al-Sayyuf / Faezha Bolsha'er al-Azad / Mazda Yatov / Mektibi Dahl / and Makhmal-Dahl, Fal'nya Dakar (al-Bayati, 1995: 1/429.)

Translation: (I got to thousands of rhymes and vocabulary, and I encountered thousands of swords, and I am by no means the returning poet who always goes from one side to the next, my composer is lost, and whatever it's lost. Capacity).

In the next step, the poet removes the mask of Sinbad from his face and talks to him in an unproductive effort, and then he turns into a stench because of the severity of the cold and distress from the conditions. In his mythical face, he brings a message to others and everyone would expect him. He is saddened by no other reason to hear the news of Sinbad, and he is inconspicuously incapable of abusing him with his false dreams, and this tired man to leave his wounds with all his injuries to the world of the dead, and died there:

The whole of our contact / / Sentabadi / The whole of our alphabet / Alphabet / Al-Hafr al-Hurf / Heart of Azzow ... / Awake of the Surgery / Contradiction around Amouri A'atov (al-Bayati, 1995: 1/429)

Translation: (All that I do, my siblings, all that I see is more words, I take the expression of words, and my pigeon cries out in the morning, oh, do not refresh my wounds, And my dream is filled with dreams, my dead house is full of guests, full of thousands of rhymes and words, and I am sick of my heart, I'm tired and my heart is descending from ..., to shed my sores, and Allow me to look around my dead)

The poet at a later stage declares that his poetry mission has led him to travel, so he also changes the face of Sinbad and equates himself with the other refugees. Al-Rawashdah, 1995: 103). The poet says that Sindbad has been killed in the compound of the fire, and no one has ever received a good message to him, nobody will send a message from the exile to his relatives and their homeland. Because of this, he should no longer expect to meet the expectations of the meeting, because the Prophet promised that the wounded human beings were murdered, and the poet, or the contemporary Sinbad, also found that his other poetry books could not help him rise and save him. This deportee is exiled, hence if it reaches its foot, it will ruin them all and will teach the children how to travel on the compound of fire - and not on another compound:

Some of them are / Aladdin alumni Jub al-Bahar / Sindbadi Motah Moghtoul Ali / Mukhbnar al-Ma'thani Al-Manfi / Al-Mufa al-'Ahbab / Al-Ami, Abdullah, Al-Maheh Al-Jadar / Vuj al-Sahar / ... Ah al-Bati / Al-Ghabar / and Lalmets al-Sargar of Kabul,'Abhranna Ali ', the Nur (al-Bayati, 1995: 1 / 31-430)

Translation: (Saying that you have learned a sailing me, my Sindhbad has died on a fire, a homeland of exile, and my exile is towards my friends, I always look at the wall of my mother's face, the face of my mother and children ..., Oh, if I was returning to my house, I would tear down the notes and sheets of our dust, and let the children know how we had fired on the fire.

Then the poet once again emphasizes his sorrow and his homeland, and Sindbad puts the victim in the same position as the prisoners in exile; those who are watching the plundering of their country's national capital, and on the other hand see the sword of the fighters in the pod Go and do not go to the rights of the oppressed people. Yes, the blood of Sinbad Contemporary is wasted and there is no one to take revenge on him!

In addition, the Sindhbad poetry books, which once travels for it, are now the source of the locusts (the code of the ruthless rulers in the eyes of the poet), and as much as showing liberty and freedom, There are no revenge takers (al-Rawashdah, 1995: 104)(

Numbers of the loan are due to the fact that they do not comply with the requirements of the law and / or the laws of the Republic of Iran / Fayyad Ramaed (السوندباد ثأر يأخذ من أين / المداد نكن / السندباد ثأر يأخذ من أين / -al-Bayati, 1995: 1/431)

Translation: "Families in the horizons of unemployment shone and burned, and now they are ashes, who is to take revenge on Sinbad, our blood was a pencil, who would take revenge on Sinbad).

2-1-1-3.The myth of Sisyphus

In myths, Sisyphus is considered one of the sinners of the downfall world. Due to his disrespect for the God of gods, Zeus, and the disclosure of his head, he was sentenced to punishment for carrying a rock from a deep pit in the world of the dead (Hades) to the bottom of the mountain. He says that he puts this stone on his shoulders and goes upwards, but at the last moment, he throws the stone down. He should do this for a long time to come to a conclusion that he will never succeed. This myth is a codification of the inaccessibility of man against the will that governs him (Dixon Kennedy, 2006: 273; Bolhad, 2004: 79-78.)

This myth is a special place for contemporary Arab poets, and famous poets such as Badr Shakir al-Sayyab, Salah Abdel Sobor, Edo-Don, Amal Denli, Mohammad Imran and Abdul Wahab al-Bayati have used this myth and theme in various ways. Critics believe that "this myth in a contemporary Arabic poem refers to a human being that, in spite of its endeavors to endure continuously, suffers continually without gaining any benefits" (Moriah 2003: 375). In general, this myth is a reference to the endless but useless

battle of the Arab and Arab people. And it is a reminder of the unproductive and inexhaustible torment (Joycey, 2001, p. 813)

Bhatia has used this myth in a large number; for example, in the Faylmanfi song, he finds himself and his fellow sufferers in the ruins of time like Sisyphus; ruins in which the owl And the terrible roads of it lead the human eye on the way; a human being who, despite the endless effort to escape this deadlock, is still in torment, but does not get anywhere; the man who was victorious yesterday and governed It was worthy of it, and now it is in the womb of the times that is wretched and restless:

….Abbas al-Manavol - Alam al-Mawt al-Furar / Al-Sham and Al-Durob al-Moushahat / Ali Waiting / Al-Hana? Or is it a song! / The album is a song that you can listen to, and then you can download it from the album. Or Allah / Allah / Allah / Allah, Allah, Allah / Allah, Allah, Allah, Allah, Allah, Allah, Allah, 1995: 1 / 6-195.)

Translation: (The dead, the dead, the fate of the fog, the owl of the cry, and the horrifying paths are waiting for us to wait, here we keep, and what is the tragedy: the owl curses with humor [others] It was yesterday that we were victorious, yes, victory, and today we are ashamed that without the comfort of these frustrations, we will see us in the wall of the wall, at night, in desert deserts, the day begins, here. What's wrong? ... What a misfortune! We flee from the vain dead, from the grasp of this savage wilderness, from the distant exile's fears, a slave in the wilderness of a stingy rock, the other is once again excited; With Re, displaced in exile)

Bhaghayat repeats this same myth, partly with this thought, in another song called Eli al-Bīrekamo, and, by grasping the element of suffering, reminded Camus - and in his own way-Sisyphus of the evening, and With a sense of pity, he promises that soon his chastisement will end and liberation is on the way, which itself indicates that Bayati is a poet hoping that he will not lose hope in the most critical conditions:

أنت متب, معرفت! ... Al-Qaeda / Al-Qaeda / Al-Qa'ida / Al-Qa'ida / Al-Qa'ida / Al-Qa'ida / Al-Qa'ida / Al-Qaeda / Almighty Almighty / Almighty, Almighty, Exalted! ... (al-Bayati, 1995: 1/459)

Translation: (You are tired, I'm in the garden of the night, we go to the shadows, follow the shadows, in the mountains, we are waiting for a new dawn, in the mountains of ours We can not drink, we drink tea in Oran, because the chains have hurt you, you, Sisyphus, the horseback rider of the earthquake, I'm afraid, you're tired, I'll go)

Mythos tamus-3-1-1-3.

Tamoz Babylonian-Indo-Iranian, equivalent to Greek-Adonis Greek-Phoenician and Egyptian Ozieris and Baal-Qanaani. Tamozu is known as the god of fertility and fertility in mythology. He is known as the "Ashtar", and is said to be, when his boar breaks down, his beloved Ishtar goes to the descendants, and after suffering so much, he returns Tamus to the land, which is the return to The title of the beginning of life is re-considered (Dixon Kennedy, 2006: 24-23; Bellhaj, 2004: 68-67.)

This myth consists of the concepts most important of which are death for life or death, which is followed by life and resurrection. The other expression "The myth of Tamozes represents the end of life and its beginning again every year" (Roscoe, 1990: 21.)

Such a concept has led contemporary Arab contemporary poets to concentrate on it more than any other myth, because they saw the path of life of the Arab nation and nation to drought and famine and their civilization toward Death, so this myth could be a good gift for them. This is the fact that this myth is now a major part of the structure of the hymns, whose owners are reliant on life and justice, hoping to help with this myth by expressing the passage from the stage of futility to the stage of rise and alertness And transition from drought and famine to the green and green stage (ibid .: 79.)

It should be added that the proliferation of the exploitation of this myth has led to the emergence of a tendency called "Tamozi tendency" in the field of contemporary literature that our poet, Abdul Wahab al-Bayati, is one of the prominent poets in this field.

Bhatia is inspired by this myth in a variety of poems. As an example, in the poem "Al-Soure and Al-Zahl", it is quoted as saying that if the Arab nation became integrated and opposed the rule of the oppressors, Babylon (the symbol of the greatness of Iraq) regained its original form - magnificent and sophisticated - in May. The Prophetic Goddess of Prophecy is appealing to the people, and Ozieris or Tamuzz returns

from his death, and when he comes, blessing comes to earth, and the virginity of this prostitute's world returns, and his bite The hog, the Tomsoys killer (the reigning ruler of the time and the tyranny of time) will be removed from the place, and victory will shave everywhere:

Layout of the Holy Qur'an, the Holy Qur'an, and the Holy Qur'an, and the Holy Qur'an / and the Ashtar / and the Holy Quran, and the Holy Quran, and the Holy Qur'an, the Holy Qur'an, and the Holy Qur'an, The Holy Qur'an and the Almighty Almighty, and the Almighty Almighty, the Almighty Almighty, and the Prophecy of Allah, and Allah ... (Al-Bayati, 1995: 2 / 4-93)

Translation: (If the elements of this torn image were merged, then the burned Babylon would be on the ground, and the ashes would be cut off from their rags, and the butterflies and the lily were filled with hanging gardens. And Ashtar was laughing at the same time as he was playing the guitar on his bed, and Belgique was shining in Saba, and virginity returned to this world of kings and rocks, the same criminal gentry , ... if you joined together, Ozorys would come out of the dark grave of unknown darkness, the ashes would flourish in the fields, and the bite of the boar would be replaced.)...

.An ancient mask in the Divan Shams-2-3

The mystic poets use the symbol and symbol to express mystical concepts and tangibly. In the poetry of Shams, Maulana has written poetry in the pure world and the unconscious, and in this case, the poem flows into the poet's language. Phnomamardian believes that "this particular spiritual context of the poet and the opening of his inner eye, which is the grace and blessing of heaven, makes his encounter with the world and the objects of the world his emotional and perceptual perception is intuitive and accompanied by inactivity of reason ... In this type of poem, the clump extends beyond the mark and lies in the broader area of implications, and they encode and mirror. Many of Rumi's sonnets are typical examples of such poems "(Pourmanaddaran, 1375: 96-95)

The mask is in fact two: a bunch with a conscious choice of the poet emerges in his poetry; such as the heart (counterfeit), pot, skin, atlas, cloak, and tattoo, tent, color, plurality, and so on. But the other group includes unconscious masks that people usually do not notice about their existence, and others notice them, such as deer, rust and belligerence, pain, selfishness, wisdom, love, malice and Denial and…

In any case, in Rumi's poetry and poetry, although the Talmay is rich in human, historical, and religious personalities, and has benefited especially from the epitaphs of the poets, these characters have been less selected as masked. ; For Shams, which, according to Rumi, is a gigantic mask and beauty that, as a cloud of azari, "the rain of all its mercy has reached its end, and its invincible Buddha has been dragged everywhere" (Sa'di, 2010: 49), and His love and affection are in all parts of the world and in the cosmic universe.

Here, the masks extracted from Divan Shams are expressed in two groups of objective (tangible and material) masks and abstract (immaterial and subjective) masks. It should be noted that this aspect of the yang-gui's mask is less studied in academic papers and researches, and is mostly considered to be masked by its personality type.

.Objective masks-3-2-1

.Dear-3-2-1

The deer is one of the most iconic symbols in Shams' Divan. In many cases, Rumi uses a mask that refers to the Sun or Shams Tabrizi, and finds the relation between this and that.

Suddenly a bad deer and a hundred colors were revealed

That sweet gooseberry went to Tabriz

The glow of his glow in the moon and the sun shook

Baghdad made the world look into Hamedan

(Rumi, 1388: 228)

But this deer is not only Shams Tabrizi; in other words, the purpose of Mowlana from Ahhi Tabrizi is also the moment of his most popular manifestation.

In one of his sonnets, Rumi speaks of a ghost that appears beautifully and everyone is looking after him. At the end of the sonnets, Mowlana states that the deer is the imagination of Tabrizi, not himself. In fact,

he wants to tell us that he meant the same witness that is revealed to him in his mystical intuition and his personal experience in the light of the clergy with various manifestations.

There was a lone one in this valley
All riders and pedestrians fell
What would I say? Fantasy fantasy
Inflicts fire on all false
It's not up to you, because you're falling apart…
That he is an idolatry
(Rumi, 1388: 1113)
.Atlas--3-1-2-3
The usual clothes of the Sufis, due to their aging and having different colors, have different names such as rattles, cloaks, and others. Maulvi, an atlas that is costly and expensive in the costume of the poor class, makes it impossible for the wearer to wear it in the jacket, the master of the clerical walker, to make the living (ie those who are of spirituality Because they may be conceived in expensive costumes such as Atlas, which, according to their position in the community, is an entity, and since the artificial sketch manifestation of the true personality in a layer of ambiguity and impregnation Put up So you should wear a raglan:

I am in the mouthpiece for a nail
Atlas To Launch With You
(Rumi, 1387: J 1/197)
.Cloak and Dust-3-1-2-3
The cloak has come from the "scum" meaning "ripping off". Originally, the cloak was dressed in Sufis and devoid of worldly affiliations. For this reason, in the mystical literature, they consider "the cursed word for tearing down the affairs of sensual affairs and the world's lusts" (Tajdini, 1383: 351), and they believe that the person who holds the jacket, that is, the other affiliation Not born But in some periods and at the time of Rumi, they had made some cloak to show themselves only as Sufis of the early periods of Sufism. Rumi is covering this cloak, and this cloak and what is with it, like a cloth, is always a torment for him:

Everyone who was at Jubar was dressed for him
There are a few losses and expensive, my money and my money
(Rumi, 1387: 1/178)
.Tent--4-1-2-3
The mask that a person deliberately chooses to coordinate with the community is just like a clad on his clothes, and as the social mask conceals the individual's interior, the tent also has the underwear Hangs up Maulvi, like Jung, believes that he should not destroy, destroy and destroy the tent and the mask that allows him to appear in the deep and under him:

The last part is the tire, the tent of the head
How many human beings are in a herd of bani
(Rumi, 1387: 1/1/1178)
.Rust and patronage-5-1-2-3
The bell is a refined iron that builds on a metallic object and renders artificial color to iron, so that an iron object bells underneath the ring. In the Masnavi, Maulvi calls the bell "sins" that gradually bring the human soul to the ghost:

Your ringtone on your blackberry tweet
On your bell-ears
Kardin damaged your device
They gathered until they were blind
(Molavi, 1389: d 1 / b3370-3371)
So rings can be a symbol and symbol for the masks that iron has concealed in the real personality of mankind. That is why Mowlana wants to estimate colors and tricks to eliminate bells from the denier's face:

So much shouting, so much bark of colors

Until I cast out the bells of my everyday life

(Molavi, 1387, 1/263)

Alarm in Rumi's view does not allow her to fall in love with the beloved. Therefore, if one wants to see the lover's appearance, one should remove the curse of the heart:

You will see the face of the beloved

Painter the mirror to polish

(Same as C 2/1367)

.Skin-6-1-2-

The skin in the thought of Rumi is a symbol of the appearance and appearance of worship. Tajdini says: "It is from the skin that it is from the appearance; from both the religious and non-believer, and everywhere, Mowlana recommends that he should be brave, not from the skin (Tajdini, 2004: 188:(

Drop your skin, snake your head, make your head

You have no brain except for how long this skin, skin

(Rumi, 1387: 1/315)

We know that the snake changes skin every year. This concept is natural and tangible for us; however, Rumi, as always, uses and understands concepts in the desired way. Rumi recommends here, like a snake. As you have a snake skin, you also have to play a role in the community, but change the skin like a snake so you do not get used to it. The snake will never have the skin of the previous year, and you will soon be freeing up your masks and becoming diverse so you do not get used to them, because if you get used to it, you will consider it part of your essence and being.

In the Masnavi, in the narrative of Masnavi in the story of the Nakhchiran - the representative of those Sufis who try and try to be disloyal to trust - to the lion - the representative of those Sufis who try and endeavor to believe in Takul - It says, in the description of the skin, the skin is a colorful statement that, like the armor rings, only affects the water, it does not last, and soon goes down to the depths of the water; just like false masks And joined with a true personality that ultimately, all human beings realize the man's pretense to better portray himself and deceive others. Here it is also ordered to tear them down:

Your heart is yours

What was the color of the skin?

Their skin is not a skin, but a skin

Because the armor on the water was not cache

(Molavi, 1389: d 1 / B1095-1096)

In the continuation of these verses, Rumi refers to the positive and negative role of mask. He defies the skin for the brain - that is, the human brain that does not notice its own mask - because it does not seem to allow others to see their defects and, in the form of that skin, hide the defects. Slow Interestingly, in the introduction to psychology, Jung says: Mask is also a good thing to make ugly bodies better (Fordham, 1356: 91)

This is the negative role of mask. In Rumi's view, the same skin for a good brain - the person who consciously chooses the mask and realizes that he is co-mingling with it - is missing from the inner part of that person only when he is in that position. And forcing him to play a role contrary to his real personality. This is a masked positive role:

Skin is a bad brain defect

Get rid of the good brain

(Same: 1/1098)

Rumi is an example of someone who has false skins and roles, as he says:

The inside of the skin was caught in the fruit

I use the skin and the seed of Chu fig

(Rumi, 1387: 2/766)

.the pain--7-1-2-3

In a ghazale, in a ghazale, he cleans humans and drinks into the wine of wine fluttering on the top of the wine cellar, and likens unpolluted human beings. Pain is the bottom of the wine. Predictions and false beliefs Human beings in their mental state of mind, while not aware of it in the consciousness, are just as inept at the bottom of the wine bowl, and include its extinctions.

In Rumi's view, clean and clean humans rushed to the top, just as silent people have passed the first stage of achieving individuality; for, according to many psychologists: "The first step in The path to individuality and self-identity is the disappearance of emblems. In the middle of the year, we should go under the emblems and retrieve the very thing that the mask has covered. In other words, we must be ourselves "(Schulz, 1362: 181). Rumi believes that he should reflect on the attentions and behaviors of his actions, and he recommends that the painful, that is, masked people who do not grow up and ultimately human perfection, should not be considered and noted:

You were between the runners running up

To the pain of Kahn to Ben Sunshine, Menger

(Molavi 1387/1, 591)

As Jung also repeatedly ordered humans, and in particular his mental patients, that the masks you choose in your consciousness should not be part of your subconscious and real personality, Rumi He also tells all human beings, do not be lazy with pain and upset this pain:

From here you are, Wazan Sue

Pure, pure, painful, painful, up

(Molavi 1387/1/190)

The pain of existence, the unclear wine of existence and metaphor, is one of the attributes that express the human uncleanness and in fact the same plurality. "The pain of existence" and "the series that has a divine," may be the same masks that must be destroyed to bring the wine of individuality, uniqueness, and uniqueness into the cup of spirit and human body:

Stay tuned for unity at the same time

Smell your tears and refine

Have any head in your neck

Wash the glass with a smudge

(Molavi 1387, 1/1995)

 (.Heart counterfeit- 8-1-2-3)

Rumi believes that all human beings are not exactly what they are describing and hiding behind their veils and masks. Human beings will give you a coin with the water in your hand and show it to you in a way that it is true that it is true and real. He warns us that the realization of these false coins and the widespread arrogance of the community:

You do not have a balance, so take you, everyone

Give one heart, you think that is gold

(Rumi, 1387: 1/366)

 .Pot-9-1-2

Somewhere else, he mentions, in another way, the mask of human beings in their social behavior, and believes that some people within themselves have different beliefs about their apparent behavior:

Whatever happens, Maya Bowl and Manish

Everything that comes in is different

(Rumi, 1387: 1/366)

 .Research results-4-1

,The type of masks used in the works of the two poets is different. The reason for this is the difference in the goal of the two poets: al-Bayati and Maulana. Explaining that al-Bayati traced human myths and personalities to his poetry so that they could more easily criticize the present situation of the Arab community and, in fact, his goal is a social-political goal and a revolutionary approach. Therefore, his chosen masks are all deliberately and deliberately chosen. On the other hand, Mowlana is a mystic poet and writes his poems in the scientist's world, a universe where the activity of reason is stopped.

Therefore, his attention to objects is peripheral, emotional, and intuitive. In such a situation, the concealed side is more intentional than the expression, because the words go beyond the mark and become mysteries and mirrors. From this point on, the unconscious poet used to present the mysterious mask of the man in his poetic expression in order to depict the complete human veils, and naturally, according to his goals associated with the world of mysticism and spirituality, it is necessary to use There are no mythical and historical masks, and basically, their masks are a codification of human dusts, which, if they are to remove them, will surely be taken to be effective steps towards humanization. Rumi, not only to his contemporary community, but also to all the human beings in the world in all periods of human history, and my emotional sonnets are human and universal, as none of human and mankind's manifestations of the themes of his poems Not required.

The masks used in al-Bayati's poetry are mostly focused on human beings such as Khayyam, Ayesha, Shams, Hallaj, Hamlet, and mythical characters such as Sisyphus, Sinbad, Tamoz, and cities like Babylon, Damascus and Neyshabur. .. is coming

The mask is in fact two: a bunch with a conscious choice of the poet emerges in his poetry; such as the heart (counterfeit), pot, skin, atlas, cloak, and tattoo, tent, color, plurality, and so on. But the other group includes unconscious masks that humans usually do not notice, and others notice them; such as deer, rust and belligerence, pain, selfishness, wisdom, love, malice and Denial and ... In any case, in Rumi's poetry and poetry, although the Talmay is rich in human, historical, and religious personalities, and has benefited especially from the epitaphs of the poets, these characters have been less selected as masked. ; Apart from Shams who, according to Rumi, is a gigantic mask and beauty that, as the clouds of Azari, "the rain has reached its endless mercy, and has been pulled down by all means" (Sa'di, 2010: 49), and His love and affection are in all parts of the world and in the cosmic universe. Also, the masks extracted from the Divan Shams can be placed in two groups of objective masks (tangible and material) and abstract (immaterial and subjective) masks. It should be noted that this aspect of the yang-gui's mask is less studied in academic papers and researches, and is mostly considered to be masked by its personality type. This is while the masks used in al-Bayati's poem are more about the core of human characters such as Khayyam, Aisha, Shams, Hallaj, Hamlet and mythical characters such as Sisyphus, Sinbad, Tamoz, and cities like Babylon, Damascus and Neishabur and.

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The Relationship between Students' Creativity and Parenting Styles with High School Students' Procrastination

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Abstract

The present study investigates the relationship between students' creativity and parenting styles with students' procrastination. The study sample consists of 120 subjects including 60 boys and 60 girls. In this research, the academic procrastination questionnaire of Solomon and Rothblum (1984), the parenting style questionnaire of Baumrind (1972) along with the creativity questionnaire of Torrance (Visual Form B) were distributed among sample members. In order for research data to be analyzed and, also, achieve the aim of the research, statistical methods such as Stepwise Regression Method along with Pearson's Correlation were used. The obtained results reveal that there is a significant inverse correlation between free parenting style and creativity. Also, there is a considerable direct relation between authoritarian parenting style and creativity; however, there is not any meaningful association between autocratic parenting style and creativity.

Keywords: Creativity, Parenting Style, Procrastination

Introduction

The term "procrastination" is equivalent to negligence and postponement (Ellis & Knaus, 1977). Ellis and Knaus (2002) also defined procrastination as the urge to avoid action, assign work to a later time, and use apologies to justify delay in doing tasks. Therefore, procrastination is the same as deferring the tasks which a person is assigned to, in the other words, to put off until tomorrow what one can do today (Ellis and Knaus, 1977).

Procrastination or postponement is so commonplace that perhaps it can be counted as a human innate tendency. Although procrastination does not always cause problem, it often results in undesirable and irreparable consequences through the impediment of progress and lack of access to goals (Ellis & Knaus, 1977).

Procrastination occurs at two levels of cognitive and behavioral attitudes. At the behavioral level, the person intending to do a task, does not carry out the task at the appointed time, without any specific reason and completely voluntarily and at the cognitive level, the person delays in making timely decisions. As a result, such people do not accomplish what is necessary for achieving their goals on the proper time or at all. Early researches about procrastination focused more on its behavioral characteristics and their solutions for avoiding the behavior, based on behavioral assessment scale, such as improving time management and the application of good study habits. Others point out that although it is not defined clearly in the DSM-IV-TR classification, chronic procrastination can be called a personality disorder, with very high levels of negligence and very low responsibility (Schouwenburg, 2005).

Due to the complexity of its cognitive, emotional, and behavioral components, procrastination has various manifestations, including academic procrastination (Hill, Hill, Chabot and Barral, 1978), decisional procrastination (Effret and Ferrari, 1989), overcoming procrastination (Ellis and Knaus, 2002) and OCD/obsessive-compulsive procrastination (Ferrari, 1991).

The most common form of procrastination is academic procrastination (Moon and Illingworth, 2005). Solomon, Rothblum and Murakami (1986) have defined this type of procrastination as the prevailing and habitual tendency of learners to postpone academic activities, which almost always includes anxiety. A very familiar example is the postponement of studying the lessons until the night before the exam which causes haste and anxiety that affects students.

Since procrastination creates objective consequences (such as losing deadlines, opportunities, income and time) and emotional consequences (such as: demoralization, increasing the levels of stress and anxiety,

fear and anger, and low motivation), it could be able to create a new space for doing research (Burka & Yuen, 2008; Morford, 2008; Holloway, 2009).

On the other hand, the family is the most influential institution in human development and behavior, and also in formation of one's personality structure, and it is a system that has the first effects on one's life and determines compatibility degree with the surrounding social environment (Torque, Kiziltas, Biyik and Yemenici, 2005).

There are several factors in one family, each of which somehow affects the process of child development. Factors such as: the number of family members, level of parental educational attainment and income, family relationships, and parent-child relationship are among the variables that affect children's growth (Samani, 2002).

The family and how to communicate in it have a significant contribution to the development of children. Previous studies also indicate the significant role of family factors such as parenting styles, attachment styles, communication patterns, and so on about diverse aspects of academic achievement and development of talent and creativity of children. There is also evidence that the family plays an important and effective role in creativity and is the major force in the etiology of creative behavior (Wright and Wright, 1986).

The creativity is generating a new, valuable and fitting idea. In other words, creativity is the use of mental abilities to create a new thought or concept (Keating, 1986). Also, Roan (2005) believes in a study that the foundation of global market competition is creativity. He believes that the emergence of creativity is closely related to family status, in other words, he believes creativity can be increased by creating a proper family environment.

Ronald and Sandler (2005) have also identified the efforts of parents and other educators as a source of talent expansion of prominent and creative people and they proved that the emotional atmosphere of the family and school is directly related to the development of children's creativity.

Family's emotional atmosphere can also be evaluated according to parenting styles. Parenting styles are ways parents use to interact with their children, and have a profound effect on forming their personality and behavior. Different ways of parenting based on Baumrind pattern are known as three types: 1-Authoritarian style. 2- Authoritative style 3-Permissive style (Shoari Nejad, 1993). Therefore, considering that nowadays parents have a special emphasis on growth and development of their children's talents and creativity, and on the other hand, children's procrastination seems to be one of the concerns of many families, so it is hoped that this research will be an effectual step towards clarity of ambiguities in education and training for enthusiasts.

Main Text of the Article

2.1 Research Method
The statistical population of this study contains high school students in Torbat Heydarieh in the academic year of 2012-13. 120 students (60 girls and 60 boys) were selected randomly in a multi-stage sampling.

2.2 Research tools

To collect the required information, Solomon and Rothblum's Academic Procrastination Questionnaire (1984), Baumrind's Parenting Styles Questionnaire (1972) and The Torrance Tests of Creative Thinking (Form B) were used. A brief introduction of each one is given below.

Solomon & Rothblum's Academic Procrastination Questionnaire (1984): This scale consists of 21 items for studying academic procrastination in three areas: preparation of assignments, preparation for exam and preparation of a half-yearly report. In front of each item, four options were identified which were started by "rarely, score 1" and were leaded to "almost always, score 4". In addition to the 21 questions, 6 questions have been considered for measuring two features: "discomfort of being procrastinator" and "tendency to change the habit of procrastination". In Iran, Jokar and Delavarpoor (2007) have used Cronbach's alpha (or coefficient alpha) to determine the reliability of the scale and to investigate the validity of the method of factor analysis and item total correlation. In the preliminary study for factor analysis, the KMO index was 0.88, and the numerical value of x2 index in the Bartlett Test was 158.2384, which was significant at 0001/0, indicating adequacy of the sample and selected variables for performing factor analysis. In the present study, reliability coefficient of the scale is 0.78 through Cronbach's alpha.

Baumrind Parenting Style Questionnaire (1972): This questionnaire has been developed based on three parenting styles described in Baumrind's theory as permissive, authoritarian, and authoritative. Baumrind's parenting style questionnaire comprises 30 items, 10 of which related to authoritarian style, 10 to permissive and 10 to authoritative parenting style. Parents should review their opinion by selecting a five-point Likert scale (strongly disagree, disagree, somehow agree, agree and strongly agree) that are considered as scores 1 to 5 respectively. The highest score in each style is someone's parenting style.

Mehrafruz (2009) obtained in his research that reliability of this questionnaire using Cronbach's alpha method, was 0.81 for permissive, 0.86 for authoritarian, and 0.88 for authoritative style. Also, regarding validity of this questionnaire, the following results have been reported: The authoritarian of mother has reverse relationship with permissive style (-0.38) and authoritative style (-48.6). The authoritarian of father has reverse relationship with permissive style (-0.5) and authoritative style (-52.0). The reliability of this study is also 0.79 with Cronbach's alpha coefficient for permissive style, 0.71 for authoritative style and 0.75 for authoritarian style.

The Torrance Test of Creative Thinking (Form B): This test is used to express interesting and creative thoughts and ideas in figural forms (pictures). The test consists of three activities: picture construction, picture completion, and repeated figures of lines or circles and it can be used for preschoolers to pre-college students and it takes thirty minutes to be implemented. This test is based on the assumption that creativity and creativity comprised of four separate components, fluency, flexibility, originality and elaboration.

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Pierre Khaefi (1993) also has reported reliability coefficient as 0.80 over a two-week intervals in a test-retest approach for forty eight students of four components: 0.78 fluency, 0.41 originality, 0.81 flexibility and 0.90 in elaboration. Also, the reliability coefficient for creativity test in this study is 0.67.

2.3 Research Findings

Table 1. Frequency, Mean, Standard Deviation, Standard Error of the Mean (Parenting- Procrastination- Creativity- Age).

Statistical Indicators / Variables	Frequency	Mean	Standard Deviation	Standard Error of the Mean
Permissive Parenting Style	۱۲۰	۱٦/٤۸	٤/۱٦	۰/۳۸
Authoritarian Parenting Style	۱۲۰	۲۰/٤۰	٥/۱۷	۰/٤۷
Authoritative Parenting Style	۱۲۰	۳۰/۸۹	۳/۹۲	۰/۳٥
Procrastination	۱۲۰	٤۳/۹۱	۹/۳۸	۰/۸٥
Creativity	۱۲۰	۳۱/٤۷	۱۳/۱۸	۱/۲
Age	۱۲۰	۱٥/۹۸	۰/۹۲	۰/۸٤

According to Table 1, it is observed that the mean scores of Procrastination (43/91) had the highest score and the mean scores of Permissive Parenting Style (16/48) had the lowest score. Also, the mean scores of Authoritarian Parenting Style is (20/40), mean scores of authoritative parenting style (30/89), and mean scores of creativity is (31/47).

Table 2. Correlation Coefficient between Student's Creativity and Parenting Styles, and Student's Procrastination.

Statistical Indicators / Variables	Frequency	Pearson Correlation Coefficient	Significance Level
Permissive Parenting Style	۱۲۰	-۰/۱۹۳*	۰/۰۳٥
Permissive Parenting Style/ Procrastination	۱۲۰	۰/۳۲٤**	۰/۰۰۰
Authoritarian Parenting Style/ Creativity	۱۲۰	-۰/۰٤٥	۰/٦٤٥
Authoritarian Parenting Style/ Procrastination	۱۲۰	-۰/۱٦۳	۰/۰۷٥
Authoritative Parenting Style/ Creativity	۱۲۰	۰/۳٥۳**	۰/۰۰۰
Authoritative Parenting Style/ Procrastination	۱۲۰	-۰/۰۹۳	۰/۳۱٤

According to Table 2, Permissive parenting style with creativity at the level of 0.05, (r = -0.193) has a significant inverse relationship. There is a direct significant relationship between the Permissive parenting style with procrastination at the level of 0.01 (r = 0.342). No significant relationship was found between Authoritarian parenting style and creativity or procrastination. Authoritative parenting style with creativity at the level of 0.01, (r = 0.335) has a direct significant relationship. There was no significant relationship between Authoritative parenting style and procrastination (r = -0.093).

Table 3. Summary of the model of procrastination based on the variables of creativity and parenting styles

Model	R	R-squared	Adjusted R-squared	<u>Standard Error of Estimate</u>
١	٠/٣٨٤	٠/١٤٨	٠/١١٨	١٢/٣٧٩٨٣

Criterion variable: Procrastination

Predictor variable: Creativity and Parenting Styles

According to Table 3, the score of adjusted R-squared is equal to 0.118, which means that the variables of creativity and parenting styles predict 0.118% of the variance of procrastination variable.

Table 4. Stepwise regression analysis prediction of procrastination based on variables of creativity and parenting styles

Model	Sum of Squares	Degrees of Freedom	Mean Squares	F	Significance Level
Regression Residual Total	٣٠٥٦/٩٩٤ ١٧٦٢٤/٩٣١ ٢٠٦٨١/٩٢٥	٤ ١١٥ ١١٩	٧٦٤/٢٨٤ ١٥٣/٢٦٠	٤/٩٨٧	٠/٠٠١

Criterion variable: procrastination

Predictor variable: creativity and parenting styles

Based on Table 4, which is significant at the level of 0.01, the variables of parenting styles and creativity are explaining the variation of procrastination.

Table 5. Equation coefficients by using stepwise regression of procrastination based on variables of parenting and creativity

Model	Standardized Coefficients	Unstandardized Coefficients		t	The Significance Level
	Beta	Standard Error	B		
Interaction Permissive Style Authoritarian Style Authoritative Style Creativity	٠/٣٢٦ -٠/٠٤٢ -٠/١٣٠ ٠/٠٣٦	١١/٣٩٣ ٠/٣١٦ ٠/٢٣٦ ٠/٢٨٨ ٠/١٣١	٤/٣٣٩ ١/٠٩٥ -٠/١٠٧ -٠/٤١٠ ٠/٠٥١	٠/٣٨١ ٣/٤٧٠ -٠/٤٥٤ -١/٤٢٧ ٠/٣٩١	٠/٧٠٤ ٠/٠٠١ ٠/٦٥٠ ٠/١٥٦ ٠/٦٩٦

Criterion Variable: Procrastination
Predictor Variable: Creativity and Parenting Styles
According to Table 5, the Permissive parenting style beta is (0.332), Authoritarian style beta (0.042), Authoritative style (-0.303) and creativity (0.036). Also the significance level of Permissive parenting style is (0.001), which is significant at the level of 0.01, and the remaining variables are not statistically significant by the procrastination variable.

Conclusion
The purpose of this study was to investigate the relationship between students' creativity and parenting styles, and students' procrastination. To examine the relationships between variables, the results of the statistical analyses reported in the previous section are discussed here.
The results of the analyses to investigate the first hypothesis of the research, namely the possibility of a relationship between students' creativity and their procrastination, showed that there is no significant relationship between creativity and procrastination of students. However, researches on the relationship between creativity and procrastination show different results. For example: (Stein & Sabontik, 1995; quoted by Lay, 1997) showed that procrastination is associated with the style of creative thinking, and procrastination can improve performance in creative assignments. Also, Martindale (1999; quotes from Glaur et al., Kharazi's translation, 2008) argued that delaying and procrastination can lead to creating or increasing new ideas and divergent thinking which is inconsistent with the conducted result.
On the other hand, Van Earde (2000) and Walters (2003) achieved different results in their research. They found that there was a significant positive correlation between the lack of familiarity with problem solving skills and levels of academic procrastination among students. Flett, Blankenstein and Martin (1995) and Hussain and Sultan (2010) described extreme anxiety as the underlying cause for procrastination, and in conclusion of their research, they have identified procrastinators as Emotionally Focused people who focus on the cause of an event or a problem and how to face it. Here is an interesting explanation for this hypothesis: Procrastination variable can be classified into two different dimensions: active dimension and passive dimension. Therefore, it cannot be said that all procrastinators have low quality of life because active procrastinators are highly-motivated individuals and have great performance in organizing tasks. They have distinctive features in understanding time, self-efficacy and strategies to deal with stress. However, when passive procrastinators are under time pressure, they feel stressed, incompetent and inadequate, and it's likely to even drop the assignment (Morales, 2011). Therefore, considering these dimensions, differences in the results from different studies can be justified.
The study of second hypothesis showed that there is a significant direct relationship between Permissive parenting style and students' procrastination. But there was not a significant relationship between the Authoritative and Authoritarian style of parenting, and procrastination. According to Fitzpatrick and Ritchie (1994), family patterns are four types and families are classified according to each of these patterns: consensual, pluralistic, protective, and laissez-faire families.

By mentioning the above classification, we refer to the research of Khajeh et al. (2009). According to their findings, the rate of procrastination in educated students in protective families was higher than other families. Also, the rate of academic procrastination in pluralistic families was less than other families.

Rosario et al. (2009) also found that parents who gave their children more autonomy would increase the likelihood of self-regulation growth in their children, which could lead to reducing procrastination.

In a consensual family, everyone in the family can comment on things and be engaged, and parents respect the opinions of their children, but parents are the final decision-makers. In pluralistic pattern, in addition to children expressing opinions in decision-making, the influence of their ideas will be involved on decisions making by parents. In protective communication pattern, parents are decisive about everything and they do not care about children's opinions and ideas. Moreover, in families that use the laissez-faire communication pattern, the level of interaction between individuals is low, and although people can comment, their opinions are not valued.

By mentioning the above classification, we refer to the research of Khajeh et al. (2009). According to their findings, the rate of procrastination in educated students in protective families was higher than other families. Also, the rate of academic procrastination in pluralistic families was less than other families.

Rosario et al. (2009) also found that parents who gave their children more autonomy would increase the likelihood of self-regulation growth in their children, which could lead to reducing procrastination.

In examining the relationship between parenting styles and students' creativity, the results also showed that permissive parenting style has a significant inverse relationship with creativity and a significant direct relationship with authoritative parenting style and creativity. And there is no significant relationship between authoritarian parenting style and creativity. Previous studies also suggest a direct relationship between authoritative parenting style and creativity. For example: Amabile (1990) in a research study showed that the most important factors for developing creativity are: the students themselves, positive atmosphere of the family and parent-child relationship with love and logic. Gonzalez-DeHass et al. (2005), Chan (2005), Rowan (2005) and Gurland & Grolnick (2005) have pointed out the role of parents' awareness and their thinking about family environments, which proves self-determination of children and increases creativity.

But the results of conducted research by Albert (2005) and Javidi (2000) have shown a positive and significant relationship between emotional atmosphere of laissez-faire family and creativity, as well as a negative and significant relationship between emotional atmosphere of authoritarian family and creativity. It is somewhat different from the results obtained in this study.

On the other hand, based on the research conducted by Rey and Plop (1990) and (Lamborn et al., 1991), the use of mothers' both authoritarian and permissive styles leads to aggressive behaviors, anxiety disorders, depression and antisocial tendencies or delinquent behavior in children and adolescents. While Hermann, 1987 and Schubert, Crystal, 1988; quotes from Cropley, 2001) have identified anxiety as a barrier to creativity and have shown in their research that those who have a higher level of creativity have experienced lower levels of anxiety, depression and tension and have a higher self-esteem.

Altogether, parents of creative children believe in some degree of permissiveness and liberation which is necessary for a proper interaction with child. They validate disciplined behavior and rational authority, and reject the irrational authority of adult's desire to dominate the child or the adolescent and the feeling of rejection and anger in them. Although there is not a significant relationship between creativity and procrastination in this research, other studies suggest that increasing creative problem solving in order to reduce procrastination for some procrastinators can be helpful.

There were also some statements discussing that procrastination is an avoidance coping behavior or emotional response to circumstances. In the following, the reason for this desire to delay is declared as the absence of proper parenting styles and low ability of creative problem solving derived from this absence of parenting style in children. As a result, it is expected that children's low level of creativity and lack of using a correct and rational way of parenting for dealing with children is not only related to their procrastination, but also be able to predict procrastination. In addition, the correlation between procrastination and many indications of authoritative parenting style (such as raising independent,

purposeful, curious, creative and ambitious children) and some factors influencing creativity (such as control of anxiety and emotions, perception of self-efficacy and self-esteem...), which are confirmed in various researches and makes the existence of this relationship more probable.

Therefore, parents can deliver people who are prepared to resort to their thinking ability, in the face of difficult situations rather than avoidance or emotional response, by raising their knowledge and ability to provide an appropriate, intimate and emotional atmosphere in the family and to be authoritative parents at the same time.

Suggestions

New topics in the field of academic procrastination are active and passive procrastination. It is suggested that some research should be conducted on this subject. Also, since procrastinators pursue to achieve immediate goals rather than long-term goals, then it is better for course planners and teachers to define short, objective, and achievable goals for students, so that they can experience the pleasure of success by achieving these goals and it increases their motivation for making progress and their efforts on achieving their goals.

The findings of this research can be of interest to educators and teachers. It is also considered necessary to examine some factors affecting academic procrastination in order to help the body of research in the field of educational issues. On the other hand, these findings and further researches that could be the basis for this help can be the basis of therapeutic approaches for counselors and practitioners for helping patients who suffer from procrastination.

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A Comparison study of rate the Obsession of mental disorder among High school theatrical teachers and technical school students in Malayer City

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Abstract
The purpose of this research is to investigation rates of the Obsession of mental disorder among High school theatrical teachers and technical school students in Malayer City, based on causative-Comparative. For data collection, Questionnaire SCL 90 has been used. For analysis and description of the data, in the first part descriptive statistics tables and diagrams such as: standard average and deviation, and in the second part the inferential method, like T test of independence was used. Findings in this research show that the rate of mental disorder among the technical school students is higher than that among the high school teachers. Reviewing the theories of this performed research, it was concluded that the rate of mental disorder of Obsession among the school male theoretical teachers is lower than those among the Technical school students.

Keywords: mental disorder, male teachers, Theoretical school, technical schools

1 Introduction
The aim of this article is evaluation of mental disorder of obsession and reasons of its appearance also its effects on individual and society .Mental disorders are common these days, and because of that human's behavior with his environment even with himself faces with problem. Most of people are not aware of their mental illness and some of them because of lack of information of its appearance and intensifying, they expose themselves and others to have this problem. Others who are aware of their own or other people's illness, because of lack of enough and precise information, they can't understand reason of appearance of the illness also they can't prevent it. Most of teachers are not satisfied with environmental factors of their own job, that it causes mental pressure and appearance of mental disorder. Most of teachers are suffering from physical illnesses such as digestive diseases , hurt problems , cancers ….., which it is possible one of the important reasons of them , is mental pressures and behavioral disorders of their job . There are different factors in producing mental pressure on teachers, such as abnormal behaviors of some students at school or in class which is because of family problems they have. Not eagerness of students for studying and learning also economic problems can be factors of mental pressures on teachers. It is not clear that how much mental and pressure and disorder make teachers unsatisfied with their job or cause physical illness, or there is no clarity which factors increase mental pressure and disorder. In present study, researcher is going to compare the distribution of mental disorder of obsession among male teachers in high schools and vocational schools and answer above questions.

1.1 Statement of the problem

The concept of mental disorder the same as other concepts in medicine and other sciences does not have fix practical definition to cover all the aspects . The most acceptable definition is : every mental disorder is considered in the form of a syndrome or a behavioral pattern , or important clinical   psychological issue which appears in an individual by a problem (painful sign) or disability (destruction in one or more than one important functions) or increasing possibility of death , pain , sadness , disability , lack of freedom . In addition this syndrome or pattern should not be a predictable answer or culturally approved in front of an accident such as death of favorite person.   Not considering   the reason, whatever is important, is appearance of functional disorder of psychological or biological behavioral in a person. In this case different researches have been done as bellow examples:

Bakhtiar Poor Dasht Bozorg , Parvin (2001) in a research titled " Researching of the condition of mental health of teachers in Esfahan " these results concluded : Anxiety disorder 9.62 %, Mood disorder 7.65% , Physical disorder 2.68 % , sexual disorder 0.95%,sleeping disorder 0.55% , schizophrenia disorder 0.95% , were common mental disorders   among teachers .

Akbari , Mahdi (2005) in a research titled   " researching of rate of mental health of female teachers elementary schools in Tehran (with more than 10 year working experience)" these results concluded : Paranoia disorder 47.5 % , psychosis disorder 13.3 %, Phobia 10 % , aggression 25.8 % , anxiety 34.2 % , depression 38.3% , interpersonal sensitiveness 25%   , obsession 32.5% , hypochondria 45.8% , were common disorders among this group .

Moradi , Shahram (2005) in a research titled " research of mental health of teachers and employees of educational system in Tehran " these results concluded : fundamental depression disorder in a high rate of distribution 5.58 %   stress disorder after an accident and   intense stress 0.29%   in a lowest rate of distribution were common among teachers . Among employees, fundamental depression disorder with high rate of distribution 4.97% and social phobia disorder 0.285 with lowest rate of distribution were common. Now according to the importance of this issue, in Malayer   it has not   been done any research about mental disorder among teachers. There is not any research about rate of mental disorder in order to know in which institutes we have the highest rate and in which one we have the lowest rate. Or is the type of institutes effective, it means being special or common, in producing mental disorder, also about which type of mental disorder is in high rate and which one is in low rate, there has not been done any research. So according to the importance of teacher's function at school this topic has   been chosen, and its aim is defining the rate of distribution and the mental disorder of obsession among male high school and vocational school teachers in Malayer, and by that give effective and lucrative information to the authorities of educational system.

1.2 Significant of the study

Importance of this research is according to the existence questions and ambiguities, such as: most of teachers are not satisfied with their job, some of them suffer from economic problem, some of them do not like their work condition, and some of them suffered or are suffering from illnesses, which these are factors of mental pressures and cause mental disorder.

*The first necessity of this study is to determine the amount of this mental pressure, mental disorders are one of the main causes for physical illnesses as well as many of the disturbances in our lives.

Mental pressure is one of the most important causes of mental and physical disorders. Studies show that 70-90 percent of physical and mental illnesses are related to mental disorders. Physical illnesses caused by mental disorders are: cancer, cardiovascular, migraine and . . .

Mental disorder can also lead to the use of drugs and alcohol. Considering the role of mental disorders in getting addicted to drugs and alcohol, so getting to know it deeply is very essential and important.

**The second necessity in this study is to determine which one of the two factors of mental disorder has got the higher rate (internal or external). The disordering factors can be divided into two groups, internal and external. The most important external factors producing mental pressure, which in turn can cause mental disorders, are: living problems (economic problems, job insecurity, working in very hard condition, and. . .) and changes in life (death of spouse, children or parents, marriage, divorce, or

immigration). If mental pressure is too much increased, it can cause disintegration and breakdown of the personality of the person.

*** The third necessity in this study is to determine whether there is any difference in the rate of mental disorder between the teachers who are teaching at high school and those who are teaching at technical schools.

Another important aspect of studying mental disorders of Obsession among the teachers is to detect the areas affecting mental disorder in their working environment, so that they can either eliminate or reduce them, and at the same, to time take the required steps to cure them.

Mental disorders if cured at the early stages of affection, it will be easily cured and it won't take a long time, but if the time passes and it becomes chronic, it may cause disintegration of the personality. Thus, it will be hard to get cured and it also takes a lot of time.

These ambiguities have made the research necessary in Malayer city.

2 Relevant Studies

2.1 Research Hypothesis

General Hypothesis
There are differences in the rate of prevalence of mental disorder anxiety between the teachers and the students of high schools in Malayer city.

Minor Hypothesis
There are differences in the rate of prevalence of mental disorder anxiety between the teachers and the students of high schools in Malayer city.
The definitions of the operational and conceptual variables of the research

First Variable: Rate of prevalence

a)Conceptual definition
Rate of prevalence: all the detected cases (old and new) of the patients existing in a certain time or a certain period in a population.

b)Operational definition: The number of all the patients affected by a disease in certain
Time divided by the population at risk of being affected by the same disease at the same period of time (Nasseri, Qumarce, 2007)

Second Variable: Mental disorder

A:Operational Definition
All the people who are suffering from an illness in a particular time divided on the population who are in exposure of affliction of that illness at that period of time (Naseri, Kiyoomars 2007)

B: Operational Definition
In this research the meaning of mental disorder is, those disorders which measured by the test of SCL190 (Gootis, Limpno Koovi, 1973) and used among male teachers of high school and vocational schools and can be in the category of obsession and interpersonal sensitiveness.

Third Variable: High schools
A: Conceptual definitions: These high schools are equipped with high level of educational system for the purpose of learning. Students and teachers will be selective ones with those teachers and students who are   scientifically in high level.

 B: Operational Definition
The equipment of high schools were more than vocational schools and clever students are attract to enter to the high schools .The building of high schools are more modern than vocational schools and they are equipped to data projector , smart boards , thematic classes , developed laboratory, libraries with studying salons, and sport facilities .
Forth variable: Vocational schools

A: conceptual Definitions: Schools are in this category that, they have primary equipment for education; also they have most of educational majors from the lowest level to highest level. Most of skills are in these schools, and students   are accepted by different level of knowledge, level of education is lower than common high schools and learners achieve primary skills of different jobs.

B: Operational definition:
These schools have buildings with classes for teaching also they have primary equipment. The minimum educational equipment is table, chair, black board and chalk and they have workshops with the lowest facilities and some of them don't have workshop.

2.2   Review of Related Literature
It is clear that description of mental disorders, description of objective and subjective characteristics of disorders, their signs and syndromes, separate characteristics of them and associations that they can have with other characteristics, is the first step in psychology. So the same as other practical sciences, psychology tries to regulate different phenomenon in their territory with classifying them based on some standards. It refers to the long time ago that tries have been done in medicine and psychology to classify mental orders, and it caused to a lots of interesting categories. Each category divides in different phenomenon, by placing them in a system which regulates the categories, and in each group collection of elements with similar characteristics are replaced. When we are talking about categorizing in psychology, in fact there are two considerable issues. First: regulating to the different phenomenon in psychology or systematization of them, second: referring the phenomenon or people to regulated categories or recognizing the disorders. So this categorizing of mental disorders, not only gives information about form, and quality of mental disorders (information which are base of curing), but also it makes possible exchanging of ideas between clinical expertise and researchers. (Dadsetan 2009).

3 Mental Disorder History
Human being has always been concerned about his physical health, social relationship, and his position in this world and has raised many questions in this respect and given some theories. Some of these

theories seem to be universal and are seen in many parts of the world and most of the periods of the history. According to some ancient theories, which can be seen even nowadays, mental disorder is the outcome of the performance of magic and super natural forces like evil ghosts. In the societies that believed in such theory, the treatment would be done through exorcism.

In the history of the mental disorder there can be seen also this belief that it is due to malfunctioning of the body. In ancient Greece, these treatments would be done at the temple of health goddess. Hippocrates showed the importance of the brain in clearing these disorders and developed the treatment based on resting, bathing, and diet. Moving towards logical justifications in making the behavior clear was improved by Aristotle, Plato and Hippocrates (Khodayarifard- 2013). Plato considered distressed behavior due to the internal conflict between the wisdom and excitement. Treating with the patient of this kind has had a pattern of non-humanistic up to more humanistic behaviors. Movement toward more humanistic treating behavior with these patients started with the works of Philip Panil. Gradually, more reformatory changes were started, implemented and continued. And scientific studies were done in etiology, classification and treatment of disorders were done (Khodayarifard- 2013).

3.1 Literature and theoretical scope of obsession

It is a disorder of chronic anxious which contain excessive mental business about regulation, and minor things, also perfectionism, in a way that it causes losing flexibility, competence, and directness. In the disorder of obsession – mental practical, obsessive thoughts and anxiety comes with practical obsessions. These repetitive actions are abnormal. (Alizadeh 2010). According to diagnostic guides and mental disorders, statistics obsession is divided in two types: Mental and practical. Thoughts and impulses or imaginations which are destructive and constant and cause anxiety , repetitive behaviors that individual does them to get rid of sadness and distress such as washing hands for several times , ordering things , obsessive make up , or praying more than normal form. Obsession involves feeling, thought, or destructive mental imagination and compulsion involves a deliberate behavior and regressive. The root of obsession is anxiety, and illness appears in the form of mental and practical. IF the ill person resist in front of the practical obsession, the level of obsession will increase. Sometimes children face with obsession too which its sings can be aggressive behaviors, repetition of some words or perversity with people in his around. Person who is suffering from mental or practical obsession that is the result of destructive thought, to reduce his anxiety does something else , that it cause to increase intensify the disorder . Researches show that among one to three percent of society may suffer from mental or practical obsession disorder.

3.2 Mental obsession

Mental obsession cause an idea , excitement , or impulse which constantly enter to person's unconscious as he does not want it , and these thoughts , impulses , or mental imaginations happen constantly and cause pain and anxiety in him . Usually individual tries to ignore them, take them out of his mind or replace them with another action or thought .Of course he knows that they are destructive phenomenon made of his mind and they don't come from outside (Alizadeh 2010).

3.3 Practical obsession

It is an irresistible impulse for doing an illogical action such as repetitive washing or prays). Although the reasons of suffering from the disorder of compulsory obsession (OCD) is not completely clear, but following points are effective:

Physical, environmental changes, lack of serotonin, family experience stressful life. Effects of obsession (OCD) on individual 's life who is suffering from it : wasting of time and valuable life which never can be returned ,inability of concentration and being forgetful and careless , not able to do main activities such as studying and academic drop , mental tiredness , being board to think about important issues of life and education , difficulty in relationships and depletion of life's quality .

3.4 Therapy of obsession

Most of people who are suffering from OCD, at the beginning of their illness they face with some syndromes, which it is possible to prevent intensifying of the signs before become completely ill. Therapy of compulsory obsession disorder includes three steps: psychotherapy of behavioral recognition, behavioral therapy, and drug therapy. Behavioral therapy of compulsory obsession disorder includes prevention from habits and confrontation. In the level of prevention from habits, an expert helps an individual who is suffering from OCD to be in the stressful situation in some long or longer periods, which sufferer feels compulsory need of doing something to reduce the stress and anxiety. In this situation sufferer get involve with himself , and as time passes he needs more to do something special , he persists in front of the obsession feeling up to the level that he does not feel to do anything compulsory (Alizadeh 2010)

According to the researchers and doctors , confrontation therapy and prevention from answer happen in the process of 20 up to 90 minutes , and feeling of compulsory of doing something to reduce anxiety happen maximum in 90 minutes , so if the sufferer be able to resist for 90 minutes against obsession , can overcome to large amount of his illness (Alizadeh 2010).

Drug therapy for the compulsory obsession disorder, is one of the important stages in the process of sufferer's curing. For curing the compulsory obsession disorder, the drugs of selective serotonin reuptake inhibitor are used .These drugs, which are called selective recapture of serotonin controller; increase the amount of serotonin production in brain. The brain of sufferer from compulsory obsession disorder produces less amount of serotonin or the produced amount attracts by parasympathetic nerves and disappears. (Alizadeh 2010)

These drugs as it appears from their names prevent recapturing and losing of the serotonin in the brain, this losing happens in synapses where nerves join to each other. Serotonin is a chemical material in brain, which transfers neural messages from neuron to another one during synapses (Alizadeh 2010). These drugs are used in the curing of depression, anxiety, and other behavioral disorders.

SSRI increase amount of serotonins in synapses, they do it to prevent recapturing of serotonin in nerves, which transfers brain pulse. Recapturing of serotonin is the reason of producing new serotonin. (Alizadeh1389). Common drugs, which are used for curing compulsory obsession disorder and are in the group of SSRI include Fluxion, Sertraline, Citalopram, and paroxetine, Escitalopram, Olanzapine and Risperidone. (Alizadeh 2010). These drugs have acceptable feedback, and have less side effect; some of the side effects can be headache, lack of sleep, diarrhea, and tension. In this research, the researcher is going to compare the mental disorder of obsession among male teachers in high schools and vocational schools in the city of Malayer in 2016-2017.

4 Characteristics of the Research Plan
This is a descriptive research and the kind of causative- comparative. In a causative-, comparative research the aim is to reach the effect (dependent variable) through the cause (independent variable), therefore this research is a retrospective one. This method of research is mainly used when independent variable due to being characteristic or immoral and non-humanistic cannot be manipulated and the researcher wants to find the cause (independent variable) by studying the effect (dependent variable), (Sarmad-2013).

In this study, the researcher aims to compare the differences in the rate of prevalence of mental disorder anxiety between the male teachers and the instructors of high schools and technical school in school year of 2015-2016 in Malayer city.

4.1 Participants
The participants in this study include all the male teachers and instructors of high schools and technical schools in Malayer in 2015- 2016 school year, who are 250 people all together.

Sampling Method and the volume of the sample
The sampling method in this research is not randomly, but volunteering. In a non-random volunteer sampling, the chance to attend for all members of the population is not the same. In addition, the sample

people are merely chosen due to their simplicity and accessibility. In a survey research of a vast community that relies on subjects, it is not possible. In most human science researches, this method is used. The selected subjects (volunteers) are almost a sample of the society.

The sample volume for this study, according to Morgan table, has been calculated 130 people. Morgan table is one of the mostly used methods to calculate statistics sample volume. In Morgan table, using Koukran formula, the sample has been calculated per different sizes of the society (Sarmad- 2013).

Demographic Characteristics of the Samples

In this research, 130 people among the high school teachers and technical instructors have participated according to the specifications discussed later in this paper.

Table 1- Number of male teachers of theoretical schools and their educational level

Theoretical schools	Number of teachers	Associate	Bachelor	Master	PhD
School 1	14		2 14%	12 86%	
School 2	14		8 57%	6 43%	
School 3	16		9 59%	7 41%	
School 4	21		6 29%	12 57%	3 14%

Table 2- Number of male Instructors of Technical schools and their educational level

Theoretical schools	Number of Instructors	Associate	Bachelor	Master	PhD
School 1	14		10 71%	4 29%	
School 2	14		11 79%	3 21%	
School 3	19	2 10%	14 74%	3 16%	
School 4	18		16 89%	2 11%	

Notice: All the participants are married, 80% between 30-40 years of age and 20% between 40-50.

4.2 Measuring Tools
In this study, the scL-90 test was used to measure the rate of mental disorder.
The scL-90 Questionnaire has got 90 questions to assess psychological symptoms reported by the test. This test had been designed for the first time to show the psychological aspects in physical and mental patients. Gvtys first introduced the proto type of this test, Lympnv Kvvy (1973), (Moradi-2005).
Clinical experiences and psychometrics analysis have been reviewed and the final form has been prepared.

4.3 ScL-90 executive and marking procedures
The first step in marking this test is to transfer 90 questions into the related answer sheet. Next step is to calculate the total uneasiness coefficient for each one of the 9 parts and the extra questions of the test, this is done by summing all the numbers except zero, for each dimension. In the third step, the sum of uneasiness in each dimension, except for extra questions, are divided into the number of the questions in each dimension with two digits of decimal, so the crude number for each dimension is gained. In the fourth step, the total sum of uneasiness for all 9 symptoms and extra questions are calculated, the resulted number is divided on 90 to get the total criterion of symptoms (that is: GSI) is achieved. By dividing the total number of uneasiness coefficient into the number of PSI, the uneasiness coefficient criterion (that is: PSI) will be gained. Then we have to refer to the proper forms to change these crude numbers into T – scale. If the subject does not answer more than 20% of the test or more than 40% of each dimension, either the test or the related dimension will be considered invalid (Ashyani-2012).

4.4 Research Executing Procedures
By the help of principles of the schools, questionnaire were given to the volunteer teachers, and they answered then in a period of time, the questionnaires were collected by the help of the principles of the schools, then scoring were done, collected scores, average percentage of each disorder determined at schools, then PSDI of the each institute was defined   and then by using SPSS analysis of data were done. To analyze the data and get an accurate research result, after consulting with co-workers and our professor, Data analysis method was determined and statistical analysis were done using the SPSS software.

Data processing procedure
In this research, to review and describe specifications, the existing procedures in descriptive statistics were used, such as frequency distribution table, percent of gathering and average frequency, and to analyze the data, inferential statistics such as t test was used with the aid of SPSS software.

4.5 Testing the Theory
There are differences in the level of obsession disorder among male teachers of high schools and vocational schools**.**

A) Description of data
Table 3- Frequency table of level of obsession disorders among male teachers of high schools and vocational schools.

	Average	Standard deviations	minimum	maximum
High schools		0.18	0.25	0.90
Vocational schools	0.56	0.21	1.14	1.70

B) Data Analysis
For the evaluation of relation of the variables, independent T test is used, which the results are as bellow:
Table4- Table of independent T Test among male teachers of high schools and vocational schools about obsession disorder

variable	Sum of squares	Degree of freedom	Average of sum of squares	F	T	Level of meaningfulness
Obsession disorder	792.439	1	29.36	5.17	2.96	0.0254

P≤0.05
In the above table , the meaningfulness test of T shows that differences among male teachers of high schools and vocational schools about obsession is meaning full, also this research show that obsession disorder among students of vocational schools are more than high schools teachers. Therefore, in the above hypothesis we can get the conclusion that, obsession disorder effects on high school teachers and vocational schools teachers there is meaningful differences between male teachers of high schools and vocational schools in the level of obsession disorder.

5. Conclusion
Bellow results achieved by this research:
There is a difference between male teachers of high schools and vocational schools in the level of obsession disorder.
Obsession is a kind of anxiety, which bother the individual by adamant thoughts or the repeating an action to reach the calmness.
In vocational schools, because the teachers repeat some topics for several times in several sessions, they have kind of obsession of lack of learning of students among teachers, which this disorder in vocational schools is more than high school, but in high schools because teachers are not worried about this issue, they have fewer obsessions.

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The role of collaborative multimedia games with native language in children's social development

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Abstract
Social development is the most important aspect of the existence of each person, which means coherence with the rules, values and attitudes of the group and the social. In this process, individuals learn skills, knowledge, and adaptive methods and get the possibility of interactions in a continuous interaction. Since children without social development and having the necessary skills are unable to perform their social engagement with others, games are therefore one of the skills that can be considered as the most important tools for the development of children and have a role to play in their education. . The role of multi-language collaborative games with mother tongue in the development of the physical and psychological development of children in the age of the virtual world is indisputable and constitutes a major part of the socialization of children and adolescents, and causes a direct relationship between mind and language. What is certain is the measurement of the effects of multimedia games with native-language socio-cultural backgrounds on children and youths, and the study of these games is an essential and important element in education. In this research Participatory multimedia with mother tongue is considered as one of the factors that accurately, creatively and boosts children's social development. It is necessary for researchers to come up with a thorough and accurate planning in this sensitive and inclusive field and provide the full range of social development of children in the third millennium.

Key words: participatory, multimedia, native language, social development.

Introduction
The introduction of emerging technologies into the realm of personal and social life in the present era has changed many of the equations on the process of socialization of individuals. Meanwhile, the socialization and characterization of students as generations who are more concerned with day-to-day technologies than their age, is the primary concern of parents and educators in the next degree (Najafizadeh and Javadi, 2005). Play a game of any kind of physical or mental activity that is performed in a group or individual, and it delivers and satisfies the needs of the child (Afroz, 1393). Participatory multimedia games that play in them require the development of social skills. Graphics, sound and engagement, initiative, storytelling, curiosity, complexity and imagination, logic, memory, reflections, math skills, challenge solving and visualization are the technical, psychological and individual aspects that attract actors to these games. Independent work, continuity in the game, enjoyment, active participation, participatory engagement, group structure, learning, competition or team collaboration, and equal opportunities in the game are other factors that motivate a person to continue playing (Rosandel Arbatani and Amiri, 1391). Social behavior forms the basis of every person's life, and social development, in turn, raises the rational growth and other aspects of individual development. For the purpose of social development, social development is a means of socializing so that it can coordinate with the people of his community. In other words, when they call a person socially, that not only be with others, but also collaborate with them. Social growth is the most important aspect of each person's existence. It is assumed that children without social development and having the necessary skills are not able to perform their duties in social interaction with others. It is important to note that deficiency in social skills is a decisive factor in increasing the mental and mental issues of children, and the social skills needed for life and society are acquired during the socialization process (Aghapour, Jamshidi and Farokhi, 1393). The Help is social development in the context of the child's interaction with the social environment and in relation to peers, and it is a process that enables the child to understand and predict the behavior of others, to control their behavior and their social settings, social development, the most important aspect of each person's existence is. Because of it is assumed that children without social

development and having the necessary skills are not able to perform their duties with others in the community. It is important to note that defective social skills are a determining factor in increasing the morale and mentality of children (Barclay, 2005). Video games for children add drugs to drugs and increase the degree of anxiety and anxiety in the child. Children who are involved with this enemy show social phobia. It is not surprising that the group of children at school is weak (National Institute, 2013). In this paper, considering the increasing growth of new media, we examine the impact of the role of multi-language collaborative play with native language on the social development of children, with the assumption that multi-language collaborative games with mother tongue lead to an increase in the social development of children.

Collaborative games

The game, which means pleasurable and enjoyable work and activity, is a necessity for the child to grow thoroughly. The child manifests his feelings and dreams through the game, brings his talents to life, learns timely controls and exercises, brings out fears, gives life to the program and learns new things, experiences it. He finds the answer to his curiosity and questions, strengthens his senses, reveals his inner world and his secrets and problems, and saves his stored energy in a desirable manner (Shafiabadi, 1371). Children have different spirits and, depending on their characteristics, experience different games. The factors that influence the selection of children's play area: 1) Individual differences 2) Health 3) Physical and motor development 4) IQ 5) Gender 6) Creativity 7) Family culture 8) Geographical location. The game is then divided into different types. Such as physical games, imitation, dramatic, symbolic, educational, creative and collaborative (Pour Khalili and Ehsani, 1294). One of the types of multimedia games is the educational games that attracted the attention of many educational leaders in the 1960s. Through games, children, especially educational games, gain access to new mental concepts and gain more and better skills. They learn about the game in different colors, in different forms and in different directions, and they gain valuable experience; during the game, learned lessons are learned without effort, willingly and willingly (Farahi and Molanapur, 1391). Participatory games have the common goal that the participants do not agree to coordinate their efforts and activities. Hence, the game is an important factor in establishing interrelationships between children, because the need for cooperation to achieve a single goal brings them together. Therefore, children, in fact, experience a particular type of social life by choosing the type of play and determining the conditions of their game and obstructing the rules and rules of the game, and cultivating this belief in organizing this social life. In order to be admitted to the Recognition Group by the matchmakers, they must participate in the other party's co-opment in their lives. A child without games and especially group games, selfish and lacking the ability to communicate successfully and healthy with others, while playing through the game, the way of cooperation and influence in peer groups, attracting others 'attention, respect for others' rights, group life He learns many other social affairs. Children learn how to interact with others during a collaborative game, and teach different types of emotional and social skills in this way. Since the game is part of the existence of children and plays a very constructive role in the development of the child's personality, it can be considered as a starting point for socialization (Jafari, 2012). The use of participatory multimedia games to educate students is essential. Educational games are a new and innovative approach to promoting interest and learning in educational settings. As an active contributor, the student decides, solves issues and responds to decisions (Mahjur 2014).

Multimedia games

This new phenomenon of human knowledge lives on almost all human beings and is like any other man-made construction. One is to use it properly in the work and to help human growth and prosperity. On the other hand, it is a false use that is commonly used in non-scientific and professional use. What make kids and teens more attractive are computer games. The quality of these games has slowly spread in Iran and the market for games and audio and video equipment has been restored to its conquest (Klein & Hitman, 2004). The factor that adds to the number of fans of the games is their affordable price for the consumer; in addition, because they play their children and adolescents, they are very attractive for them.

With thriller sounds and breathtaking sounds, these games bring joy to those humans that are thirsty of stir about, and this attracts the soul and body to them, and takes a world of imagination that focuses on it. The main hero thinks the story (Honey Cut, 2014).

In general, you can summarize the benefits of multimedia games as follows:

1. with the coordination of the eyes and the development of the baby's delicate muscles.

2. Easy learning and kids' attention.

3. Kids can easily paint and change colors without the dirty clothes of the clothes and the surrounding area. For example, if he does not like the green color of his drawing, tells the computer that the color is red and the red does not provide his satisfaction, blue color, and so on.

4. Computers have a variety of programs that allow children to create paintings or stories, or games that interest them in history or geography (Ghanai Chaman Abad and Kawoshaki 1391).

5 computer games bring kids into a world controlled by them, so they enjoy the games.

Along with these benefits, there are some disadvantages of multimedia games that are referred to below:

A) **Physical injury**

Due to the constant gaze on the computer screen, the eyes of a person are heavily under the pressure of light and suffering from complications. Observations show that teenagers are so immersed in the game that they do not care how vulnerable they are to their eyesight and mind. Because the child sits in a constant condition for hours, his spine and skeletal problems become troublesome. Also, the burning and stiffening of the neck, the shoulders and the wrists are apart from the complications of a relatively constant and long-term work with the computer. The skin is exposed to continuous radiation that spreads through the computer screen. The emergence of nausea and dizziness, especially in children and adolescents who have epilepsy, is another complication of computer games (Zadshir 2011).

B) **Mental injuries included**

1. Reducing family relationships; Considering that life in our country is also moving toward mechanization and working in some families, men and women, self-affiliated relationships with the family are diminished and many of this situation And the existence of television as a magic box that cools down the family relationship is unhappy, and now another magic box with the most magical attraction called computers has added the situation and doubled the problems.

2. Strengthening the sense of aggression; the most important feature of computer games is the state of war; most of them, and that one must fight the next stage of the game with the so-called "enemy" forces, the continuation of such games will make the child aggressive and militant. Violence The most important thing that is used to design the latest and most exciting computer games to the extreme, Hollywood's famous figures, which in our culture are humans of anti-value and immorality, are the heroes of failure in these games. They appear.

3 Educational dropouts; Because of the attraction of these games, kids spend time and energy playing with it, even some of the children in the morning wake up earlier than usual to play a bit before going to school and They also compensate for lost hours (Rahimi and parande, 1392).

4. Being isolated and secluded; children who constantly engage in these games are introverted, isolated in the community, and in communication with others. The spirit of isolation is that the child is separated from the peer group, which is the beginning of another incidence of malformation.

5. In these games, because of the fact that children and teenagers play games and play other games and find less play and attraction, their self-esteem will be revealed to the creators and the progress of others. This is because this game deceives the brain cells and moves just a few fingers. So they will not have an initiative (Kaffashi, 1393).

3-1. The Impact of Multimedia Contributing Games on the Personality of Children

The patterns of playing computer games in the child and the choice of the subject of the game despond's on the personality. Therefore, it is likely that the behavior of players after the game can be somewhat influenced by the influence of characters, so far different evidence has been shown. Variable characters

affect adult responses to computer games. A computer can be classified in a variety of ways. The presentation of a comprehensive and useful classifier probably should begin by trying to identify later and distinctive features (Reis, 2010). The distinction between games can be based on their main purpose, how they perform, and their subject quality. In this regard, the categories of computer games that can be positive in all aspects of the game are:

Public entertainment, including games that are the main part is the story or as a game of war and devastation.

Educational including games in which the main content consists of learning new information's or learning new ways.

Sports and non-fate, including games that are the main axis of no-combat or devastating sports (Songi, 2003).

Positive uses of collaborative multimedia games

A) Educational effects

Some research has done to positively influence the effects of these games on the level of learning of children and adolescents, in spite of the fact that they have rejected the effect of computer games on academic failure. Specialists have found that several of software can be used as a means of doing things. A group, a classroom guide, and counseling for teachers to prepare curriculum and how to manage the classroom. Video and computer games may have interests that are not available in other educational ways. For example, the ability to select solutions in an imaginary game allows students to experience a fairly safe environment (Nucci, Shim, 2014).

1_ Lesson Training 2_ Providing Consultancy Services 3_ Familiarizing With the Functioning of Some Institutions and Organizations 4_ Increasing Creativity 5_ Enhancing Perception

B) Physical effects: 1) Improve muscle skills. 2. Establish coordination between eyes and hands.

C) Psychological effects: 1) Emotion 2) Creating self-esteem 3) Increasing Extroversion

D) Therapeutic effects: 1) Respiratory muscle repair 2) Reducing pain and anxiety in patient's children. 3) Reducing cerebrospinal fluid and hyperactivity disorder. 4) Reducing speech disorders. 5) Reducing disturbances (Salman, 1392).

Mother tongue

The first language, or the language of speech, in the first instance of the prisoners, has said that it is incumbent upon the reader to understand how difficult it is to learn how to express his or her belief in the ability to think the same way as it does in the brain. Language is the language of a person whose childhood is usually learned and, at the very least, it is a matter of interest, and is not necessarily a language of sociology. It is a basic language and a vocabulary that is not meant to be spoken by people. In some countries, the term "language" is more or less the same as word for word. In the language of the language, the second language is the language that each and every one of the different people is happy with. In terms of neurobiology, the first language compares to the language that the person learns later in adulthood (second language) in a different position in the brain cortex. In many cases, limited brain damage may cause severe impairment in one of these two languages (first and second), while other language skills will not be harmed. In cerebral ischemic stroke, the most commonly damaged is a dysfunctional injury, and the person usually starts first Loses language abilities while still able to speak the first language. If the child learns more than one language at an early age, the brain region associated with all these languages is similar to the region of the first language and cannot be scientifically considered as any of its second language (Grady et al., 1993). Mother tongue is a language we have learned from mother, father and relatives. As a matter of fact, the child's researchers are familiar with her mother's womb in her mother's womb, and when she begins to cry when she begins to speak, she listens to her cry when she is spoken in her mother tongue. As the child learns in her mother tongue over time and repeatedly, she begins to convey. I start by making short sentences begin to speak in my mother tongue. Over time, he learns to communicate his feelings and desires to his or her parents in his native language. Interact with others in their mother tongue. It plays with the same language, laughing, dancing

and entering a debate and a blog. Alone and only with his mother tongue, who is able to recognize and express the world around him. Speaking in native language, he becomes aware of his belonging to a particular group of his own individuality and loneliness. He lives in the affection, trust, and security that this belonging to him. If I want to give a scientific explanation, I will say that speaking is self-conscious (vowel). We speak silently when thinking. And when we talk about the lips, we actually talk with sound.When we speak mother tongue; there is a direct relationship between mind and mouth (language). Here, I want to say a bit more about the issue, when we speak of our motherly mother, there is actually a close relationship between our heart and mind and mouth (our language). Because these words relate the moments of life and our past experiences in our minds and minds, we live in every sense of the word, we are happy, we are dissatisfied, we regret and wait. With the resurrection of sentences shaped in our minds, our hearts are dead; through the mouth and tongue we express all our feelings and thoughts and communicate to others. That's why, when we speak of our motherly mother, a triple mechanism is arranged between our mouths and hearts and our minds, which fully and fully adapts to human nature. Therefore, mother tongue is like a key to opening our inner world. Hijab, Haza, Faint, and Art, and all of our inner affairs are only revealed once and only when we speak in our mother tongue (native language, 1396).

Social growth

Social development is the evolution of individual social relationships. Social development requires coordination with the social group and adherence to norms (rules of social behavior) and its traditions. Understanding the interdependence of the social group, understanding the interaction between its members and working with others is another requirement of social development. To reach this stage of the child's social development must change its interests, learn new ways of behaving, and choose new friends. The degree of social development of a child depends on participation in community affairs in the pattern of social behavior that parents have given it (Asadi and Bani Jamali, 1996). In general, the goal of social development is that one can establish social relationships or have the necessary growth for social relationships. In other words, when one learned to adapt to the group's criteria, morals and traditions, he reached the stage where he could communicate with his community and say that he has been socially developed and evolved. Therefore, the sense of community unity and the establishment of interactions among individuals of a community and cooperation with others is one of the characteristics of social development and development. To reach this stage of growth requires that the child change in his / her interests, learn new ways of behavior, and choose new friends. In addition to being willing to stay with others, the social person wants to work with them as well. He wants to do something for them. A " gregarious " or a baroque group is heavily willing to be with his fellow beings, he laments his loneliness, and once he sees himself among the group of his fellows, his satisfaction is satisfied, though he does not contact them. Therefore, firstly, no animal is to be considered a social animal because it has a collective life. Secondly, the social behavior of individuals who interact and collaborate and share common interests should not be called the behavior of the gregarious that does not have such a quality, but they are in the opposite direction. Thirdly, social behavior is one of the great characteristics of human beings and the type of human being, and the group's behavior is specific to post animals. With the explanation that passed, no child is born at birth. He needs to learn behavior with others and social compatibility through contact with people. Social development requires guidance from educators in order to go well. Since the social group has a great influence on the personality of the child, it is clear that the members of the group should be so selected that they have a good effect on the child. Because the child is not able to guide himself because of little age and experience, and this role must be taken over by the elder (Shoari nejad, 1993).

5-1. variety of social skills

1) Social Initial Skills: Includes, Listening, Starting Talking, Asking, Saying Your Awareness, Introducing Others, and Respecting.

2) Advanced Social Skills: Demanding Collaboration, Joining Groups, Providing Instructions, Apologizing, Retiring Others.

3) Skill for feeling: A person's awareness of his feelings and sharing it with others, understanding the feelings of others, tolerating the anger of others, and self-encouragement.

4) Alternative Skills for Aggression: Letting, sharing, helping others, negotiating self-restraint, insisting on their rights, responding to harassment, avoiding harassment, avoiding conflict. (William, 2005).

5) Exercise-related skills: Includes, suicidal instruments, tolerance of others, support from friends, reaction to failure, tolerance of defamation, pressure on the group.

6) Planning Skills: Includes decisions for doing work, finding the cause of the problem, goal-seeking, prioritizing problems, focusing on work (Seif, 1391).

Ericsson Social Growth

Eric Erickson, a well-known psychologist who was influenced by Sigmund Freud, believed that people at each stage of life's growth face a conflict that would be a turning point in the growth process. In his belief, these contradictions in creating a psychological quality Or failures are effective. During this period, both the field for personal growth is well provided, both for failure and failure. He proposed a theory of psychosocial development that was more extensive than Freud's theory and had a rather optimistic view compared to Freud's psycho-sexual theory. Here, the eight stages of psychosocial development of a person are presented in summary form based on this theory.

Phase I: Psychosocial Development (Trust against Distrust)

The first stage of growth in the theory of psychosocial development of Ericsson occurs between birth and year one. This course is the most fundamental stage in life. Given the fact that the baby is completely dependent, the growing dependency on her depends on the quality and reliability of the person who nurses her. If confidence develops successfully in a child, he will feel safe in the world. If the nurse is incompatible, remiss or emotionally inaccessible and does not pay enough attention to the child, it helps to increase the sense of distrust in the child. Failure to grow trust creates fear in the child and leads to the belief that the world is a very unpredictable and unpredictable place.

Second stage: self-control and self-reliance against shame and doubt

The second stage of the psychosocial development theory of Ericsson in early childhood focuses on the formation and development of a deeper sense of personal control in children. Erickson, like Freud, was of the opinion that the training of bathing / toilet rooms is a vital part of this process. But Erikson's argument was completely different from Freud. Erickson believed that learning to control the functioning of the body would lead to a sense of control and independence (Ganji, 1996).

Stage Three: Innovation against Sin

During the years before school, children begin to empower and exercise control over their world through some games and other social interactions. Children who successfully complete this stage find the sense of personal ability and leadership of others. And those who fail to gain these skills, feel guilty, doubt themselves, and lack of initiative in them.

Stage Four: An Action against Humility

This is the first year of school, from about 5 years to 11 years of age. Through social interactions, children begin to grow proud of their achievements and abilities. Children who are encouraged and guided by parents or teachers find their competence, competence and belief in their abilities.

Step Five: Identity Against Lost and Confusion

In adolescence, children discover their independence, in other words, they feel themselves. Those who receive appropriate encouragement and support through personal exploration will leave this stage with a sense of independence and control as well as a strong sense of self. And those who are unreliable in their beliefs and desires will be uncertain and lost as well about themselves and the future.

Stage Six: A sense of belonging to isolation and seclusion

This stage embraces the early age of adulthood, when individuals discover personal relationships. Erickson believed that it was necessary to establish a close and committed relationship with others. Those

who succeed at this stage will create a secure and committed relationship. Remember that each step is based on the skills learned in the previous steps.

Stage seven: Action against stagnation

In adulthood, we continue to build our lives, and our focus is on work and family. Those who succeed at this stage will feel that they are involved in the work of the world by being active at home and in the community. Those who fail to gain this skill will find themselves inactivity, stagnation, and lack of involvement in the work of the world.

Eighth stage: Integrity versus frustration

This stage is related to the old age and focuses on reflecting past activities. Those who have not succeeded in the previous stages of growth or who believe they have failed, will feel that their lives have been lost and will be regretted to the past (Seyyed Mohammadi, 2007). In this case, the person will face a sense of disappointment and disappointment. Those who have a sense of pride in their past achievements in life will have the integrity, integrity, and identity. Successfully going through this stage means looking back to the past with a little regret and overall satisfaction. These people are those who receive wisdom, even in the face of death, learn the help of weak people (Mongillo, 2015).
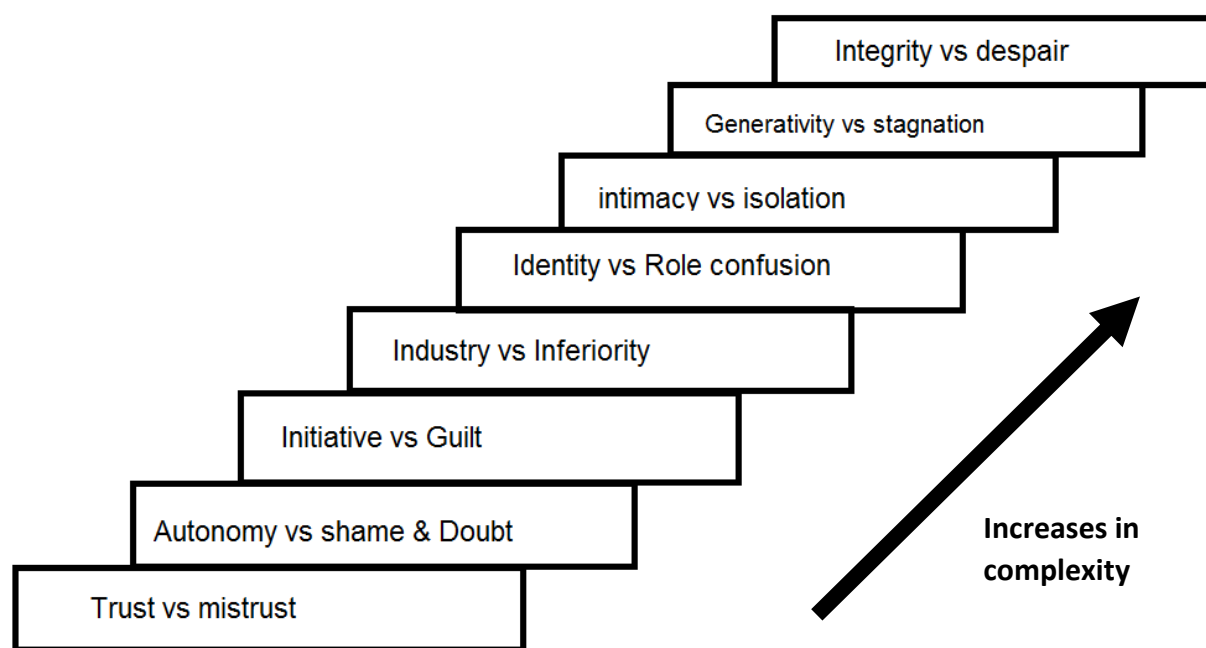
Fig.1. The Stages of Emotional Social Growth by Eric Erickson

The role of multi-language collaborative play with native language in children's social development

An interactive multimedia game is one of the most important factors in child rearing. This generation of games with the combination of native language is not a matter without mind or without construction, but an integral part of our lives. Also it is an effective tool for optimal, effective functioning in adulthood and cognitive development learning. Through multiplayer games with native language, children gain new mental concepts and gain more and better skills (Klein & Freitag, 2010.(

Among the effects of this generation of games on the baby's life:

It connects the child with the outside world and expands her social world.1

It boosts the hidden talents and creativity.2

Co-operation, co-operation and child development are developed.3

Comes to the principles and regulations.4
Learn to replicate with adults.5
Meets the concept of hierarchy and observes it.6
He learns the competition and realizes the failure.7
There is power of expression and is abandoned by fear, shyness and embarrassment.8
9. He teaches support for weak people (Mongolia, 2015)

Conclusion
The game is a child's work and it is effective on all aspects of child development, including health, psychological, skill-planning, problem-solving ability, creativity, attainment, language development, and, in particular, intellectual thinking. Child development is a series of physical, psychological, social, cognitive, emotional and behavioral changes that occur from the fetal period to adolescence. These changes make children unique. Generally speaking, human growth is an endless process in life. Therefore, in studies on child growth, we should not forget that the period from embryonic to adolescent is not separate from the rest of human growth, since the game for children is a natural means. Of course, with this goal that could recognize itself and its characteristics and using them. That in native-language multi-media collaborative game, the child is given the opportunity to recognize and act upon his feelings and to display annoying emotions and internal problems through the game. In a word, the purpose of the multi-player collaborative games with the native language is to awaken the capacity of individuals to enjoy the beauty, affection, cooperation and help to make this pleasure aware, and summed up the motivation of humans to turn the game into curiosity and exploration and adding person's readiness to confront surprising situations. Of course, multimedia games with the native language of the child cannot be foreseen, and it reduces the movements of the uplifting, such as sitting, rising, circling, touching, chasing, and escaping, which are a major factor in muscle strengthening, but thinking about the right strategies He finds himself in critical situations; he responds to three requirements of physical activity, mental mobility and verbal development of the child. Meanwhile, this generation of games is a practice to accompany the gathering, competition, concentration, tolerance, observance of order, all of which are social life skills. At the same time, one cannot ignore the exact educational and educational points of these games, which are subtle and hidden, so one of the types of games is a collaborative multimedia game with a mother tongue that is indisputable in the development of children's physical and psychological well-being. Indirect education this enjoyable environment is an approach in which children play and learning with activities, without competition and collaboration. Multi-media collaborative play has become the most popular and most entertaining tool in the world. Children and countless teenagers in the world spend a lot of time playing games every day and our country is no exception. Multi-language games with mother tongue can have many benefits, the most important of which are children's cleverness and the result will be precision, focus and endurance.

Offers
Since there are some disadvantages and benefits to the multimedia partnership with the mother tongue, and if it is to be used, if it is to be used, it is better:
1. Since children's multi-media media play with video tools is less problematic, these games will be destructive if children are alone for long hours, so it's better for parents to spend more time on their children. . The more time and the right communication between parents and children is, the less the scope of such games is provided; otherwise, the main culprits are the parents who spend their children on long hours against television, computers, video, games, or movies.
2. It is better for parents to circulate with their children for some days and to play their favorite games in nature in order to disengage their nervous and psychological energy and to give up their attention to computer games. It is better to argue with reasoning and harm. Note the computer to the children and adolescents.
3. Gaming gamers should be better at home because they know more about the use of games on their contacts, and build on their features to build multimedia games, and by making the best multimedia

games for students to learn and learn. They also help students to activate their imagination and thinking, they also get the same capital.

4. It is suggested that the impact of multi-language collaborative games with the mother-tongue language on other children's skills, including physical, social, mental, creativity and academic skills.

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Psychotherapy Review with Family Psychology Approach in the Context of Iran's Religious and Cultural Values

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Abstract

Psychotherapy seeks to achieve its goals determinedly in consolidating the foundation of the family. Its programs are as follows: scientific study of families' tensions and problems, informing relevant institutions and organizations for appropriate policies in order to increase the positive attitude toward marriage, accurate selection of the spouse and successful marriage, improving couples' relationships and family members' relationships, anticipating and preventing of divorce and reconciliation of spouses after divorce. The aim of study is psychotherapy review with family psychology approach in the context of Iran's religious and cultural values. The method of study is a descriptive analysis. Result: psychotherapy has specific goals and plans in order to realize its transcendental goal that is the consolidation of the foundation of family in various ways. It is concluded that families and parents with high positive emotions are energetic and spirited and enjoy life. In contrast, families and parents with a high negative affection are anxious, worried and low-energetic.

Keywords: Psychotherapy, Family Psychology, Religious and Cultural Values, Family Problems

Introduction

In Article 10 of the constitution of the Islamic Republic of Iran, the family and the relations between its members have been emphasized. According to this Article, family is the fundamental unit of Islamic society and it is emphasized that all laws, regulations and relevant programs must tend to facilitate the formation of family, safeguard its sanctity and the stability of family relations on the basis of the law and the ethics of Islam. Family is the only natural and unified entity in the system of existence. The holy Quran mentions that the formation and consolidation of family leads to the peace and security of the soul and increases the divine mercy, it also explain the privacy of the family as a safe place for growth and excellence of members. Childbearing and the effects of technology on the family system are among the challenges faced by psychologists in Iran. Based on Islamic principles and cultural models, psychotherapy plans scientific and coherent activities and seeks to overcome these problems and consolidate the family with a focus on education and research. Psychotherapy with the intellectual participation of experts, who are experienced in specific fields of psychology, family and marriage counseling and are familiar with their regional and ethnic culture, can be a good basis for using the scientific information to prevent, educate and treat the problems and obstacles of Iranian families. Psychotherapy recruits the graduates of the field of psychology and family counseling in order to provide an opportunity to use their intellectual and scientific abilities and prevent them from being separated from scientific centers. The necessities and plans of this association are as follows: scientific study of families' problems, and informing related institutions and organizations to make appropriate policies in order to increase the positive attitude toward marriage, accurate selection of the spouse and successful marriage, improving couples' relationships and family members' relationships, anticipating and preventing of divorce and reconciliation of spouses after divorce (Ahmadi Ghozloje, 2014). In this regard, the present study aims to investigate psychotherapy with a family psychology approach in the context of religious and cultural values of Iran.

1. Family psychology

Bronfenbrenner believes that in the first six years of life, the child's mental development is entirely influenced by the family environment. He believes that children who have lived with their families for a long time are in a higher level in some personality traits such as sense of responsibility and leadership power and believes that the family is effective in socialization of the child. The family is a biological unit that forms based on a marital relationship and individuals have relative and affinity relations and are relatives. The most important factor of socialization in every human's life is childhood experiences in the family environment. The atmosphere of the family is full of affection, sacrifice and forgiveness, intimacy and warmth, and at the same time, with envy and grudge, hostility and malice, hatred and anger. Children experience these kinds of affections with their parents and siblings during socialization. Family members are very dependent to each other that any problem or issue of a family member directly or indirectly affects the lives of other members. On the other hand, due to the same influence on individuals, the family is sometimes used as a way to treat disorders. In order to treat one individual, clinical psychologists and counselors sometimes prefer to meet all family members. Family studies cover different areas including marriage, family formation, marital interactions, relations between parents and children, family disputes, divorce and separation, etc. Each of these areas has a large dimension (Souri, 2016).

2. The functions of family psychology

Family psychology examines family barriers and problems using researches done on family, its problems and the relationships among family members from a psychological perspective. These problems include the problems of marriage and engagement period, marital conflicts and its causes, the manner of interaction and marital relationships as well as the way of interaction with children, etc. so family psychology deals with these problems and try to provide practical solution to improve family relationships and promote the mental health of the family. Family is one of the oldest social institutions and the cornerstone of society and has a special role, base and dignity in different societies, so that no human society can exist without a family. One of the most important reasons for not having a desire for formal marriage and family formation in the West is the lack of confidence between the two sides to continue living together. Hence they try to live together for a while before the official marriage, in order to gain more knowledge about each other, which sometimes lasts for several years, and most of them lead to separation, and women suffer a lot from this relationship. Sometimes several children from different fathers and mothers live together in these families. It is clear that mental instability and the dangers of educational issues posed by this situation, threatens these families (Nouri, 2015).

3. The effect of family on individual differences of children

The behaviors of family and the relationships between parents influence on the mind and behavior of children. Different parent's behavior with each child causes individual differences in children. The family has a tremendous influence on whether children are happy or depressed. Types of Effects: The most powerful social unit that influences the human's individual differences is the family unit. The family is the first child's social environment, and the influence of each family varies from one family to another, depending on factors such as: 1. the community that embraces the family; 2. family system in terms of the number of people; 3. the type of family structure: nuclear or extended family; 4. The authority of mother or father to settle home problems (matriarchy: the family and the descent have a mother. The mother is native and famous that in this type of family, the female culture is dominant and girls are dear. Patriarchy: the family and descent have a father. The native and nominal father and the male culture is dominant); 5.Physical environment of the family; 6. Neighbors; 7.Economic factors of the family (Hayes, 2016)

4. The fidelity of family to religious values

Parents' attention to religious affairs has a significant impact on the tendency of children to adopt religious beliefs and internalize cultural values. Families can be divided into different categories in terms

of fidelity to religious affairs: 1. Families whose parents have religious fidelity and attempt to strengthen the religious thinking of their children: families whose parents have religious beliefs and are sensitive to the cultural and religious values of their children. For example some people were asked about it and they said: "before school, I went to the Quran class and I was going to Quran memorization class during the elementary school. If we want to preserve our culture we must have stronger Islamic beliefs". 2. Families whose parents are not faithful to religious affairs and are careless about the religious beliefs of their children. In such families, adolescents hesitate accepting religious values and norms and are not able to have religious behavior appropriate to the conditions of the society. One of the most important points in accepting religious beliefs by adolescent is that they have pure nature and hearth and have the potential to accept religious beliefs, but in some cases parents may be careless in this regard. 3. Families who have normative conflict in accepting religious affairs: ambiguity in the religious role of adolescents is one of the things that families, especially parents, can play an important role in it. The family, through direct and indirect education, eliminating ambiguities, guidance, etc., can be a factor in accepting the religious norms by children. Sometimes the family encounters a normative conflict in accepting religious affairs, which causes children to be confused (Rosenzweig et al, 2016).

5. The role of family religious education in confronting cultural invasion

Family creates a suitable environment for fostering parents and children and can play an important role in perfecting the members' lives and creating peace and prosperity for individuals. The family plays an important role in the fundamental transformations of societies. Religion and government also are under the influence of family functioning and this impact causes change. The resistance of generation against conspiracies and eliminating the offensive backgrounds are possible by the right education of children in the family. Family is one of the fundamental institutions of the human community that has existed in various forms throughout the history. This institution has various functions and roles and plays an important role in regulating the social life of humans, since human beings are born, grown in the family and learn many affairs and concepts in it and always deals with the family. Therefore, family has a great impact on other social institutions. Also, the family is the most effective factor in the transfer of culture and the fundamental pillar of society, which is constantly being influenced and influenced by culture and social factors. In the family, human being can achieve identity and personality and he/she develops morally and spiritually in a healthy family (EeinBeigi et al, 2015).

The role of family in counteracting the influx of Western culture into Islamic societies can be very useful, because people first grow up in the family and then enter larger communities, and the family's religious and moral teachings are vital to curtailing the influence of an invading culture on society and its people. In the face of cultural invasion, resistance of young generation is the way of blocking the invading culture. In fact, the right way of Islamic education should be adopted in order to prevent the infiltration and spread of corruption and to deter new generation from joining to corrupt groups. The spiritual and political dynamism of each society depends on the presence of accepted religious and national values in that society and the fidelity of individuals to them. Hence, the best way to improve and increase the readiness of society against enemy's intricate tricks is to attempt to preserve, internalize and expand the values in individual and social life. The family is the first focal point that can play a role in this field. After that, the school and university should be aware of this important position and help people in different age groups based on their needs, because providing intellectual nutrition for the new generation is a kind of worship. The family environment is the first school that can develop the inner talents of children, and teach them good personality, bravery and courage, forgiveness and generosity, truthfulness, chastity, trusteeship and greatness or on the contrary, teach them bad and evil attributes, and inappropriate behavior. Family education is more durable than any other education, because the child spends most of his/her time in the family, he continuously observes, imitates and follows the family's behaviors. He/she learns the habits, experiences, and skills from family members and turns them into behaviors. For this reason, parents are responsible for the guidance and education of their children. The target of this invasion is Families who are poorly educated and unable to cope with cultural invasion, families who are

unprotected, irresponsible and broken, and are not aware of parenting. Accordingly, the best way to confront cultural invasion is to prevent the intellectual deviation of the youth (Malogiannis et al, 2014).

6. Establishing tight family relationships

Today, the relationship between parents and children is very cold and almost disconnected; the main reason is the difference between generations, which makes it difficult for parents and children to understand each other. Scholars believe that this gap increases every day and is a catastrophic issue. In the hadiths and narrations quoted by the infallibles (as), it is also emphasized on the dynamics and convergence of family members in order to prevent the degradation of family and cooling off family relationships. As the prophet Mohammad (pbuh) said: it is more beloved to Allah that a man sits beside his wife and children than secretions in this mosque. It seems that parents are close to their children during children's early childhood and during adolescence, the distance increases day by day. As a result, teenagers do not accompany their parents and oppose them. Many fathers and mothers are trying to provide what they consider to be suitable for their children in terms of food, clothing and housing. They always think about the security and happiness of their children. But in most cases, they only consider the material and welfare issues and neglect their moral education and do not spend enough time and energy to meet family's psychological and moral needs. Imam al-Sadiq (a.s.) said: "The best thing that fathers could leave for their children as inheritance is manners, not wealth" (Ghasemi et al, 2016).

Television programs with high advertising and various topics that are very glamorous are intended to attract the children's attention and to meet the emotional and psychological needs of them, including entertaining them and get them away from cultural and religious values. These programs do their best and are quite successful. Some parents do not endeavor to make direct and emotional contact with their children. The children are not educated as the parent wish so they complain that the children are so rude and do not respect the parents. While these parents can be a good model for their children by expressing their affection and love and educating them properly and ultimately the family will achieve a life full of tranquility and happiness (Cheraghi et al, 2016).

7. Moral values flourishing depends on the education of family

The family is very influential in the education of children in accordance with Iranian-Islamic culture and religion and the individual's moral values flourishes for the first time in this institution. Imam Ali (a.s.) says "teach goodness to yourself and your family and educate them". This is under the influence of three important factors: responsibility and mental health of parents, the personality of the children and the environment. If the parents are mentally ill, the children will also have a psychological problem. According to statistics, 66% of problematic American children belong to mothers who suffer from mental disorders, and 47% of problematic children live in families whose father has an emotional disorder. When both father and mother have mental disorders, in 72% of the cases, their children will also suffer from the disorder. The personality and character of child also determine the parenting process. Children who are disobedient, noisy and restless are likely to arouse parent's violent behavior. The social environment can also affect the way of parenting and education. Certainly, parents will have a more lenient treatment with their children if they are supported by family elders, have job security, financial and physical security, join friendly widespread social networks, have positive experiences and face low psychological stress (Jacobson et al, 2015).

8. Psychotherapy approach toward the emergence of mistrust between husband and wife

According to extensive psychiatric researches in the area of mistrust between husband and wife, it became clear that when the husband and wife come together under the same roof, then they notice differences. These disputes are sometimes beneficial and sometimes detrimental to both parties and their lives. Sometimes the taste of people varies in many ways and it can create hatred and pessimism. With the passage of time, this feeling leads to fantasy and introversion and finally leads to unfair suspicions. Family education plays an important role in determining the way of marital life. If some features such as positive thinking, security and sense of trust are not developed by family and only negative points are

considered by children, mistrust will emerge in their common life. Negative points will be prominent and false interpretation of spouse's behavior and lack of accurate verbal communication will cause pessimism. Sometimes the intrusions and jealousies of the people around them, their wrong reports and analyzes are effective in creating pessimism and mistrust. These kinds of people are devilish friends and acceptance of them in marital life causes a lot of problems. The Holy Quran says: "the evil ones ever inspire their friends to contend with you if you were to obey them, you would indeed be Pagans". In some cases, how a woman and a man behaves in common life causes mistrust in spouse, such as the suspicious behavior of one of the couples, talking about the divorce or remarriage even humorously or inappropriate contact with strangers. Unveiling of women is one of the most important behaviors that can arouse suspicion. By avoiding these issues, it is possible to eliminate the suspicion and build trust in the other party. Losses and consequences of pessimism and suspicion in the family are very extensive and irreparable (Azad Marzabadi, 2015).

The suspicion between couples leads to many bad consequences, including the negative psychological effects on children, the loss of sense of cooperation in the family and the lack of unity and affinity between family members. Lack of trust causes excessive curiosity which causes severe emotional anxiety, morale weakening, stress and inability to behave properly against the wrong thoughts. Pessimism is the root of hostilities and family conflicts, the feeling of insecurity of children in the home that turns them into unreliable sanctuaries and breaks up the friendly environment of family. On the other hand, suspicion paves the way for the intervention of opportunists who, with inaccurate information, causes unreliability and breakdown of emotional connections in the family. The holy Quran says: "Believers, if an evildoer brings you a piece of news, inquire first, in case you should unwittingly wrong others and then repent of what you have done" (Kabat-Zinn, 2016).

9. Barriers to family solidarity
There are many factors that lead to weaknesses in the religious and cultural values of the family. In general, these factors are in the cultural and family context in society and around the family. So these factors can draw the internal relation of the family to weakness, and consequently destruct the solidity and stability of the family. The factors are as follows:

1.9. Companionship with deviant people and modeling them
Each member of the family may be a member of a group of friends and peers. These groups are accepted patterns of speech and behavior for individuals and usually he/she accepts their norms and value in order to be accepted by them and can communicate with them. For example, if a person communicates a group of addicts, then their behavior will influence on him/her, because the criteria for the group to accept the individual is he/she accepts their rule. The process of influencing of group on the individual is also ongoing in other offenses. Hence, religious leaders discourage their followers from being intimate with unbelievers and offenders. In the family, sometimes spouses suffer moral and religious harm because of the association and effectiveness of corrupt people. So their commitment to family and the responsibility will reduce (Kabat-Zinn, 2014).

2.9. Interventions of the surrounding people in order to weaken the strength of the family
The character and intellectual development of children is made in the family environment and the role of parents in creating a suitable environment for realizing this development is very valuable. Parents play a vital role in determining the fate and lifestyle of their children and they have a capacity that promotes children's development. Children also need guidance of family in order to grow and develop mentally. If the family continues this procedure at all stages of children's life, even when they get married, it causes inconsistency in the new life. Some parents believe that their children should benefit from their experiences in every possible way because they have experienced the problems. Hence the parents believe that they are deserved to interfere in the lives of their children. Of course, one can never deny the fact that children need the parent's guidance and experiences. If compassion increases, it will have inverse consequences and not only does not solve the problems, but will also increase the problems in

their life. However, sometimes young couples do not accept the parents' advices and interpret the advices as interference or sometimes they are dependent on their families very much and provide a situation for the interference of others. Young couples need to know that after marriage, there are new tasks and roles in their lives, and they must reduce their dependence on the family, and do not talk about the issues of their new family and respect their privacy.

3.9. The negative impact of some media on the religious and cultural values of the family

Mass media, especially satellites programs, which have become increasingly popular among people, especially young ones, are another factor affecting family disruption and destabilization. The first problem that the media poses in the family is the strengthening of individualism and aloofness in the family, for example the various TV programs have gradually replaced face-to-face communication, making private space a substitute for the collective and emotional atmosphere of the family. This trend will lead to an increase in individualism and reduce collectivism, which is a major contributor to the vulnerability of family cohesion. Sometimes comedy TV shows attack the principles of the family and mock the man or woman for the roles he or she cares about and despise them in the family, weaken the family system, or, contrary to the rules of Islam that man is the guardian of the family, these programs propagate filiarchy and matriarchy and create an incorrect expectation to deny the management of fathers in the family. Some programs also use non-Muslim experts to express family issues who have educated in West and are not familiar with Islamic theories or reject them. In many cases, they propagate luxury-oriented life and create inappropriate expectations among people who do not have such facilities and weaken the family's economy and increase consumptionism which undermine values such as contentment and simplicity. These programs influence on the positive and constructive relationships of family members intentionally or unintentionally and change their view about life in a way that their sense of satisfaction is reduced and the motivations they need to make a stable life are eliminated (Maltby & Day, 2016).

4.9. The Growth of Virtual Entertainment and the Reduction of Family Stability

New technologies have become an international culture since when it came into human life with virtual entertainment. Despite all the benefits and advantages, it has created problems and worries in families. All family members sit in front of the computer all the day and spend their moments in the virtual world. In the virtual world, because of the absence of physical signs, everything is incorporeal, unknown and uncontrollable. In this space, family members are faced with a number of various life styles, new identities and variable cultures. In many cases, the image of family in the virtual world is inconsistent with our culture and attitude towards the family and its limitations. The values and ethical principles governing the family in the virtual space have a different definition to the real world. In fact, internet creates its own culture. Hence, the expectations of the spouse for life, family and spouse will vary according to virtual space. However, the existence of such issues is impossible in the real world. Addiction or behavioral dependence on the Internet or computer games is a time-consuming phenomenon that is associated with physical, financial, familial, social and psychological damage. The dependent person will fail in social and individual functions. These people devote less time to family members and spend most of the time on computer. This can easily affect the relationships of family members, namely, spouses, parents and children. Official statistics show that Iranians watch TV around four hours and a half each day. In some countries, this statistic is more than 6 hours a day. It is reported that the spent time in Internet and chat rooms is higher than TV, so that the second life of men and women in these chat rooms threatens their first life, because the second life uses his or her most of the time and power. It shows the close and deep relationship of electronic space and individualism (Sohrabi, 2014).

10. Family Psychotherapy

Considering the fact that the disorders of children are related to the mental problems of the parent, it can be assumed that the behavioral disorder of children originates from the context of the family's life. Child's

discomfort is often a sign of a neurological disorder in his or her family. Psychological analysis suggests that the breach of parenting duties by parents has usually an unreasonable base, often resulting from a neurological disorder and is out of their control. In most cases, there is no intention. Most parents want to be a good parent and work in the interest of their children but surprisingly what they do in practice does not match up to the ideal picture that they have in mind. Parents should be considered for the treatment of the children. Only justification and training cannot amend the parent's view. In order to achieve this purpose, psychotherapy must be done and one of the important branches of psychotherapy is family therapy. Family therapy has emerged as a new way to confront those human problems that were formerly addressed by one of several forms of individual psychotherapy. It is a new method and conceptual presentation of how problems arise. It has previously been thought that the problems are mainly due to internal psychological processes or psychological pathologies of individual. So it was believed that the roots of problems place in early childhood experiences. While the family approach believes that these problems are related to existing interactions between family members and sometimes between individuals and other social systems. In fact, the causes of the people's problems in social systems are understood by their present situation and not by their past history. The family confronts both positive and negative change in order to maintain its balance. If the docile child arrives home late, the family will confront him or her. Conversely, after the family does not accept the bad behavior and the bad child of the family tries to correct his or her bad behavior, the family will continue its pressure that leads to the continuation of bad behaviors. An abnormal behavior is caused by the interactions of family members with each other, from this point of view a person's illness is necessarily related to his/her relationship with spouse and family (KeyvanAra et al, 2016).

C In this research, it is concluded that psychotherapy pursues certain goals and programs in order to realize its transcendental goals, which is the consolidation of the foundations of family in various ways. It is concluded that families and parents with high positive emotions are energetic and spirited and enjoy life. In contrast, families and parents with a high negative affection are anxious, worried, and low-energetic, which plays an important role in the aggression of their children. The family has several tasks, including the economic production and culturalization of individuals. Therefore, the family plays an important role in transferring the social norms to their members. In other hand, since the family is associated with the society, the individual's position will be partly based on his/her family social status.

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Relationship Between Anxiety and Mental Health of Patients with Depression

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Abstract
The purpose of this study was to investigate the relationship between anxiety and mental health of patients with depression in Dezful. The statistical population of the study comprised all the patients diagnosed with depression in Dezful city, out of which 120 individuals were selected via convenience sampling. The research tools were Zung Anxiety Scale (1959) and Goldberg General Health Questionnaire (1979). To analyze the data, Pearson correlation coefficients and multivariate regression were used. The results of multiple correlation coefficient showed that there is a significant relationship between anxiety and mental health of patients with depression. Also, the results of simple correlation show that there is a significant relationship between anxiety and all the components of mental health in people with depression.

 Keywords: depression, anxiety, mental health, physical health, social health

1.Introduction
 Mood disorders such as major depression are among the most common psychiatric problems in different societies. In the latest studies, major depression disorders have had the highest incidence of 17% among mental disorders. Different types of bipolar mood disorders are less common in comparison with depression (2 to 5 percent). However, given its recurrent and chronic nature, it might cause significant disabilities for patients (Dardash Zadeh, Mousavinia, and Alizadeh, 2013). Major depressive disorder is one of the types of mood disorder characterized by at least a period of major depression without mania history, and there must be a depressed mood or a lack of interest and pleasure from the usual activities of life that lasts for at least two weeks, and it must at least have four of the following symptoms including loss of pleasure, lack of energy, changes in appetite and sleep, restlessness and slowness, reduced focus, difficulty in decision making, suicidal or death thoughts, and feelings of guilt or worthlessness during the course of depression (Eskandari et al., 2014). Patients' quality of life is of crucial importance due to the negative impact of depression on physical, mental and social well-being of individuals. Research indicates that anxiety in patients with depression is one of the factors that affect the quality of life of patients with depression (Zandieh, 2011). Anxiety is an unpleasant feeling of fear associated with one or more physiological responses such as heart palpitations and sweating. Some people are often impalpably anxious that is called trait anxiety. If the anxiety is experienced only in a particular condition, it can be called state anxiety (Shabani, Yelghani and Ashkan, 2011). Levill points out that anxiety is a kind of mental anxiety with increased levels of arousal, and believes that the level of motive is a very effective factor in the development of anxiety (Dior, 2002).
Moderate levels of anxiety may be a good stimulus for doing positive tasks (Dadsetan, 2007). Most people are somewhat anxious in adolescence and puberty (Hofmann, 2007). Long and severe anxieties can lead people to depression and suicide (Kaplan and Saduk, 2003; translated by Pourfakari, 2002).
The destructive impact of depression on the individual, social and family life of the affected person, the importance of studying the quality of life of patients with depression and considering these changes in the treatment process of this disease is very important. In recent decades, many studies have been done on the role of psychological factors in the incidence and continuation of depression (Darvishpour Kashkaki, 2010). Examples include the following:
Rajandram et al. (2011) in a study on the relationship between hope, optimism, anxiety and depression in a particular group of cancer patients concluded that hope and optimism had a negative correlation with the level of anxiety and depression in patients. Ghorbani et al. (2013) in a study entitled "The relationship between hop, death anxiety with mental health in Urumieh University students" concluded that hope

and death anxiety are significant predictors of mental health. Dehdari, Yarahmadi, Taghdisi, Daneshvar and Ahmadpour (2013) carried out a study on students with degrees of depression, anxiety and stress. The results showed that there is a significant correlation between the mean scores of anxiety and meaning of life. Also, there was a significant correlation between the mean scores of stress, anxiety and depression among students. Hamidi (2013) studied the relationship between anxiety and health in patients with depression in Shiraz. For this purpose, 62 subjects with depression were selected by purposive sampling method. The results showed a significant negative relationship between anxiety and mental health of men and women with depression. Talebzadeh Shooshtari et al. (2011) also showed a significant correlation between having a goal in life and dimensions of general health including physical symptoms, anxiety symptoms, sleep disturbance, social function, and depression symptoms in the university staff.

2.Method

This research is descriptive and correlation type. The statistical population of this study was all the patients with depression disorder in Dezful city in 2015. According to the statistics, there were approximately 200 people diagnosed with depression disorder. Sampling was done via the convenience method and a total of 120 subjects were selected according to the list of patients who were referred to the hospitals, clinics and psychiatric clinics of Dezful city from February to May 2015.

Table 1 . Distribution of subjects by Gender

Gender	Frequency	Percent
Female	23	19.2
Male	97	80.8
Total	120	100

As observed in Table 1, women with depressive disorder are about 19.2%, and men with depression comprise about 80.8% of the sample.

2.1 Research tools

In this study, the following tools have been used to measure the variables:

Demographic questionnaire: In this questionnaire, questions are included about personal characteristics such as gender and age of the patient.

Zung Anxiety Scale

This 20-item scale is based on four-point Likert scale and physical-emotional symptoms of anxiety. In order to design this scale, diagnostic criteria have been used that are consistent with the most common features of anxiety disorder, that is to say, clinical interviews with anxious clients are thoroughly recorded, and later they have used each of the items specified in the test. The diagnostic criteria of S.A.S have 5 emotional symptoms and 15 physical symptoms (Saatchi et al., 2010). The advantage of this scale as to other similar scales is that the client is less able to follow a specific method in his responses, since out of the 20 questions used on a scale, a number of questions (16 questions) emphasize positive symptoms, while others (4 questions) emphasize negative symptoms (questions 5, 9, 13, 19). To ensure that the respondent revises his/her responses, the columns of never, rarely, occasionally, frequently, permanently or almost always have been used instead of "yes" and "no" (which is common in most questionnaires). At the time of the scoring, according to the type of question, if it is positive, the item of "never" is given one point and the rest are given 2, 3, and 4 points, respectively. On the contrary, if the question is negative, the items of "always" or "almost always" are given the score of 1 and the item of "never" is given four points. The maximum score possible on this scale is (20 × 480 = 80). And the score of each subject is equal to the total score or the total values obtained from each of the questions, and the level of anxiety of each respondent is equal to the raw score (the score obtained is divided by 80 ×100) (Saatchi et al., 2010).

One of these studies, which showed the correlation between Hamilton's (1959) Anxiety Scale (HAS) and Zung Anxiety Scale (SAS), showed that based on the data obtained from the implementation of these two

scales on more than 500 subjects, the correlation between two anxiety tests of Zung and Hamilton was 71% (r = 7.7). In order to calculate the reliability of Zung Anxiety Scale, the cohesion coefficient was used which examines the degree of internal consistency of the questions. The statistical analysis of the results of Zung Anxiety Scale using the cohesion coefficient showed a coefficient of 84, indicating its high reliability (Irvine Kottash et al. 1987, cited in Saatchi et al., 2010). In this research, Cronbach's alpha method was used to determine the reliability of the anxiety Scale, which is .86 for the whole questionnaire and indicates the desirable reliability coefficients of the questionnaire.

Goldberg General Health Questionnaire GHQ-28

The instrument used to measure mental health in this research is General Health Questionnaire (GHQ). This questionnaire is a multi-disciplinary test designed to investigate non-dissociative psychiatric disorders that are found in various community settings. This questionnaire may be used for adolescents and adults of any age to discover the disability of normal activities and the existence of turbulent events in life. This test doesn't have a diagnostic aspect, and can only be used to screen people in acute conditions.

In this study, 28 items have been used that determine the level of mental health in four areas: anxiety, depression, physical problems and social impairment. The questionnaire was designed by Goldberg and Hiller (1979) through the implementation of factor analysis method on its long form the questions of this questionnaire address the psychological state of a person in a recent month and include symptoms such as abnormal thoughts and feelings and aspects of visible behavior that emphasizes here and now situation. The questionnaire begins with questions about physical symptoms and continues to address the most commonly asked questions about psychiatric symptoms.

All the items of General Health Questionnaire have 4 options. The subject's response to each of the questions is scored on four-point Likert scale of "not at all", "not more than usual", "rather more than usual" and "much more than usual." The best and most appropriate scoring method for these scales is using the Likert scoring model with zero, one, two, and three (0, 1, 2, 3) scores for response options. In all the options, low levels are indicative of health and high levels indicate the lack of health and the existence of disturbance in the individual. In other words, a lower score indicates better mental health. A score of 21 indicates a very high degree of disturbance, a score of 16.8 indicates high discomfort, a score of 12.6 indicates moderate discomfort, a score of 8.8 points to low psychological discomfort, a score of 4.2 points to very low discomfort, and the score of zero indicates the lack of mental illness.

Cutting or separating the suspected individuals suffering from health problem is a score of 23. As stated above, the 28-item general health questionnaire consists of 4 sub-tests, each containing 7 questions. The questions of each subtest are as follows: physical symptoms (questions 1 to 7), anxiety and insomnia (questions 8 to 14), social functional disorders (questions 15 to 21), and depression (questions 22 to 28). In the subtest of physical symptoms, the general health status and the physical symptoms that a person has experienced during the past month are investigated (Kaviani, 2001). According to the researchers, different forms of general health questionnaire have a high degree of validity and efficiency. The 12-item form is almost the same as the 60-form form. The General Health Questionnaire has been translated into 38 different languages and various studies have been carried out on this questionnaire in 70 countries (Goldberg et al., 1977; cited in Taghavi, 2001). Also, the reliability of the Goldberg mental health questionnaire has been investigated in various studies of Iranian researchers by split-half, Gutmann and Cronbach's alpha methods and the results have been reported to be .91, .91 and .87, respectively.

Table 2. Reliability coefficients of General Health Questionnaire in this study

Statistical indices Scale	Reliability coefficients Cronbach's alpha
General health questionnaire	.87
Physical syndrome	.80
Anxiety	.83

Social Function Disorders	.83
Depression	.90

As shown in Table (2), the reliability coefficients of the general health questionnaire vary from .80 to .90.

Research findings:

In order to analyze the data in this research, descriptive statistics such as frequency, percentage, mean, standard deviation and inferential statistics (Pearson correlation coefficient, multiple regressions) were used. The mean and standard deviation of the variables studied are presented in Table 3.

Table 3. Mean and standard deviation of anxiety and mental health of individuals with depressive disorder

Statistical indices	Mean	S.D	N
Variables			
Anxiety	43.06	10.02	120
Mental health	36.93	12.33	
Physical syndromes	8.88	4.67	
Anxiety	9.35	4.65	
Social Function Disorders	11.40	4.19	
Depression	7.30	5.38	

As observed in Table 3: mean score and standard deviation of anxiety were 43.06 and 10.02; mean and standard deviation of mental health, 36.93 and 12.33; mean and standard deviation of physical symptoms, 8.88 and 4.67; mean and standard deviation of anxiety, 9.35 and 4.65; mean and standard deviation of social disorder, 11.43 and 4.19; and mean and standard deviation of depression 7.30 and 5.38, respectively.

Hypothesis 1: There will be multiple relationships between anxiety and mental health of people with depressive disorder.

Table 4 . Multi-correlation coefficients of predictive variable (anxiety) with mental health disorder in patients with depression with simultaneous and step-by-step entry method

Method	Predictive variables	R	R^2	F	= p	β	t	= p
Entry	Anxiety	.81	.66	77.13	.0001	.03	.463	.644
step-by-step	Anxiety	.77	.60	175.78	.0001	.64 .77	9.76 13.25	.0001 .0001

As shown in table (4), the prediction regression of mental health disorder in patients with depression is significant by anxiety variable (P =.0001 and F = 77.13). Therefore, the first hypothesis of the research is confirmed. Anxiety variable with a beta coefficient of 0.44 can positively and significantly predict mental health disorder in people with depression. Also, the R^2 value indicates that 66% of the variance in mental health of people with depressive disorder is explained by the mentioned variable. The results of stepwise regression analysis have shown that the anxiety variable is a predictor of mental health disorder in people with depressive disorder.

Hypothesis 2: There will be significant relationship between anxiety and mental health of people with depressive disorder.

Table 5 . Simple correlation coefficients between anxiety and disorder in mental health of patients with depression disorder

Criterion variables	Statistical indices Predictive variable	Correlation coefficient (r)	Level of sig. (p)	n
Mental health disorder	Anxiety	.77	.0001	120
Physical syndromes	Anxiety	.68	.0001	120
Anxiety	Anxiety	.72	.0001	120
Social function disorders	Anxiety	.21	.020	120
Depression	Anxiety	.71	.0001	120

As shown in table (5), there is a significant positive correlation between anxiety and mental health disorder in patients with depression (p =.0001 and r = 0.77). Therefore, the second hypothesis is confirmed. In other words, with the increase of anxiety in people with depression, their mental health disorders have also increased. It should be explained that according to the scoring of mental health scale, high score indicates mental health disorder.

Also, as shown in Table 5, there is a significant positive correlation between anxiety and physical symptoms of patients with depression (p =.0001 and r = .68). In other words, with increasing anxiety in people with depression, their physical symptoms have also increased.

Moreover, there is a significant positive correlation between anxiety and anxiety of patients with depression (p =.0001 and r = .72). In other words, with increasing anxiety in people with depression, their anxiety has also increased.

Furthermore, there is a significant positive correlation between anxiety and social function disorder of patients with depression (p =.0001 and r = .21). In other words, with increasing anxiety in people with depression, their social function disorder has also increased.

Finally, there is a significant positive correlation between anxiety and depression of patients with depression (p =.0001 and r = .71). In other words, with increasing depression in these patients, their depression has also increased.

3.Discussion

The purpose of this study was to investigate the relationship between anxiety and the components of mental health among patients with depression in Dezful City. The results of the study, as shown in Table 4, show that the prediction regression of mental health disorder in patients with depression is significant by the component of anxiety (P =.0001 and F = 13.77). Therefore, the first hypothesis of the research is that (there is a relationship between anxiety and mental health of patients with depression disorder, multiple relationship). The results of the stepwise regression analysis also indicated that the anxiety variable was predictive of mental health disorder in people with depressive disorder. The results of this research are in harmony with the results of the studies by Talebzadeh and Ansarifard (2014); Dehghani (2013); Shamayi (2013); Dehdari et al (2013); Taheri and Amiri (2010); Nasiri and Jokar (2008); Yildarim et al. (2013); Kullowatz et al. (2007).

It can also be concluded that the increase in psychopathology has a positive relationship with higher anxiety and vice versa. Findings suggest that people's anxiety is a good predictor of their mental health disorder (especially in depressed people). It seems that anxiety can be considered and evaluated through the influence on behaviors, emotions, thinking, physical health and social relationships in individuals. Also, in another possible explanation, the effects of anxiety and depression of an individual in his interactions with the outside can be mentioned. It seems that psychological problems cause a kind of anxiety and internal conflict, thus reducing the sensitivity of the depressed person to the outside world, including the family which leads to a feeling of rejection from the family.

Also, the results of stepwise regression analysis have shown that the anxiety variable is a predictor of mental health disorder in people with depression. The results of this research are consistent with the results of studies by Talebzadeh and Ansarifard (2014); Dehghani (2013); Shemayi (2013); Dehdari et al (2013); Taheri and Amiri (2010); Nasiri and Jokar (2008); Yildarim et al. (2013); Kullowatz et al. (2007).

As shown in table (5), there is a significant positive correlation between anxiety and mental health disorder in patients with depression (p =.0001 and r = 0.77). Therefore, the second hypothesis is confirmed. In other words, with the increase of anxiety in people with depression, their mental health disorders have also increased.

The results of this study are consistent with the results of the research carried out by Taheri and Amiri (2010). In explaining this hypothesis, various studies indicate that anxiety is one of the factors affecting the quality of life in patients with depression (Zandieh, 2011). Everyone in life is somewhat anxious and nobody is completely free from it. This emotion in natural and moderate levels is necessary in every person's life and increases the individuals' efforts, as well as the motivation in doing things. (Jamshidi, 2012). Moderate levels of anxiety may be a good motivator for doing positive things (Dadsetan, 2007). Long and intense anxiety disrupts people's mental health and may lead to the development of depression and suicidal thoughts in them. Also, anxiety is a diffuse, unpleasant and vague feeling. Anxiety with an unknown origin includes uncertainty, frustration and arousal of physiology and the reoccurrence of stressful situations in which the person has been harmed leads to anxiety. All people are anxious in their lives, but chronic and severe anxiety is abnormal and problematic, and causes mental impairment and depression.

Mohr (2012; cited in Hamidi, 2013) concluded that anxiety alone could not be a potential factor for exacerbation of depression, but also other factors such as negative characteristics and poor family support were subtly related to the anxiety and depression. Also, anxiety is a part of human life and a balanced level of it exists in everyone, and it is considered as an adapted response to the inner and outer stimuli and no anxiety at all would disrupt normal human life. But if the anxiety goes beyond balanced limits and takes a chronic and continuous aspect, not only it is not an agreed response, but a source of failure, compromise, and widespread devotion that may deprive the individual of his potential and creates different types of anxiety disorders from cognitive and physical disturbances to unjustified fears and panic which can interfere with one's health. Hamidi (2013) in his research showed that there is a significant negative relationship between anxiety and mental health in people with depression in men and women. That is, the more anxious the depressed people gets, the lower their mental health, and vice versa. Regarding the results of this study, it can be concluded that those with a higher anxiety also have a higher level of mental health disorder. Therefore, according to the above-mentioned discussion, it is confirmed that the anxiety of patients with depression increases their mental health disorders.

The current research has had some limitations, including:

The participants' weak cooperation, being uninterested and the fear of revealing their secrets in order to complete the questionnaire, failure to control some of the irrelevant and disruptive variables such as intelligence quotient, interest rate, motives, fatigue, or other influential variables. The high number of questions in these questionnaires may have tired the individuals for answering the research questions. Another limitation of this study was that we could not compare the results of this study with a re-test on the same sample due to the lack of time. On the other hand, this research was carried out in Dezful City and on a small sample of people with depression. Therefore, the generalization of these findings to other samples in the same city or other areas should be done with caution.

Research suggestions: It is suggested that similar studies be carried out on other communities, other regions and other age groups. It is better to use questionnaires with fewer questions or other research tools in similar studies to enable the participants to respond with more pleasure.

It is recommended that the relevant authorities co-operate with the researchers in providing the appropriate conditions for proper research and obtaining favorable outcomes. Institutions and beneficiary agencies that use the research results can sponsor the research funding. All the organizations and institutions are recommended to identify the practical problems in order to make better use of the scientific research and findings (because many of the issues are fundamental) to make research more effective and to better identify the research outcomes in that organization or institution. In this way, the interaction and collaboration of the researchers and officials will be improved. Organizing the workshops

for depressed people, increasing the service and allocating more resources to the community members to improve their quality of life are also recommended.

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The role of family in the formation of children's personality

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Abstract

 The present paper has been prepared according to library and documentary methods. Its purpose is to study types of Iranian families from the viewpoint of training children and comparing Islamic training and educational psychology methods. Marriage is one of the most important issues.   According to Islam it is very significant. One of the important reasons is that spiritual and psychological health of the future generation owes its success to successful marriage. A healthy family educates a healthy child. The fact is that we all open our eyes in families we ourselves have had no role in its selection. However, our parents have had a leading role in its selection and formation. It is obvious that heritage and environment both influence the growth and how the individual's personality is formed. In most of the cases, individual's education and nurture are done by those who have inherited their inherent nature from them .i.e. from child's parents. In other words, family and its role in forming individual's personality are taken into account from both directions. By looking precisely at a mother's, daughter's, a father's or a son's behaviors, one can obviously perceive thinking and behavioral similarities in every field.

In today's world communications technology, globalization and the transfer of the culture of the various nations to one another have been facilitated and expedited. The lifestyle of families is influenced towards influencibility from other cultures. Therefore, the influence of religious education, and one's own original culture is felt more than before. In this paper, types of families are studied from the viewpoint of type of education and interaction with children. The effects and consequences of each are criticized and reviewed separately. Religious education and the practical life of the Holy Prophet (PBUH) and other holy Imams along with educational, psychological methods are compared.

Keywords: Family, Parents, Children, Religious Education, Educational Psychology

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1 Introduction, Problem design

In today's world, we see that families are more and more in disarray. There are issues and problems with themselves and their children. Their relationships are loose and shaky. There is no sense of serenity and intimacy, and as a result, there is no real peace of mind. The couple are apparently next to each other, but their livelihoods have alienated them. Divorce statistics are staggering. And Men and women divorce under any pretext. The children do not receive the seal of affection from the families.

Today, more than ever, it is essential to discuss and research about families Today's world is based on investigators' own research, where Nick realized that if the families were healthy and well-established, they would find many of their social life issues. The community will find its way around, let's move away from the slippery family if the family is the foundation of the social building. **(Ghaemi, 1368)**

How does family and childcare practices run in families affect the formation of the child's personality?

Are the ways in which Islam offers lifestyle for families and parenting, different from the findings of psychology researchers?

2 Family

The family is the only social system that has been accepted and developed in all societies, from religious and non-religious backgrounds. In different societies, it has a different role, base, and status. Although the family is a small nucleus of society, the family has a great influence on the social life of the people.

Islam regards the family as one of the most important and basic social units that builds on empathy and conscience. this is the most popular building in front of Allah. Its relations have been based on mercy and Affection and love in the family are of deep interest to Islam.

Islamic teachings take into account the true personality of man and the good fortune and the happiness of couples in the marriage contract and marriage covenants are ensured by considering the criteria for choosing a spouse. At the same time, the pleasure and happiness for men and women lay down their relationship based on a well-thought-out criterion. **(Ghaemi, 1368, 14)**

Marriage and the formation of a family is very important in Islam. The study of verses related to marriage and family that is mentioned in Baqara, Nisaa, Anfal, Noor, Ferghana, parties, divorce, and so on is a sign of this importance.

The Islamic family, which is born in the shadow of marriage, has a lot of solidity and value. The Prophet (PBUH) said: In God's sight, there is no building that is more popular than marriage And such a significance has never been seen in any school or religion. **(Ghaemi, 1368, 45)**

Islam places family life on the basis of rights and responsibilities. And the task of each member is clear and specified. While couples' sacrifice is essential for family solidarity. **(Ghaemi, 1368, 12)**

The family in Islam is very important because First: Genes are contagious (The Prophet (PBUH)). Secondly: People use their family practices in other places. Thirdly: In marriage, the child's future parents are determined. Islam recommends that we investigate the wife's family root. Consider the levels of moral and religious beliefs of the spouse. **(Ghaemi, 1368, 67)**

From psychologists' point of view, the role of parents for the child and his present and future life is very important. Parents have a decisive heritage and environment for the child His behavior is pattern and model. His speech is a document. His courage is reassuring. His life and existence are the cause of the child's encouragement and vitality in the family environment. The method of encounter, the quality of actions, discipline, and the way of love or violence, deceit in behavior, self-reliance, and parental authority is for a learner and constructive child. Parents' honor and dignity play a role in the child. As effective as his health.

3 Personality

The concept of personality in psychology is one of the concepts that has been able to integrate many of the findings of psychology. Despite such a concern, So far, a definition that everyone agrees on does not come from this concept. The word character is radically equal to the word "personality". It means the

mask that was used in ancient Greece and the ancient Roman theater actors. This interpretation implies that the personality of each person is a mask that he faces in order to distinguish him from others. (**Karimi, 1389, 3**)

The Holy Quran mentions the character as a figure and says:

<div dir="rtl">

«‌ قل كُلّ يَعمَلُ عَلَى شَاكِلَتِهِ فَرَبُّكُم اَعلَمُ بِمَن هُوَ اَهدَى سَبِيلَا» (اسراء/١٦)

</div>

Say, everyone acts on his personality. Your God is best known to someone who has more guidance. That is the meaning of Khoi and ethics. (**Ragheb Isfahani, 1412, 463**)

In character definition, they said: A way is to shape morality. (**Tosi, 6,514**)

The family is the tree that the children are the fruit of. Parents are the most influential factor in the person's personality structure. They form the basis of the family. The Holy Quran considers the beginning of the formation of personality and human growth since the formation of the Sprout.

<div dir="rtl">

«‌ اِنَّا خَلَقنَا الاِنسانَ مِن نُطفَهٍ اَمشاجٍ نَبتَليِهِ فَجَعَلناهُ سَميعاً بَصيراً » (سوره دهر،آیه ٢)

</div>

We created humans from mixed sperm. We took the exam. We turned his talents into action. And we made him hear and see.

The family is the first effective environment in the person that manages the organization of a human education. This environment provides the most stable emotional, spiritual, moral and behavioral influences in the structure of human personality due to emotional relationships, modeling and culture in it. The role of the family plays a fundamental role in human personality in different directions. Family, home management, family health, family education, educational attitudes and behaviors, beliefs, etc., all affect everyone very strongly. , Especially since family relationships are long-lasting, especially in the first years of a person's life, whose scope is far more extensive and influential. Yong believes: In the childhood, what may be called the child's character is nothing but the reflection of the personality of his parents. It is clear that after that, parents have a great influence on the formation of the child's personality. They can with their behavior, contribute to children's personality development or prevent it. (**Duane.p.schultz, 1384, 119**)

4 Hereditary role and father's pattern

From the point of view of Imam Ali (PBUH) is inheritance that manages the human behavior. And, of course, inheritance in education has a profound effect.

<div dir="rtl">

حُسْنُ الْأَخْلَاقِ بُرْهَانُ كَرَمِ الْأَعْرَاقِ (تمیمی آمدی، ١٤١٠، ٣٥٦):

</div>

Good Moral individualities is, because of genetic purity and virtue, family roots. Imam Ali (PBUH) has used the term "sweat" as the lineage. , This is the word "gene" that causes and transmits certain inherited genetic characteristics from generation to generation. (**Shariatmadari, 1364, 60**)

In addition to the effect of heredity, the child is influenced by many people in the path of growth and is influenced by many observations and hearings. All those who are around him and somehow affect him are a model and model of the child. Father is more important and effective than all of them And this importance and influence continues until adolescence Boys for their biological destiny to realize they must make themselves look like their father. And for this reason, girls should be similar to the mothers. Similarity is a vital and important process that boys become men and girls become women. Similarity is easy if relationships between children and parents are based on respect and love and affection.

The child needs a father to take on his role. Masculinity cannot be taught in class. Masculinity in life comes from a father who is presented as a model to the child.

 Freud commented on this: In a childhood, there is no need for stronger than the need for father support. The child, from the same childhood, must know that he has a father and this father can protect him from the various dangers of life. (J. **Heim, 1368, 129**)

Father's behavior for the young child is everything. ; Is the lesson, Morality, Is training, Constructive or destructive. A child at an early age acquires everything from him. Love, compassion, loyalty, purity and sincerity, passion, courage, politeness and humility, self-esteem, ethics, honesty, perseverance, pride, dignity, honesty come from him.

This is evident from the perspective of educational psychologists. Some of them regard the behavior of children as a reflection of fathers' behavior and they have told you to show me your child to tell you who

you are. The way of father's argument, the use of tools and tools, his hatred and self-will … Everyone plays a role in the child's behavior and behavior.

, Everything that they teach their children accordingly, fathers are responsible for their personal behavior. Parents' guide the child's thoughts and behavior. They give rise to the growth or fall of the child's personality.

With this justification, it should be said: Fathers, if they want to raise their children, And guide him in a particular way, The plan is that they themselves should have a model and a way of calling for their child. The fathers are different between their actions and their speeches they will never be effective in children. And fathers who do not have enough time to communicate with their children. And in limited time, they only say a few words as preaching and giving testimony to their children, they will never be able to achieve the goals and purposes they are seeking.

Infected fathers have a negative effect on the children's spirits, and we are less likely to find people who are themselves infected, and their children are brought up healthy people.

5 Importance of mother's personality and behavior

According to the Quran, the woman is a sign of God. And cause and incentive for peace and quiet. Muslim lady while her husband's partner, soulmate and good for his wife's lover. **(Ghaemi, 1373, 11)**

Mother is the most prominent source of comfort and integrity and the most excellent source of family bliss. Laugh at home, feeling safe and relaxed in it, as well as feeling the power and independence of children in the family, depends on the mother's existence. **(Ghaemi, 1373, 13)**

In addition to inheritance effects, which are true for the mother, as well as the father, Mother has a special breeding responsibility that her father does not have. At the Great Institution of Life, the mother's role in determining the character of the child's role is primary. He has the power of his family's emotional axis and his love affects emotionally.

The outcome of this feature and the role of children from the actions and words of the mother, which means her future work. The mother, through the manifestation of secondary traits, can bring mankind and great men and women with virtue to social life and human history, And plays a direct role in political, social and cultural scenes, Therefore, it is said that the role of women in the family is one of the most important roles, Because two very important and vital tasks in the family are left to the woman: The role of wifehood and motherhood. These two roles are one of the most vital and original roles in creating health in society.

Naturally, the mother does not just feed her child with breastfeeding, but emotional, creativity, personality and, in fact, the whole existence of the child is affected by breastfeeding. And this is according to the interpretation of Imam Ali (AS), one of the most important roles of women in the family. **(Mousavi, 1418, 5, 317)**

The behavior of the mother as blood flows in the arteries of the child. She gives color and personality to life. The aspect of the mother's model is so important that it can be said that the domain of degeneration or psychological excellence of the child is largely related. The child chooses him as a model and Pattern. And mimics his ways and behaviors. Mothers have an emotional impact on children. If a mother is afraid she cannot develop a brave child.

Mother gives color to the child's personality and makes it. His work is subtle and sensitive. He caresses the baby with his hands. And with a kind heart in the hearts of children of the revolution brings surprises. He relieves the baby with a motherly caress. And with a whisper and lull, he sleeps the baby.

The mother is modeled with her own behavior and cultivates man. The mother leaves the child out of the world of impurities, dullness and envy. The mother creates kindness, intimacy, benevolence, and charity toward others. A mother creates a child with a character and a great man, or a shameful and desolate, clean and chastity, or infected. And at the same time, his contribution to the child's personality is fantastic. **(Ghaemi, 1373, 14)**

Mistakes made by mothers may cause children's misery. There are many children who have learned the behavior from their mothers. And a lifetime of behavior that interfere with their lives and they could not leave behavior.

The child's eyes and ears are open like a door. He sees, He hears, His mind is like a mirror, and everything reflects on it. With the difference that the mirror does not always hold the image of the object, but the child's mind captures it in itself. The child even sees and understands the mother's mindset, and what he picks up may be constructive or destructive. The child chooses him as a model and Pattern. And mimics his ways and behaviors. Children in their games imitate parents and this is a spectacular scene. Mother can restore her inherent nature of trust, honesty, faith, covenant, right, friendliness, etc. in a child or destroy them. The mother can provide the background for the baby's natural guidance or cause a deviation from the straight line.

In Islam, it is highly advised to choose a good spouse (that is, a family member), considering the importance of a good mother in the development of her child's personality and her all-round development, and as a result. **(Ghaemi, 1373, 27)**

6 Impact of understanding Parents

After the woman and the man, the children form the third pillar of the family. With the birth of a child, new relationships within the family are formed, whose guidance and organization plays a crucial role in the achievement of the goals of the family system. Conversely, neglecting them not only does not make the family in pursuit of its goals, but sometimes it makes it a place of crime. Have uncovered new evidence of the fact: Including American abusive practices involving children, including burning with cigarettes, confinement in closets, closing for several hours or several days, and breaking bones, has been terribly common. And it's probably the cause of more than two million children to escape per year. **(Robertson, 316)**

Parental understanding in all scenes of life strengthens the bases of the family. Particularly through mutual understanding, in addition to making life more warm. They have a more complete health and a real personality and a happier life. Of course, even in the best marriages, it is possible that men and women will disagree over the education of children and the good and bad. But the question is whether parents know when they disagree about the education of their children, what to do? And how to act?

Dr. Russ Peters, one of the most prominent clinical psychologists on how to make these disagreements agree, says: Since ancient in the upbringing of children in families, there problem. These problems are usually a combination of that. Which parent has first seen the child at the time of the crime, each of the parents will be angry to what extent the improper conduct of their children. The mood and the degree of failure of the parent are different. Which parent will spend more time on the day with the child? And at the end of which one of the parents feels guilty about not being able to spend more time on his child.

To help in such cases, Parents must begin to develop understanding, and basic principles. Remember that the disagreement and disagreement with your spouse on the head of your children's education is a completely natural and unavoidable issue.

Differences do not mean that you are an incompatible parent. And you do not understand each other. Do not let this disagreement become a big problem for you. An appropriate discussion of children can be a good evolutionary experience for them. If your child see talk and controversy, no problem. Indeed, if these discussions are done in the right way, they will be a great lesson for them.

7 Effect of parental conflict on children

Parents' conflicts and differences on the child lead to undesirable mental effects. And if this connection is hostile, it will provide many grounds for the destruction of childish childhood, Relieves security and safety from his life. Parental differences, severity and continuity cause anxiety insecurity and damage to the feelings and emotions of children. And provides grounds for committing child crime. If the family environment is not friendly, children, especially girls, in sensitive situations who are experiencing mental illness, can no longer share their problems with the family. And from here, the tendency towards delinquency begins from the very beginning.

When parents always argue and the family is tense, by doing so, they will have a negative impact on children over time. The first signs of this are disrespectful to parents .Over time, this problem appears in larger dimensions and at the community level in different ways.

A child who is watching a parent's dispute, May have behavioral problems such as violence. Also, know that the destructive effects of hard parenting disputes are even longer than the effects of divorce. On the other hand, the results of a university research show, those men and women who have witnessed parents' controversy or a victim of child abuse during their childhood will also use these behaviors with their husbands in the future. Because the children are incessantly repeating such behaviors by observing their pattern of behavior, that is, parents.

Love affects the family and Love makes a family strong. Hatred is in the opposite direction and involves hypocrisy and separation and controversy .When the hatred came to the family, The Discipline in the family is shaken. **(Saber Esmaeel Langroudi, 2011)**

In families where there is turmoil and conflict between parents, Parents are usually Grief and reconciled, have a negative impact on children. Sometimes a child is considered a judge, and sometimes it becomes a victim of one of the parties. The child, in addition to his mental and physical needs, is not satisfied, He gradually learns aggression patterns and Violence. (Children who beat other children without introduction).

In these families, the value and respect each family member has for himself is insignificant. The faces of the family are often mournful and family members are usually sad, taken, depressed and Impassive. The ears of the family are heavy to hear the demands of each other and their voice is either tall and violent, and rude Or it's so quiet and whispering that it's hard to hear. The sign of friendship and intimacy among the family is low and in some cases they are even unaware of the existence of each other. The humor of family members is most often biting, cruel, and heart-rending. The parents of the family are always in dispute, For example, Pedro Mother never understands their children what personality traits are. The children of the family do not enjoy the existence of their parents as two adult, intelligible, brave, genuine and loved ones. Parents abandon each other, so they are busy doing things outside the family environment. It seems that their only duty is to work and provide the necessities of life. Family members feel lonely and helpless and they believe they are poor and miserable. And they actually experience a kind of learned helplessness.

Family members are often Aggressive nervous are, feel guilty, Or, on the contrary, they feel they have been oppressed and to compensate for this feeling, they sometimes show very violent and non-human behavior.

Family members struggle to control the impossible, and they never realize that it is impossible to do some of their wishes by the other party. Family members are sometimes Perfectionism. And in this way, both of them suffer from a lot of psychological pressures, and they are increasing pressure on other people in the family. Family affiliation is unhealthy. And in this case they are not paying attention to their feelings, desires and needs, or they are very selfish and consider themselves the center of the world. In these families there is an unnecessary and severe bias toward any subject or phenomenon and this feature makes it far away from reasoning, logic, and common sense. Family and especially the children of these families deal with each other unhealthy competition. And the success of one of them in a particular field (such as the success of a job, buying a car, buying a suit, etc.) causes anger, anxiety, and jealousy of a person or other family members. Lying among family members is common. And each family member has learned to lie to other people to avoid having another inconclusive conflict and controversy. Family members simply say ugly words to one another. , Physical violence is also commonplace. And the attitude of each family member is based on the fact that the other side of them is a self-righteous, unclear, selfish, and…. And the best way to control him is to beat him and humiliate him.

The attitudes of family members have been distorted in different fields. And false beliefs such as - Woman cannot be trusted- All people are bad- Everyone should only think of herself- And ... will simply be advertised.

The children of the family show a strong desire to be confirmed. Children follow the false wishes of parents, because they lose their identity. The feeling of self-dissatisfaction or extreme self-esteem is common among family members and the effects of this kind of feeling are observed in all aspects of their behavior. Loneliness and helplessness are common among family members and in this way they arrive at

a psychological deadlock or sorrow and chronology and depression. Family members are suffering from persistent anxiety and confusion and for this reason, cognitive, emotional and behavioral disorders are common among these families.

Do couples expect the wife to make no mistake, it's not possible. Wives should not expect all life affairs to be their demands. They should not think that all dreams before marriage must be realized. It is necessary to lower the level of expectations and are morally and emotionally flexible, which is closer to peace and reconciliation. **(Ghaemi, 1368, 310)**

8 A variety of parenting styles

Most scholars in this area point to Diana Baumrind's child-development styles. Based on his research, Baumrind divides parents, parenting styles into three categories.

 1-Hardening: Lack of intimacy with much control and discipline.

 2- Taking easy: permissive relationship warm and friendly without control and monitoring children's behavior.

3- Authority-Logic: Intimacy and affection while exercising control.

Several studies point to the decisive role and the early and late effects of parenting styles on various aspects of mental-behavioral health and anxiety of children throughout their lives.

   In a strict way, parents behave with children, so their parents behave as they have. Decisions are made with one of the parents (especially the father). Usually the father of the family governs the behavior and actions of children and no family members are allowed to comment. Parents behave so that their children learn not to have any form of expression - even in cases where they can prevent some problems for the family. If the children do not obey the parents' orders, their parents become upset, angry and annoyed. Children do not dare ask their parents to ask questions about doing or not doing things.

   Parents have severe control over their children's behavior and work. And all decisions are taken personally. They do not provide reason for the orders they issue to their children and they ask them to obey these commands. To observe discipline, they overstate and parents are not able to tolerate any disorder from their children. Do not listen to the words of their children and if they hear a word, then they will show opposition to it. There are no particular reasons why they advise their children or prevent them from doing work. They do not respect the decision of their children, even if these decisions are reasonable and documented. Their dealings with their children are not respectful and they even humiliate the children in the presence of the crowd. The family often does not satisfy the emotional needs of children. For this reason, children are seeking out their emotional needs outside the family. It is possible that a weak parent in such a family will unite with children. In this case, the value of both parents is broken into the child. If one of the parents were to be harmed as a source of family power, one could imagine that another parent would not have any previous value. Such children are likely to attract outside groups and with their low self-esteem they are being victimized. Many of these parents may be due to perfectionism, which have put pressure on their children and they have the highest expectations, and they have been continually reinforcing them in a new way. The likelihood of lying and obscurity in the children of such families increases due to fear of punishment and blame.

Such children have little creativity because their interests are suppressed and humiliated, and others have always decided on their affairs. However, they may have progressed in terms of training some skills due to tightening their parents. Anxiety, depression, obsession and perfectionism, frustration and many psychological problems may be a disorder for the children of hardened families. These parents often think of themselves as logical and they give reason for every work they do But indirectly because of their stiffness, the children execute their command, not their logic. The children of the strict parents are usually violent and aggressive. **(Ratus, translator Ganji, 2009)**

   In easy-going families, parents are looking for their own unsatisfied needs, Think of yourself. They do not care about the physical and mental needs of the child. And since they are so easy, they're doing their best to silence the child's voice. Therefore, the child will Getting up insensible and impolite. So children are trained to be rude. Their goals and expectations are not clear and for this reason, they do not follow a method, philosophy, or viewpoint in the upbringing of their children. There is no control over the

behavior of their children and they are completely free to choose and apply their particular ways of life in their own way. They have no particular expectations and expectations from their children and the children, in turn, learn that parents should not expect them to be. They do not pay particular attention to the behavior of their children, even when they are harassed by themselves and others and in these cases they act indifferently.

If the children of the family do not obey their commands, they will not be upset, it seems to be normal for them. In reward for good behavior, or punished for doing the opposite, are indifferent. (Let us remember that the punishment in the psychological sense is the deprivation of the child from the reward and the physical punishment is not sought).

In this way, the children do not trust the parents. In this way, the children do not trust the parents. , Parents do not pay attention to their children's duties and grades and there is no interest in working with teachers and school management at their place of study. Children will do whatever they want and in this case, they do not apply any special tastes.

They do not make any special effort in the autonomy of their children. And if one of the children is heavily dependent on them, they will not do anything to reduce this kind of dependency that will later become problematic to them they do not observe order in the family environment. And there is no particular expectation from their children. Their children are free to do anything. And they do not interfere even when their intervention seems necessary. These children have not faced obstacles in life, so when they arrive in the community, they surrender early due to lack of experience they are most susceptible and fragile. In these families, children are less experienced, vibrant and violent. **(Ratus, translator Ganji, 2009**)

9   Healthy family

From the perspective of psychology, healthy family members are lively and loving. And all their behavior and actions associated with a kind of authenticity. Family members support each other.
From the Prophet (PBUH):

يَلْزم الوالِدين مِن العُقوق لِولدِهما(اذاكانَ الولدُصالحاً)مَايَلْزمُ الولدَهمامِن عُقوقِهِما :

As that, being deprived of parental responsibility is guilty, Disobedient to the child (Saleh) is also considered a sin. This narrative has set the general duty of beneficence and goodness in the relationships of parents and children as a mutual duty.

This narrative has set the general duty of goodness and goodness in the relationships of parents and children as a mutual duty. Family members are not afraid of sensible risk. And they know that they may have mistakes by risking them, but personal mistakes can also be a prelude to understanding personal problems and thus the basis for the growth and gain experience.

Family members value each other and respect each other and love each other and they are happy with this feeling. One of the important recommendations of the religious leaders to parents is to express their affection for the children and establish a happy and emotional relationship with them. It is quoted from the Prophet (peace be upon Mohammad and his holy family) that he has said:

«« مَن قَبَّلَ وَلَده كَتبَ اللّه له حَسنةً و مَن فَرَّحَه اللّهُ يومَ القيامِه»»

The one who kisses his child, God writes good work for him. And whoever will rejoice at his child, God will rejoice at him on the Day of Resurrection.

One man saw the Prophet (PBUH) kissing Hasan and Hussein (PBUH). Then he said: I have ten children, so far I have not Kiss any of them. The Prophet (PBUH) said: "who does not have mercy will not be merciful to him".

In another narration, Imam Sadiq (PBUH) has been quoted as saying:

إن اللّه لَيَرحَمُ العَبدَ لِشدَّهِ حُبّهِ لِولدِه

May God mercy on his servant, because of the great love and affection that his servant gives to his Child. **(Bostan, 1393, 131)**

In healthy families, relationships with family members coordinated and flowing. And they talk to each other with an Intimate and obvious song. When it is in the family of silence, it is a sedative silence, nor silence based on fear or caution. When there's a sound in the family, it's a sound activity and the sound is

not like a terrible thunder. Every member of the family knows that they will have the right to speak to others and in this regard, there is no need for silence and bearing pressure. If one of the family members still does not have the opportunity to speak, Because of the lack of time is, and because of neglect and lack of affection isn't.

Family members easily cuddle each other. And Children are embraced by the parents, and they are commonplace with the experience of love and family affection. Family together honestly speak. They are interested in each other's words. They are honest and honest with each other and they easily show their interest in each other. Family members plan for their work. And in this way, if there is a problem with the intruder of their predetermined programs, they simply adapt to it. And as a result, they are able to resolve most of their life problems without experiencing fear. In the family, human life and human emotions are more than any other factor of consideration and respect. They consider their parents as the leader or leader of the family, and not the president or master of the family. They also know how to teach their children in different situations to approach the stage of a real human being.

Family members talk about their mistakes (judgment, behavior, emotions, etc.) as easily as they say about their actions, deeds and speeches. The behavior of the parents of the family is consistent with what they say to their children and they are very honest in this way Parents like any successful manager or leader are sensitive to time. And they are looking to use every opportunity to speak and interact with their children.

If one of the family members made a mistake and unknowingly caused damage, parents would be placed next to him to support him this behavior will make the careless child feel overwhelmed by fear or sin and they benefit most from the educational opportunity that parents provide for them.

Family parents know that their children do not intentionally bad. For this reason, if they find out that the child has done something wrong it concludes that there has been a misunderstanding or the feeling of individual value and respect for oneself has diminished in their children and these problems need a solution found. Families know that they will have a better readiness to learn if their child is worthwhile and if he feels that others are worthy of him.

Families know that although they can be changed by shaming the child and punishing the children's bodies but they also know that the effects of these punishments remain on their minds and it cannot be easily and quickly repaired. When one of the children of the family performs an action that is necessary to correct his or her actions, By listening - feeling - figuring out - and taking into account the specific time and period of his growth, Parents start teaching.

There are numerous indications about the special attention of Islam to the moral education of children. Including that Islam presented some practical patterns in this regard. That the moral advice of Loghman Hakim to his son and the moral recommendations of Imam Ali to his son Imam Hassan (PBUH) are among the best.

Imam Ali (PBUH) has also written a letter for his son Imam Hassan (PBUH):

« اِنَّما قَلبُ الحَدثِ كالأرضِ الخاليهِ ما اُلقِيَ فيها مِن شىءٍ قَبِلَتَهُ فبادَرتُكَ بالادبِ قبلَ اَن يَقسُوَ قَلبُكَ و يَشتغِلَ لُبّک »

Indeed, the heart of a teenager is like the empty land in which every grain is thrown; it accepts it. So I started teaching you to study politeness before experiencing heart disease and mental problems. **(Bostan, 1393, 133)**

The parents of the family know that there will be some problems in the life of each person and it is impossible to avoid all the problems of life, so they find a new solution for each new problem. They also teach their children how to handle problems with creativity and innovation. Family members know that change is a characteristic of life, therefore, they admit that their children quickly progress to different stages of development and should never be a barrier to the growth and change of their children.

Ali (PBUH) family and Fatima Zahra (PBUH) is the best example of healthy family that has been introduced in the direction of modeling. This family is full of love and affection that has never been diminished. Ali (PBUH) says:

« واللّه ما أغضَبتُها ولا أكرَهتُها على امرٍ حتى قَبَضَها اللّه عزّوجلّو لا أغضَبتَنى و لا عَصَت لى أمرأو لَقد كُنتُ اَنظُرُ اليها فَتَنكَشِفُ عَنى الهَمومُ والأحزانُ »

Swear to god , I never made her angry And I did not force her to do anything, And she also never made me angry And disobedience did not And when I looked at him, my sadness and disappointment left me. The emotions and feelings of the members of this family were not merely a matter of heart and soul, but as a sprinkling of their holy will, they were manifested in their behavior and speeches. In such a space, it is full of love and intimacy that Fatima Zahra (SA) cries when the Prophet speaks of Ali's future troubles And Ali (PBUH) is faint of the death of Fatima (PBUH). **(Bostan, 2014, 236)**

If the Prophet (PBUH) of Allah (swt) Cuddle his hands to his children and his descendants every morning when he wakes up ,This behavior is more appropriate than any gift for a child. And we cannot properly touch the profound effect of this simple behavior. A child enjoying such a feeling feels calm, safety, acceptance, hope and joy. Ensures that his existence is not wasteful at home. Her place is well-known and well-known to her parents.

One of the ways to add affection and mercy is rewarding, which is especially impressive in children. Prophet (PBUH) said about the value and importance of giving gifts to children: "A person who takes a gift from the market for his child is like someone who carries a charity to reach it."

It should be noted, just as lack of affection has harmful effects for the individual and the community, Excessive love affects the child. And a sense of responsibility, self-confidence and courage in him will not be strengthened. Therefore, in affectionate children, as well as other things should be moderate.

Psychologists believe that enjoying the affection of parents in the early months of childhood and starting every day is one of the most important factors affecting the mental health of the child. A child who has the affection and affection of the parent and has a favorable attitude toward him. And establishes healthier and more affiliated relationships with others. And he will move away from the baseless fears that impede the prosperity of the talents of the child.

 In any case, the child needs attention and love of parents and even if they have done wrong. Therefore, we should never punish him physically because of the child's inappropriate behavior. By controlling ourselves, avoid shouting, insulting, and blaming him. Of course, in his alert training, we must also have a solid attitude.

The great prophet of Islam says:" Do not beat the child, do not talk to him, But not for a long time. "

A physical call with a child like hugging, kissing, stroking and hugging is a way of communicating with him and assuring him that he is worthwhile and the family will always support him emotionally. Talking and listening to the child's words is as important as contact with the child as much as physical contact. So, in order to have a good relationship with the child, every time he behaves appropriately, we must embrace him, kiss and admire him. And whenever we talk to the child, let's touch her and look into her eyes to give her love and psychological safety.

The Prophet (PBUH) Caress his sons and grandchildren every day and said: "Kiss your children a lot for every kiss you in Heaven position. And even the angels of your kiss, rewards for you [in heaven] wrote. "(**Baftizade, 2007**)

He also said: "Everyone kisses his child, God writes for him a reward, and whoever will rejoice in him, Allah will rejoice in him on the Day of Resurrection**." (Movahedi quoted from Kafi, 1, 49)**

The child must believe with real understanding and feel Parents love it and respect for him. So you have to show him this love and respect. Meanwhile, expressing interest and reverence for the child, he can ask for obedience if necessary.

   Being kind and respectful and communicating appropriately with the child has a lot of influence on her soul and soul. Such encounters bring him life, hope and increase his feelings. And he strengthens the sense of helping others and kindness. In addition to providing this child's psychological need, we also need to learn kindness and respect for each other. It cannot be taught by the command and forbidding, but we must learn with our practice how to be treated with respect. If the child sees his parents as having understood and loved ones, he learns to behave like this with others, because he likes to keep his parents and others close.

   Breeding is with love, the best reward and the gift of parents to children. And since they would like to be close to their parents, we should devote more time to being with them. Children reach peace in the

light of kindness and generosity And this peace of mind and safety make the child grow healthy with a healthy mind. And by following the principles of good morals and behavior, it will create a brilliant future and a joy for itself.

In the teachings of Islam, it has also been said that what the child learns during his first life will accompany him until the end of his life. For this reason, this stage of life and the role of parents in educating and educating children is important and valuable. Many parents are aware of the importance of this era, but sometimes it's seen that some parents are unwittingly abusing their children. And by applying inappropriate education methods, such as excessive or short-term education, they create some unhealthy and abusive habits and behaviors in him. This is where parents have the duty to work together with each other, together with the help of experts and experts, to develop their children through proper methods and avoid any obsession or neglect. The way parents use their children to raise children should be constructive, effective, and based on their abilities.

One of the important educational points that Islam attaches to is the need for timing in the education of children. According to the famous proclamation of the Messenger of Allah (PBUH):

« الولدُ سیّدٌ سبعَ سنین و عَبدٌ سبعَ سنین و وزیرٌ سبعَ سنین » (حرّالعاملی ،۱۹۵)

A child up to seven years old has a master and a gentleman who needs to be Attention of his wishes. From the age of seven to fourteen, he is a servant in the sense that he must have complete obedience to his parents. And from the age of fourteen to twenty one as a minister, parents should consult with him on various matters. This refers to the difference in the pattern of relationship with the child in these three periods. **(Bostan, 1393, 133)**

Let's not forget that we, as our children, have started this way one day and are still on the way and the work of this golden age is seen in many of our attitudes and behaviors, and it is undeniable. One day our parents tried to grow up. And they apply all their knowledge and experience to themselves and others in this regard. Now it's our turn to make the most care and diligence with the trust of God and through the use of moderate and upright methods to cultivate and shape your child's personality and the flourishing of his inner talents.

In addition to religious education, Islam has also paid attention to other aspects of the education of children. Co-opting with young children, teaching reading and writing to children, teaching swimming and shooting, and choosing the perfect name for them is one of the points that has been emphasized in narratives. Undoubtedly, observance of these points has an effective role in the development of the character of the children and their readiness to accept social roles in adulthood. **(Bostan, 1393, 133)**

From the point of view of psychology, the personality of each person is determined from his childhood. And in this case, the people around, especially the parents, have the most and most stable roles. Parents are the most objective and influential element in children's lives, whether they want to and whether they don't want to. And in all stages of their lives, they pass on their views, beliefs and orientations on various issues to children. Children see many educational issues by seeing their parents behave with others. And even with the supervision of their parents, they want to see what parents do when they order their children, and they act in their own way. If there is the slightest contradiction in the thoughts and actions of the elderly, the children will not accept or learn the behaviors and tips that the elders are trying to teach them. In fact, children, like the mirror, show parents. They will not be what we say and want. Instead, they are the ones who see us in practice. Behaviors that children learn from the beginning of their birth is important in fostering their views, thoughts and feelings.

According to Gibran Khalil Gibran: Shooter is God, he bends parents like a bow, and throws forth children of the future, like the beam, into the far-flung spaces that he has intended. So, we seek to bestow our children towards the goal of perfection and understanding the purpose. **(Gibran Khalil, 36)**

10 Result

In comparison with researchers in the field of psychology of the family with Islamic teachings, it can be concluded that Islamic education in this area is complete and without fail.

Islam and Islamic government is a divine phenomenon that, by applying that happiness, will provide its children in the world and the hereafter at the highest level. And it has the power to punch the red pen on

tyranny and plunder, corruption and rape. Can bring humans to the height of perfection. And a doctrine that interacts and monitors, in Unlike of Non-monotheistic doctrine , in all aspects of individual, social, material, spiritual, cultural, political, military and economic. And he does not ignore anything, which contributes to the development of man and society and material and spiritual progress. And he points out the problems and obstacles on the path to evolution in society and the individual and tries to eliminate them.

Of the important conspiracies that have been evident in the last century, especially in contemporary decades, and especially after the victory of the revolution, a wide-ranging advertisement with various dimensions is to disillusion the nations and especially the Iranian nation with a sacrifice of Islam. Sometimes it is unkempt and explicitly that the rulings of Islam, established 1400 years ago, cannot govern the countries of the present day, Or that Islam is a reactionary religion And opposes any innovation or manifestation of civilization. And nations cannot abandon global civilization and its manifestations. **(Imam Khomeini)**

 In Islamic teachings, after marriage, women and men find each other in law. Which is part of those common rights, is part of the rights of women, men's rights, children's rights and parental rights. In exchange for the emergence of such a law, they will find obligations that must be respected. Men and women are Responsible in the home for their peace and tranquility and for the management of common life. Part of these responsibilities is for men, part for women, and part for consultation and negotiation, and should be done at home and followed.

Woman and man are human. Naturally, they should be subject to rules in ethics and human relationships. They have instinctive and marital relationships. And they are each other's confidant. And it is imperative to not forget human and moral aspects in all cases, especially during conflicts and encounters. The security of the family must be provided in every respect, and this is the primary provision of the couples and in the later stages of government and community. Islamic teachings for all of these rights and responsibilities, ethical rules and human relations, program, methodology and model have been presented. **(Ghaemi, 1368, 417)**

It is said that out of every hundred families, only a small percentage know what to do and to reach a significant level of health and development. The product of distressed or disturbed families is, sick children, desperate, depressed, delinquent and anti-social, addicted and... . And the majority of people with mental illness and behavioral disorders, alcohol, addicted, poor, alienated, life-threatening and ... have grown in distressed families. An important feature of Islam is its value compared to other schools which has advanced beyond the general guidelines for introducing its values and goals in various aspects of individual and social life and by showing real and realistic patterns, he has felled charges such as mythical, idealistic, and unattainable goals.

 For example, if in the field of ethics empha- sised on values such as honesty, ruth, asceticism and sacrifice. In the words of the holy Prophet (PBUH) and the infallibles (AS), they have presented real examples of the fulfillment of these virtues at the highest possible level. Similarly, in the family, familial values have not been sufficiently limited, and the sample families have been introduced in this direction.

Undoubtedly, the family of Ali (PBUH) and Fatima Zahra (PBUH) are not comparable with any other family. Because the first nucleus was made up of two full-fledged human beings That the Prophet of God, Prophet Muhammad (PBUH) has Nurtured both of them. On the other hand, they have nurtured the most pure children, especially the two innocent Imams, Hassan (PBUH) and Hussein (PBUH). And can be the best and most complete model of the Islamic family for Muslims, but also for the world. **(Bostan, 2014, 219)**

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The best way to educate a human being is to nurture his mother in the arms of her mother and her love. Women who deprive their children of such divine gifts are wrong, They also act at the expense of their child, both at their own expense and at the expense of the community.

 (Supreme Leader of the Islamic Republic of Iran, Ayatollah Khamenei)

Expediency and rehabilitated in Iran's Law

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Abstract
Wield is to rehabilitate the dignity of people which has been irreverent or denied by a variety of factors. This may be sometimes used about the person who may have been innocent of the crime or his reputation has been damaged. In this case all spiritual damage is compensated by rehabilitation. Because no doubt in lawful communities the government shows attention and respect to personal dignity which is their intellectual capital. So much that in most countries this attention is explicated in the texts of the Constitution and supported by the legislator. Therefore defamation and dignity of persons, in whatever form is denied and the case would be punished and sometimes it is possible to rehabilitate the condemned to give back some or all of these rights to the condemned. What is certain is that the purpose of sanctions is not always to ostracize offenders but it is hoped after punishment that the offenders go back into society as a normal person. Offender in the rehabilitation duration is as sick a person which is spending his recovering duration. The rehabilitation philosophy is that following it, the criminal learns the way of life in the community and without difficulty goes back to the community. This paper will discuss the definition and types of rehabilitation, then the condition of achieving rehabilitation and the side effects of rehabilitation will be discussed.

Keywords: rehabilitation, criminal law, Iran law, law of condemnation, Conviction, returning

Definition of rehabilitation
In the literary meaning rehabilitation means giving, giving back, returning, and compensating. But dignity literary means honor, prestige, rights, competence and character. Rehabilitation is to award and return credits and rights which have been withdrawn by people or court order, or committing crime. Basically rehabilitation is discussed when personal dignity and respects of a person is severely damaged or has been confounded for some reasons. In other words, whenever their situation, personal credit and personal and social status is confounded or tarnished for some reasons or because of doing of the act, he lost his competence and social rights, it is said that the dignity of the person is affected and damaged. As a result, it is after this step that rehabilitation which means the ways of returning or repairing the competence and former dignity are discussed. But this is the customary concept of rehabilitation and rehabilitation has another concept which is a legal concept and the concept of dignity here is different from previous cases and is caused by one's own actions. It means the person himself damages his reputation. Whereas in the conventional sense, the person awarded to rehabilitation is in fact the victim of crime and is-- against. Therefore his reputation has been done by someone else. Another define about rehabilitation is "... condemned criminal conviction is removed from the criminal in order to eliminate some of the deprivations to which he was sentenced as a conditioned punishment [1]. It seems that this definition only refers to some deprivations while deprivation of a person has some side effects one of which is placing him among precedent condemned community is more intense about the people who commit the crime repeatedly. In the definition of rehabilitation Stephanie and Luasor wrote: "the legal status of a person who had lost it due to crime restitution, and such person is put aside from among persons in the record, and in case of committing the crime again, repeating the offense provisions do not apply in his case "[2]. It seems that what legally may impair the dignity of the person is his registration for his conviction in a judicial office. So, if this article has not been registered or if registered faded in judicial court, his reputation would be normal [3]. At the end, rehabilitation is simply returning a person's competence lost because of some reasons [4].

Kinds of Rehabilitation

Legal Rehabilitation
Legal rehabilitation is "whenever in order to pass any new criminal conviction period specified by law, no new criminal conviction by law, with no court, the dignity of the offender is rehabilitated and the lost competence will be obtained [4]. Generally, any sentences in law duration which does not face new sentences will be removed of criminal conviction by themselves and are considered null [5].
We will investigate the legal rehabilitation in:

Rehabilitation in 1925 by the General Penal Code and the Penal Code Act of 1973
Rehabilitation is a legal organization which is formally recognized in all legal systems with the objective of improving the social status of offenders after conviction stand. The meaning of rehabilitation is that after the offender is punished for the crime committed, he won't be deprived of social benefits for whole life [6].Rehabilitation did exist in the old Europe and then is followed with magnificent formality, a civil baptize was considered for the sentenced to eliminate the results of conviction and regain his dignity [7]."From court record point of view rehabilitation is accepted in European countries by the criminal law enacted from the nineteenth century, and bring back criminal conviction [8].In Iran rehabilitation is predicted for the first time in the Penal Code provision enacted in 1925. Acts number 57, 58, 59 t was allocated to rehabilitation. The above mentioned acts respectively describe rehabilitation in misdemeanors, criminal and political crimes. Affirmation of lawmakers to political crimes and rehabilitation conditions in the mentioned crimes is one of the most important ingredients of the Penal Code Act of 1925. Specific element of rehabilitation is different in each of the crimes, misdemeanors, and criminal policy in 1925 of the Penal Code. In comparison of specific elements of each can be seen that the 1925 legislature consider shorter terms for political crimes rehabilitation. Therefore, specific attitudes follow political crime and the leniency policy make distinction between political crimes and misdemeanors offenses with a special leniency. Article 57 of the Penal Code Act 1925 provides: "If one population has been sentenced to a penalty and has no new conviction for five years from the completion of punishment; he is acquired to rehabilitation and his former conviction will fade from his criminal identity.""These cases are performed in the Penal Code Act of 1973, with a few changes.

Rehabilitation in the reform law approved in 1998
"By studying the sources of Islam, we can obtain that the objective of Islam is not to punish criminals, wrongdoers, suffering them and relief for the victim's family and matters alike. The purpose is to order, discipline and reform offenders, and generally creating a healthier society of evil and corruption, protecting the social and decline in morality vices [9].Legal rehabilitation of rights established after the revolution was not predicted in any law. "There is no article in law about Islamic Penal Code adopted in 1962 and subsequently about rehabilitation in 1991 because according to Islamic criminal law principally the person authorized to bear his own punishment can go back to the community and the question of being rehabilitated or returning back to the community does not become customary in the criminal law [10].Finally, after nearly twenty years of abandonment of rehabilitation by the judicial system the bill 1998 frequent incorporation of Article 62 of the Penal Code was submitted to the State Assembly by the government and its basics were approved in the meeting.

Judicial Rehabilitation
"Whenever any competence lost by the criminal conviction, is to be rehabilitated by means of court." [4]. While judicial rehabilitation generally deserves confirmation however rehabilitation value is of legal dispute. The danger is that those who have bad morals and norms and due to society's lack of knowledge of crimes repeatedly committed and being prosecuted, they exploit [11].

In Case of Wrong Verdict

This rehabilitation subject has been investigated in Article 58 of this Code. Whenever the judge in the matter of fault or mistake causes material and spiritual losses, the spiritual harm done to the innocent person is rehabilitated. In this case, the court will attempt to rehabilitate him [12] Article 171 of the Iran Constitution also confirmed the same.

It happens a lot that because of judges' wrong or unfounded criminal trial or unsubstantiated confession about the competent authorities and leads to the issuance of the plea and after finalizing it is known that the confession was false and based on genuine reasons. Therefore, the discovery and arrest of the offender, the reasons and actual evidence against him had been obtained; the first defendant is to be rehabilitated [4].

Commercial Rehabilitation

Regarding that a broken businessman in case of bankruptcy order loses some of his competency rights, so that under Article 418 of the Commercial Code, the date of the judgment of bankrupt businessman's involvement in his property is banned, the clearance manager is considered his deputy administrator and has the right to use the above mentioned lawful rights. This deprivation of civil rights is eliminated whenever the trader manages to commercially rehabilitate the business. Trade Act 561 and 575 respectively state the order. And generally suggests that legislating administration has prescribed commercial rehabilitation in terms of judicial   rehabilitation which requires the court's verdict. On the other hand, the stipulation of Article 575 of the Commercial Code, bankrupt as fraud and also individuals sentenced because of, theft, fraud, betrayal of trust as long as they are not rehabilitated from aspect of criminal restitution, can't rehabilitate from commercial aspect. It means that the bankrupt businessman committed to fraud or in addition to bankruptcy commits the theft, fraud and betrayal of trust pays all the debts of the debtors or all the lenders release his obligation; he will not be issued unless rehabilitated from the criminal aspect [13]. Until these provisions of rehabilitation are not performed until this issue is a major obstacle for a bankrupt businessman that is eligible of rehabilitation. There is no doubt that, this issue severely harms the economic and trade activities in the country if the rules about rehabilitation are not running, bankrupt businesses fail to rehabilitate value [3]. Therefore the legislator in Article 62 of this law repeatedly recognizes rehabilitation to the benefit of the community and approved in 1998.

Conditions to Achieve Rehabilitation

Punishment

The first condition for rehabilitation or in other words, returning the social rights is executing the verdict of the sentenced. Therefore, a condemn whose conviction doesn't executed because of the reasons of escaping from war and the justice system shall not be awarded to rehabilitation, so that helps compliance rather than punishment. Then passing time will not restore punishment of civil and social rights. Accordance with Article 57 of the Penal Code of 1973, rehabilitation conditions, includes time pass of punishment and time pass has similar results executed and punishment completion but now with regard to Article 62 explicitly repeated in Islamic Criminal Law execution of sentence on convictions anticipated is urgent and time pass is not considered as execution of the sentence conviction. Law in Article 174 of the Criminal Procedure time pass only on crimes punishable by providing preventive and educational measures, and his sentence, doesn't include corporal or--- penalties [14]. The appearance in Article 62 of the Islamic Penal Code, indicates that the object of the sentence full conviction or completion of sentence, not just the start of it, therefore, it seems along with corporal punishment suspension, regarding that the sentence does not run, condemn can not e use rehabilitation credit or social rights [15]. But the granting of conditional release of Article 38 of the Islamic Penal Code, it is subject to not having prison sentence. Clause 5 of Article 62 recurrent history of Penal Code provides for a specific sentence. "In the conditional release, after freedom term specified, condemnation is fixed. On this basis, using conditional release and with the expiration of the period specified of freedom, verdict will be implemented and benefit from rehabilitation is possible [16]. In the cases of offenses which are to be passed, if the plaintiff of his complaining and as a result the judge's opinion execution of sentence is suspended, and the criminal

conviction of a pecan be rehabilitated [6]. Overall general amnesty is to eliminate the consequences of criminal conviction and its results and consequently the person will become rehabilitated. Theory of legal department is also provided. As general amnesty is approved by the legislature, resolves results of the crime and conviction. It seems that the Clause 5 of Article 62 of the Islamic Penal Code approves this. Because, as a result of it, in cases which amnesty penalty includes criminal conviction, conviction results will also be cleared ..." and the person will become rehabilitated [16].Private amnesty, under the eleventh paragraph of Article 110 and Article 24 of the Islamic Penal Code, after the suggestion of the head of the judiciary is by the leader and its granting is subsequent to final judgment of criminal conviction which can slow down all or part of the penalty. In this kind of forgiveness, consequences of criminal conviction disappears(Penal conditioned) and after the expiration of the period provided for in Article 62 of the Penal Code, a person will become rehabilitated [17]. Clause 2 of Article 62 of the Islamic Penal Law f has predicted an exceptional sentence. Therefore direction of the execution of death penalty is stopped in some regards. Therefore the consequences of the expiry after7 years from the date of suspension of execution of sentence are corrected. If pursuant of this note any legal reason stops the death penalty, whether other l punishments like jail sentences, the condemned are deprived of social rights for 7 years [17].

Expiration of certain dates
Rehabilitation is subject to a certain time after the expiration of the sentence. This time is predicted by Article 62 of the Islamic Penal Code. This is different in different convictions. The shortest time necessary to return social rights taken away, is a year and the longest sentence is seven years, the type of conviction specifies the time. These are:
-The convictions of any crime deserving flogging punishment, such as excessive consumption of alcohol, adultery, prostitution, lesbianism and expires one year after the execution of sentence;
- On conviction to the punishment of amputation so much as fighting and robbery, five years after the expiry of the sentence;
-On the conviction that the death penalty has ceased for any legal reason, seven years after the expiry of the sentence;
- On the conviction of imprisonment of more than three years intentional crimes like kidnapping conviction to a penalty of five years, after the expiry of two years from the execution of sentence
- In the case of probation, the period stipulated in Clause Five of Article 62 of the Penal Code repeatedly is calculated from condemned release time.
- The private Amnesty Clause 4, Article 62 in Islamic penal stipulates consequences of convictions does not disappeared and also the subject has no clarification, however it seems that stopping the punishment after the amnesty, according to the criteria set forth in Note 3 and 5 of Article 62 repeated the Islamic Penal Code, the time required for granting rehabilitation to the condemned is calculated at any time liberty or halting the execution of sentence of condemnation, although it is best this legislation clarifies them.

No new offense
Relying on philosophy, rehabilitation is the rule, to provide those who have committed serious criminal and disrespectful acts. Rehabilitation means society excludes a person's past and acts of kindness and tolerant person with the hope of stepping forward to the good and avoid the bad of which sign is no new offense. The former Article 57 of the Penal Code of rehabilitation impose one of the conditions of the sentence as committing no new offense by the condemned [18].

Rehabilitation Results
Achieving rehabilitation results is as follows:
Consequences of declining conviction
Article 57 of the Penal Code against the person after rehabilitation, consequences of his conviction disappears based on the type of crime committed and the withdrawal of all or some of the social rights

unless otherwise provided by law another decision is to be made. For example, if a person is sentenced to imprisonment for an intentional criminal offense and suffers the penalty, after 10 years from the date of completion of the punishment and the rehabilitating of all social rights he will use again what had been denied.

Elimination of criminal conviction

According to Article 4 paragraph of legal regulations, judicial decisions relating to rehabilitation should be entered in the ID of the condemned and according to Article 21; the conviction which disappears in the consequence of rehabilitation will not be mentioned in court ID No. 3 [3].

Exclusion of the Terms of repeating offenses

"Repeating the offense is the act of a guilty with a criminal record, and had already been prosecuted and convicted for the crime" [7].A group of lawyers, scholars and judges argue that one of convictions of criminal offense is subject to the rules again, it means if the crime committed, is frequently repeated in case that results of a previous conviction has not been disappeared [19].Repeating offense is the case of the offender who committed the crime and committed another crime after the execution of conviction of previous crime[8].Considering the above mentioned definition, in order to realize an offense repetition, it is necessary that the convicted of at least one item with a definite history of criminal conviction, commit another crime [8].Repeating offense is dangerous state of crime cues. Therefore laws of some countries, are recommended some countries policies against dangerous offenders.

This policy is based on the assumption that convicted offenders should be warned of their deeds after bearing corporal punishment [16].Offense repetition insists on that the offense is a violation of criminal law, also implies that the penalty for the first time punishment or correction was not enough. And that brings criminal system has failed against such offender, so the first sentence and the offender's fall reflects the amount of penalty to be added and changes types from criminal offenses to misdemeanors. Under Article 48 of the Islamic Penal Code adopted on 02/03/1375: "Everyone is under a court order or injunctive term is sentenced to capital punishment, If you commit a crime deserving corporal punishment again after execution of sentence court could or Should enhance deterrence,So if someone were to become rehabilitated, again re-committed another crime laws about his criminal acts will not be repeated because his previous conviction criminal identity has withered away.

Using Suspension Rules of Executing Punishment

Pursuant to paragraph 26 of a law enacted in July 1346 one of the provisions of suspension of punishment rules is that the condemned criminal has no previous conviction history, and if he has no previous conviction history, its conviction and results are disappeared in some legal aspects. And as we know, one of the legal ways that cause deterioration of conviction is rehabilitation. We should add that the Islamic Penal Code, 1991 does not consider and in paragraph one of Article 25only refers to definite conviction history, disappearing by one of legal means such as rehabilitation or suspension will affect suspension or not, according to the same law Article 32, however, "if the condemned after the issuance date of suspension, at which the court has set, doesn't commit a crime worthy of condemnation mentioned in Article 25, the sentence suspension and is ineffective and is faded from sentenced criminal ID. " we can understand by the unity of this aspect of the matter that whenever first conviction of a condemned disappears by suspending punishment. After that time, the person commits a crime; generally should be entitled to re-suspension of the punishment rules, and matches with narrow interpretation of criminal law in favor of the defendant [19]

Conclusions

Conditioned punishment is necessary to protect society, and protecting it from the risk of having to discipline and punish criminals convicted of serious and major crime. It is however better after a reasonable time that, the restrictions and prohibitions imposed on condemned is over, and achieve competence and social rights of after crime, and shall be put among sentence people with no record and

without being subject to discrimination and unpopularity be able to work with other people and engage in activities .Elimination of criminal conviction and granting rehabilitation to the condemned is a appropriate and desirable act which after being suspended for three decades is proposed by the Judiciary in Iran's Islamic Penal Code. We hope that the ratification, in addition to the existing problems and shortcomings, take important steps in our evolution and growth of criminal justice system.

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Unconsciousness (Ecstasy) in Pragmatic Mysticism and Jurisprudence

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Abstract
As quoted by the Muslim mystics, he had went to ecstatic state due to intense meditation (Muraqaba) and long recitation and thought in certain cases and had the individuation of the body, the annihilation position and incorporeity. The writer of this study attempts to investigate the reasons of this status and its relation to the religious law (Sharia). Briefly, if such status occurs shortly without the signs of the death it is called "Ecstasy" (Khalse) and if it happens for a long time having the signs of the death with the separation of the soul from the body and flying in the heavenly realms it is called the optional death with annihilation position. In jurisprudence, it can be compared to "unconscious" (مغمی علیه) because it has same perception literally based on common sense and special law of physicians by analogy of reasons recommended expressly in the text. According to the legal rules, the optional entry to this statue assuming the obligatory death is not allowed and leaving it will be necessary if possible.

Keywords: pragmatic mysticism, ecstasy, annihilation (fana), unconscious

Introduction
In the eyes of the Muslim mystics, the only purpose of being is the mysticism to Allah. Meditation is one of the first methods of Suluk (behavior). After intense mediation, the mystic gradually keeps away from the universe and self, and this is unconsciousness with the absolute attention to the celestial world leading to spiritual ecstasy and going out the sprit from the body, and eventually reaching to annihilation status. When there is occurred unconsciousness or ecstasy, the individuation of the body and annihilation position, prior to divine survival, the mystic faces status as unconsciousness in which some cases of religious orders may be annihilated.

Although the end of the positions of authorities or guardians is the beginning of the positions of the prophets, and the existential and divine names manifested in the prophets are more general than others, but because the path of the inner route is one, there are similar situations between them (Khomeini, Rooholah, 1981:210-218). One of the samples of unconsciousness quoted from the life of the Prophet Muhammad (PBUH) is that although it should be called ultra-consciousness, it seems to be similar to unconsciousness. According to Imam Sadiq (AS), this state was related to the time when Allah was appeared to him "ذالک اذا لم یکن بینه و بین الله احد ذاك اذا تجلی الله له" (Majlesi, 1975, 18:256). Similar to this, Holy Quran has stated on Prophet Moses (AS): "فَلَمَّا تَجَلَّى رَبَّهُ لِلْجَبَل جَعَلَهُ دَكًّا و خَرَّ موسی صَعِقا"(When came Moses at our appointment and spake unto him his Lord, said: O, My Lord, Show unto me, that I may look towards Thee. Allah said; O, Moses, never shalt thou see me but towards the mountain, if it remained firm in its place, then soon wilt thou see me but when this Lord did manifest His glory unto the mountain, He made it crumble and fell Moses down senseless…)(Al-Araf, 143). It is clear that this manifestation and the state of unconsciousness is an excellent form of mystical discovery and intuition (Kashf and Shoohod). Also, such states have been narrated from Imam Ali (AS).

Here, the question arises as to whether this approach in the behavior is in conflict with the principle of the obligation to the law (Shariah) or not. To find out the answer to this question, it is necessary firstly to examine and analyze the states and position that occur during the behavior, and then it should be clear that what is the legal duty of the mystic during this life cycle? First of all, we must clarify the coherent nature of such states as "meditation", "ecstasy", and positions such as "optional death" and "annihilation ", and then, even in the context of these states and positions, the legal duty of the mystic should be clear.

Muraqaba (Meditation)
Meditation or Muraqaba means "to take care yourself or to watch over in the present of the eternal beloved and watchful for the heart to observe the advent of Exalted Lord, which is generally regarded as

a necessity and instrument of behaviors and is one of the principles of Islamic pragmatic mysticism. Meditation, in general, happens through seclusion and in particular in the form of passing through multiple fortieths (Arbaeen) with particular conditions.

Khwaja Abdullah Ansari has a detailed expression in his book titled "Manazel al-Saerin" on the meditation summarizing it: the meditation or Muraqabah is considered to be durable and has three stages:

Stage one is "The meditation or Muraqaba for High Allah is related to heart attention through eternal route towards Him".

Stage two is "The meditation or Muraqaba of the opinion of Allah towards him by removing contradictions by hardship without objection and eliminating vanity".

Muraqaba and opinion of Allah towards the man is different with Muraqaba or the meditation of the man for High Allah because, firstly, the presence of the man (servant) is not possible and it is troublesome and such trouble is observed by hardship to objection to everything in internal and external. Secondly, by removing vanity of contradictions such as selfishness, the assertive is achieved by the sense and feeling of the man (servant) toward him and his thoughts known opposition because there is no statue for him except High Allah. The elimination of such opposition is essential achieved by high manifestation from Allah in order to overflow the existence of the mystic.

Stage three is: "The eternal Muraqaba by studying the same level of overture is to rejoice in the science of unityand the meditation of the advent of eternal references. It is on the eternal and meditative times of getting rid of meditation".

That is, the intuition means the eternity through studying the source of the right of justice, which is the study of the acceptance of the signs of monotheism, in addition to observing the connection of eternity with eternity or immortality, that is, the age of eternity and permanence of Allah while all are mortal, and past, present and future are one. In this way, it is itself meditative because it has to be itself to mean meditation (Muraqaba), and of course it does not remain in itself, nor cares for itself (Kashani, Abdulrazagh, 1993, about Muraqaba, P. 147-150)*.

Unconsciousness or Ecstasy (Khalse)

In description of Avicenna about the stages of Suluk (behavior), one of the characteristics is the attention to the supernatural issues along with unconsciousness called "Ecstasy" (Khalse). Quoted from Avicenna, the state of ecstasy occurs after a while austerity and practicing for inattention of the soul to the body and the world and its attention to the celestial world in certain mystical situations called "time"(وقت).

Avicenna has stated about this issue in ninth chapter of ninth manner: "… When the will and austerity reach a certain level, there has been occurred, for the seeker, the unconsciousness or ecstatic positions such as the sudden emergence of Truth Light which are enjoyable, like sparkles shining to him and turning to his eyes off. This mode is called "time" to the Sufism" (Ibn Sina, 2006: 448). Of course, the personality of the seeker in austerity is constantly changing, and there is a kind of progress towards a permanent connection with the eternity and the unseen world. Ibn Sina has stated in the following passage: "After this, the mystic or seeker goes down in austerity; the arrival of such unconsciousness or ecstatic positions are much higher. So that it surrounds the intelligence and senses of the seeker and brings him from consciousness to unconsciousness. Along the unconsciousness or ecstatic position, there are situations achieved permanent referral with unseen modes" (Ibn Sina, 2006: 448).

Dispossession of Body and Optional death

One of the stages in pragmatic mysticism is to remove the soul from the body optionally called "rebirth" that is seen in the passages of Christ (AS) and Sufi: " من لم يولد مرتين لم يلج ملكوت السموات " (Sadr al-Din Shirazi, 1995:215-8). There is a well-known hadith in Islamic hadith indicating this issue: "موتو قبل ان تموتوا" (Die before your death)(Majlesi, 1987:59,69). Because, rebirth occurs with the optional death of a normal life and its result is a journey towards the Allah and the person starts his spiritual journey towards the ultimate reality of the universe and the arrival of the example universe and the opening of the bare eyes of the man. Gheisari considers the rebirth as entering into heart stage (inner pleasure) and the circle of the

companions of hearts that it is necessary to achieve the unseen mysteries and the revelations and the pursuit the divine manners (Gheisari, 1996, 315). Ibn Arabi calls the natural death as the major death (Akbar) and the optional death as the minor death (Asghar). He believes: the believers die with the minor death (Asghar), while they are alive but they are dead and in the transition world (Barzakh)(Ibn Arabi, unknown, 4:99). Semnani considers the optional death to be aware of the unseen worlds and considers the information obtained from this way from the tools of behavior in the way of Allah (Semnani, 1987: 68 and 69). Nasafi has stated about this issue: "Be aware that before the natural death, there is another death for the guardians because they die with optional death more than the natural death and what other people see after their natural death, the guardians see them before their natural death, and after their death, they will be examined by them and will reach the level of the certainty before knowledge of certainty. Due to this matter that the veil of the man is his body, if the soul comes out the body, nothing is his veil" (Nasafi, 1994:102). Flutin has the detailed description on this issue in Eulogio that Sadr al-Muta'l'ïn has narrated some of it in Asfar (Sadr al-Din Shirazi, 1979:305-8). Flutin explains here that I was separated from my body and became an intellectual substance; at that time, I was struck by my beauty and clarity; he cited that I found myself as part of the divine world with active life, in fact I had come to the center of light and beauty (Flutin, 1975, 22).

Rumi has stated about the hadith "موتوا قبل ان تموتوا" (Die before your death):

"That fair-spoken prophet said about it,

The secret of die before death with dignity;

I am dead before my death,

I bring from that fame sound"

(Rumi, 2000, second chapter, Verses 757 and 758)

In sight of Rumi, due to optional death, the prophet has reached the level of prophecy and has invisible secrets.

It has been stated in the hadith: "ان احدکم لن یری ربه حتی یموت" (none of you will see Allah unless you die) (Motaqi Al-Nahdi, 1975: 446). It means that one of the most important mystical revelations, as the divine manifestation, is possible with death. Death is nothing but interruption of the soul's belonging to the body.

It can be concluded that the man enters into the celestial world with optional death. As the Amir al-Mu'minin (AS) has said: "لَوْ كُشِفَ الْغِطَاءُ مَا ازْدَدْتُ یَقِیناً" (If the curtain or veil comes out, it certainly will not be added to my certainty "(Majlesi, 1973: 64: 321). Because he has already came out the veil with the optional death. Positions of Imam Ali (AS) are quoted by the narrator (Kamil Ibn Ziyad) that Imam Ali (AS) was really dead.

According to mysticism, dispossession of the body may last for a few days. Nasafi has stated: "O, dervish,

The ascension of Sufism means that the soul of the seeker (mystic) comes out of his body in awakening and wellbeing and the moods that will be revealed to him after his death will be revealed to him before death, and he will see Paradise and Hell, and will study the conditions of the Paradisiacal and the Infernal persons and will reach the certainty stage from the knowledge of certainty. The souls of some persons will go to the first heaven, and some will go to second heaven. It is possible that some persons reach the supreme heaven and the spirit of Khatam al-Anbia (The Prophet) went to Supreme Heaven. For each one to come up to his first place, and each one goes where they are to see what they see, because they are open to the form, they say, and say, if it is in truth and the spirit of some of you is truth, it will remain for ten days or twenty days. And the Sheikh says that my spirit lasted for thirteen days, then it was molded, and the body was dead like this and did not move. And when the spirit came to the body, it stood up and did not know how many days had passed. Others said thirteen days (Nasafi, 1984:75 and 76).

Salah Ibn Mobarak Bukhari has also reported on a journey into the heavens turning into light and drowning in it. However, it lasted worldly seven hours, and during this time, there was no survival and his neighbors thought he was dead (Bukhari, 1992:94 and 95).

Annihilation (Fana)

Annihilation or Fana is one of the mystical stages (maqamat) and subjective experiences (ahwal), this process of absorption develops until complete annihilation of the self (fana) takes place, and the person becomes al-insanul-kamil, the "perfect man". It is the disintegration of a person's narrow self-concept, social self and limited intellect (feeling like a drop of water aware of being part of the ocean). The stage is also called Fana fit tawheed (extinction with the unity), and Fana fil Haq (Extinction in the reality). Ibn Arabi has stated the events occurring through the path between behavior or Suluk and Fana-fil-Allah (extinction of the self in Allah) and Baqa-bi-Allah (living or subsiding with Allah or eternal life in Allah): "…and If you go from here, you'll be absent from yourselves. So you disappear (this is the shore of unityand ultimately the first journey, in which unity is observed in plurality**). Then, you disappear and the sign of existence is lost in you, after which you are found again, so you can see what you've seen, but in different ways (which is a more complete state, the simultaneous intuition of unity in plurality and plurality in unity that on the journey of "truth to the truth" and the journey "from truth to people" and the journey to Allah) so that you return to the world of sense that is bound to the earth…"(Ibn Arabi, 1984:159-166).

Alaoddoleh Semnani, as other mystics, regards the annihilation of self (fana) and the survival after annihilation (baqa-after-fana) as the ultimate goals of the journey (Suluk) which is also achieved through meditation (Muraqaba), the seclusion and fortieth (Arbaeen). In his report about Arbaeen and seclusion, he has stated an unconscious in which distracting apparent senses. He has said: "…when the seeker comes to this position, it is safe to come by the grace and grace, Allah - Allah will throw this sea into a flood and flood wave and drown it. Then the annihilation (fana) appears. The man is born here, man cannot be informed of himself, not of others until Allah, due to His kindness, pays attention the seeker bringing him with him from this sea and he will be in a state of courage. For example, someone wakes up because the owner of this status e opens up his eyes considering himself in his own city and home, thinking that he was sleeping for a moment. Because he has been fell down to the world of divinity and he is afterwards in the community, and nothing is the veil from unseen universe but the veil is the obstacle"(Semnani, 1990:238).

Khwaja Abdullah Ansari has brought Fana (annihilation) and Tawheed (monotheism) on the endings - along with other titles - in this way: " Marefat or knowledge", "Fana or annihilation", "Baqa or survival", "Tahqiq or investigation", "Talbis or guile", "Wujood or existence", "Tajrid or abstraction" , "Tafrid or seclusion", "Jam or union ", "Tawhid or unity". He begins this section with this verse: " كُلُّ مَن عَلَيها فانٍ وَ يَبقى وَجهُ رَبِّکَ" (Al-Rahman, 27). He has stated about Marefat: " المعرفة احاطة بعين الشيء کما هو". Abdul Razzaq Kashani has stated in his explanation that the knowledge or Marefat is the unity of the mystic with Creator that both of them are united; or that the essence of the Creator is in the mystic, then one cannot know anything except what he has in you and there you are in him, so knowledge is penchant (Kashani, Abdul Razzaq, 2003:565).

Also Khwaja has stated about Fana (annihilation): "الفناء فى هذا الباب اضمحلال ما دون الحق علما ثم جحدا ثم حقا" (Fana or annihilation is the destruction of subordinate of the right with denial and truth). Abdul Razzaq Kashani has stated in his explanation on first section: "the destruction of the subordinate of the right in knowledge means that the right is the same existence and denies the existence of everything. The destruction of the subordinate of the right by the truth means that the truth considers the right with its own right by observing the annihilation of the destruction of the subordinate of the right. Only existence is the right. The perfection of this position is "Jam or unity" (Kashani, Abdul Razzaq, 2003:574-578). Khwaja has begun the section "monotheism" with the verse: "شَهِدَ اللّهُ أَنَّهُ لا اِلهَ اَلّا هو" (Al-Emran, 18) and defined it as "God bless youth". Kashani believes according to sight of Khwaja, Tawheed (monotheism) is the inviolability to Allah and anything other than himself is considered the witness of his existence although the observation of appearances in the various forms and manifestations is not in conflict with that monotheism. Therefore, a real pious person is someone who observes Allah in his existence eternally, and in proving his existence and unity he does not need any incident, whether external or mental issues (Kashani, Abdul Razzaq, 2003:574-578).

Attar, in his book "Conference of the Birds" or "Mantiq-ut-Tayr" has carefully arranged his poems in detail the path of Suluk to reach the stage of annihilation (fana). Attar has expressed seven distinct stages: Quest, Love, Knowledge, Detachment, Unity, Wonderment and Annihilation. Last three stages are related to issue which we are discussing. In fact, these three stages are mixed together because by reaching to the unity, the seeker or mystic is amazed, and after perfection, the annihilation occurs:

…..When mystic reaches to this position, the position and man are in path, got lost because he found out, dumb because it spoke, be part of a whole not whole nor part, be figure of attribute not life nor part, although not one the whole is one, existent and inexistence is one…

It means that the individuality of the seeker has gone away, but in appearance, inconsistency, while there is no such total it is similar to the whole.

In the following, Attar says the seeker's feeling in this status:

…I do not know if you are or I am, disappeared in you and lost both them, as far as you are concerned, it is because you are on your own, you were lost your reclusion.

Therefore, the main attribute of unity (Tawhid) is its loss in Allah, and in this case it is or it is not; anything is not and everything is as if Allah is! Attar also has pointed the wonderment in these verses, but in the following chapter, on the state of wonderment of the seeker, Attar has focused on this status of the seeker and said:

…After that, the wonderment valley is, saying unconscious or not, if you are or not, in the middle or out, if you are mortal or immortal, said I do not know anything, I don't know anything and my own…

It is obvious that the main attributes of wonderment is bewilderment in saying own mood and the unity.

Attar has stated the perfection of the unity - Fana-fil-Allah (extinction of the self in Allah) and Baqa-bi-Allah (living or subsiding with Allah or eternal life in Allah) as the poverty and annihilation in the way:

….after that valley, there is poverty and annihilation, it is no worth talking here, total valley is forgetfulness, being lame, deaf and unconscious, when the sea moves, what figures are staying, both worlds have the role of the sea, whoever says this is enough…..

Therefore, the main characteristic of fana (annihilation), from the point of view of Attar, is to sink in the sea of the unity of Allah, which is accompanied by complete unconsciousness and divine mood. That is, from the cognitive level, the annihilation position accompanied by ignoring others except Allah (himself and others).

Concluding views of mystics

It can be stated, when concluding the views of Muslim mystics about the unity, the path of unity passes through annihilation and unconsciousness. Khwaja Abdullah Ansari, Attar and others have believed in this fact. Although Attar puts poverty and annihilation after the unity and wonderment, and Khwaja Abdullah Ansari puts it after annihilation, along with titles such as abstraction and seclusion, and does not state wonderment; however, given the common elements in description of Attar about three attributes including unity, wonderment, and annihilation; it can be concluded that in his experience these three attributes are interconnected and intertwined. Self-motivatedness, loss of Allah and universality, confusion and lack of power over expression are in the explanation of all three valleys. Khwaja has not brought Fana (annihilation) in either Odiyah, but at last, and all of his ends are in the field of knowledge (Marefat). Then, according to Khwaja, it is a fate for a position, a landscape, and horizon which, by their loss and knowledge of the unity of the existence and annihilation are by itself non right.

In examining different modes occurred for the person (Suluk) starting his spiritual journey towards Allah (سالک الی الله), it can be stated that in some cases, a person leaves himself and his apparent senses, and his soul connects to the celestial world and travels there. If it happens in a short time without any sign of death t, it is called "Ecstasy"(Khalse) or "Absenteeism". If at the same time alertness is separated from the body longer with the power of the soul moving in the celestial worlds, and has signs of death, it is "optional death" but if the seeker has no consciousness and the signs of death are eroded, but at the same, he observes the divine unity and divine existence in everything, it will be "annihilation mode" (if it is temporal) or "annihilation status" (if it is permanent). However, at the end of the journey (Suluk) and for the persons who have achieved the statute "Jam al-Jam" (جمع الجمع), the attention to the celestial world

along with attention to the body is possible, but during the journey and in particular situations, these modes will be inevitable. One point to be noted here is that, although the annihilation is sometimes combined with the dispossession of the body and separation of the soul from the body, but these two are not the same. The characteristic of annihilation position (fana) is the disappearance of self, and the characteristic of the dispossession of the body is to observe the self from outside of the body and to abandon the body.

Jurisprudential verdict of unconsciousness positions

Now, the point is that what is the legal task of the seeker in these positions? It is obvious that Islamic law should take into account these religious rules of these modes and positions, but because these positions are not common to the public, such rulings cannot be found in the book of religious judgments.

In the jurisprudential resources, the closest issue to this issue is considered "unconscious" (مغمی علیه) because it has same perception literally based on common sense and special law of physicians by analogy of reasons recommended expressly in the text (Majlesi, 1982:40,277). Because a person who is absent from himself and whose soul and his inner senses have been focused on the supernatural worlds, he does not have the apparent senses and he is generally unaware of himself and of time and place. Therefore, literally and according to tradition, such a person is unconscious person, since considering a person as a conscious person is not the related factor for any reason including natural factors such as hypoglycemia, or blood pressure, or epilepsy, or brain damage, and or psychological states such as nervous shock or severe depression and etc. that the person falls into the anesthesia, faint, or coma will be the same. It is clear that the use of "unconsciousness" will include supernatural matters such as mystical states. Because in the truth, the use of "unconsciousness" against anyone is not a factor and sometimes, if someone faints in the sadness of one's death, or at the mourning of Imam Hossein (AS) the word "unconsciousness" will apply.

But psychiatrists, who are considered to be specific in determining the subject of this issue, have identified levels of consciousness for different levels. For them, for example, someone who is asleep has a higher level of consciousness than someone who is anesthetized with anesthetics, because he can be awakened by sensory stimulation but not anxious (Bentli, 2003:5-8). From the perspective of psychologists, three main modes of alertness are: 1- Consciousness 2- semi-consciousness 3- No consciousness. Consciousness is when we are completely self-conscious and aware of the surrounding environment of thoughts, feelings, sensory perception and reactions. We also have our own self-control and we have the free will to make choices and decisions. The opposite is uncertain. Semi-consciousness is thought to be on the edges of the conscious mind. The meaning of semi-consciousness in psychology is when we are not completely conscious of the sensory inputs or thoughts. But if you want, we can focus on them (R.K. poor Afkari, 1995:131).

According to the classification of psychologists, a person who is in khalse or annihilation may be semi-conscious or no- conscious. Hence, in any case, the verdict of unconsciousness against the abandonment of the assignment due to dementia and discretion until the time of Shahedah is applicable to him, since this ruling is subject to the ignorance of himself and the duty and discretion which is in wherever it may be, it will have the same decree with respect to the Manusus al-Alaa (منصوص العله). Even if, from a psychiatric point of view, a person considered has a low level of alertness, there will be executed the sentence "unconsciousness" (مغمی علیه) due to unawareness of the person about self and his time, place and task.

About the dispossession of the body and sinking in a state like death, the mentioned issues are applied. Certainly someone who falls into such statue unconditionally will not have any responsibility at that time, but anyone who enters Ecstasy (Khalse) voluntarily, he can get out optionally. In this case, the decree of necessity to get out of it will be unlikely if it is understood that a religious obligation is to that person***.

Of course, is it lawful for someone who cannot leave such statue with his own discretion to intentionally put himself in such a statue? Also, what is the verdict if the seeker leaves the religious obligations (praying, fasting, etc.)? And whether the time is straightforward or concise? Is the unconsciousness consisting of all the required time? And can the religious obligations be restored or lapsed? And other warrants that all of them require a complete understanding of the subject and debate of Ijtihad, which there is not the situation to vindicate their different warrants.

There are many traditions concerning these matters, and the jurists have presented different opinions contained in various jurisprudential books that are not concentrated in a single chapter. It is one of the

reasons that the great mystic- Mirza Ali Qazi- has wanted his contemplative disciples to be Mojtahid in the jurisprudence (Fiqh) in order that they can deduce their religious rules in such situations.

Conclusion

In pragmatic mysticism, the seeker or mystic tries to abandon his soul from the natural world to the celestial world. In this way, there may be occasions of selflessness for the seeker. Since the practice of Sharia or law at all stages of the conduct and until the end of the earth's life is considered to be a device of conduct. It is necessary for the seeker to recognize his religious duties in such situations. To achieve all the rules of unconsciouness, it is necessary to know the subject and jurisprudence of Ijtihad. However, in general, the ruling of such cases is the same sentence, because someone who is not aware of himself or herself or does not have the authority is not obliged to do so. But according to legal rules, deliberate submersion in such a situation is not permissible if a person knows that he will not be obliged to die, but also to come out to someone who knows that his duties are dying and can be with the authority it will be obligatory to leave it.

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Postscripts

*In "Manazel al-Saerin",　in addition to the topic of meditation, other topics such as "intention", "austerity", "mention", "investigation" , "contemplation", "patience", "time" and "aggregation" and the like are discussed in meditation with references. Two issues of austerity and aggregation in this discussion are as follows:

About the austerity, it has stated: "…The austerity of special people is to cut off the issues splitting the mind and heart when they have to pay attention to Allah and the austerity is a special attribute for abstraction (Tajrid) and intuition (Shohood) and is one of the best names and attributes rising towards Allah- annihilation in self and intuitive intuition". There has been stated about "aggregation" (جمع): "…It abandons the division and releases colors and ultimately fading from intuition" (Kashani, Abdulrazaq, 1993, about the austerity and aggregation, Ps. 87-93 and 600-606). According to Khwajah, The result of the journey and its perfection is the absence of self and the presence of the divine unity and intuition.

**Spiritual four travels (Asfar Arbae)(اسفار اربعه) are included briefly: A - The journey from people to Allah through destroying veil and darkness, and reaching the unity with the intuition of attributes, and the intrinsic, with the result of the annihilation for Allah (فنا فی الله), which is the statue of Velayat and proximity to prayers , which says in the Hadith that Allah becomes eyes and ears and hands and feet of the seeker. He sees with Allah and listens to Him. Even the knowledge of Allah at this stage is with Allah himself, and the seeker has risen from Him. B -   Endless journey from right (Allah) to the end of the attainment of the beginning, which is the beginning of the path of truth in divine attributes of selflessness and annihilation. C - The journey from the right (Allah) to the people means to achieve the life after annihilation and the coming from intuition and the unseen world towards Allah, and the study of the unseen world in return, while returning to the world at the same time as the materiality. D - The journey from people in people with the right (Allah) having the life with Allah and position of aggregation and the simultaneous observation of unity in the plurality and plurality in unity to complete the emptiness (Ibn Arabi, 1990, A: 162-166), (R.K. Sad al-Din Shirazi, 1989:1 and 13; Kashani, Ezuddin, 1990: 132 and 467; Khomeini, Ruhullah, 1981:304; Bahrulalum, 1981: 134).

***Aladdwalah Semnani has stated about one of his meditations (Khalse): "…I was in the morning praying at the shrine of Ka'bah, and sat on the house and absent, and had a hard time, somebody in the unseen says: In the witness world, some people are waiting for you. I opened my eyes, I saw two young people sitting in front of me. They said hello, I answered. I was absent, I heard them in the unseen waiting for you. I opened my eyes and asked me to come. I asked the young people that where do you go and where do you go...?" (Semnani, 1991:212). As it obvious, he was in Khalse and he was able to come out voluntarily from that position.

The Position Of Innateness In Dr.Motahari's Epistemology

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Abstract
When we are talking about human identity , the essence of man and the including factors in his
personality and his behavior are considered. Islamic philosopher believe a very high position for
Innateness in knowing human being. Motahari, a philosopher, who introduced deep philosophical
theories about the role of studying innateness, believe that human identity will be recognized
with his innateness, therefore the mankind in addressed. So the innateness which is formed
human identity has a divine source.
The aim of this essay is studying the innateness in epistemology from Mr. Motahari's point of
view. However this essay doesn't considered all of his studying about innateness, It is studied 1) the
meaning of innateness, 2) the Koran and the narration, 3) innateness tendencies and understanding
4) epistemology and innateness 5) the educative suggestions with descriptive methods

Key world: innateness ، epistemology، human identity ، innateness tendencies and understanding

1. Introduction
Motahari interprets the issue of "nature" as the "mother of affairs" of Islamic education (Motahari, 1370, p.
9) and considers it a philosophical argument based on Islamic ideology. Because the important subjects of
philosophy include these three subjects: God, the world and man. This discussion is a "human" discussion
and we can say it is from a perspective and from a branch of man and God. One is the problem of man
and on the other side, God. In Islamic sources, in the Qur'an and Sunnah, there has been a great deal of
emphasis on the principle of nature. The fact that the Qur'an is for human beings is a kind of insight
about man. (Source, p. 11). According to Motahhari, human beings are preceded by all social and
historical factors and in addition to physical, vegetative and animal dimensions with a certain dimension
He gives him a special identity and separates him from animals and this aspect (which the philosopher
calls it) is the same. Nature is humanity. Human nature is also an aspect of existence in addition to the
prior aspects of a series of desires and attitudes necessary for the creation of mankind.
In the perspective of Islam, human beings have a series of innate affairs in both the cognitive and the
lateral spheres: from the beginning of creation, man has a talent that perceives some aspects of reality and
on the other hand, he tends to values. (Nasri, 1379, 406).
In the view of Motahari, materiality is not an issue. But without the acceptance of nature, neither does the
development of meaning nor the values are logically interpreted. It is only with the acceptance of nature
that man is "directional" in terms of perception and thinking, as well as in the direction of human
tendencies and feelings, that is the necessary direction, hence the nature that gives humans a kind of
direction. (Motahari, 1389, vol. 11, p. 58)

2.The concept of nature
Fitr from the root of Fitr on the weight of the row means breaking the length and on the weight of
creation means breaking the dark crescent of non-being into the stage of existence and from a conceptual

point of view, the human being, that is, that man manages facts without any need to be reasonably argued and clearly reaches it And this perception does not need to be reasoned. (Makarim Shirazi, 1360, Vol. 1) Motahari regards the concept of nature as meaning creation, "the nature of the heavens", that is, "created the heavens", as the word "Fitr" has come in any part of the Qur'an, entails the concept of creation Is. Such as: "I have turned my face to the one who created the heavens and the earth and I am not one of the idolaters," or "Thanks to the God who created the heavens and the earth ..." (which is the same The reason for the name of Sura before Yassin is Sura al-Fatir). In the Qur'an, words such as creations, creations, essays, phitri and the like have come up with specific meanings in each of the Qur'an. The word "fitrah" refers to the weight of the faale in the language Arabic is a useful type and because it is useful in the type, it expresses the characteristic of any kind and in other words it is apparent.

Nature is the special requirement of the creation of every being. It is therefore said that human nature, animal nature and vegetative nature. In other words, in this sense, it is the attention to the inherent and institutional gravity that may exist in a particular creature.

(Motahari, 1389, vol. 11, pp. 96-95). They also believe that the word "nature" is used only in human terms. Nature, like nature and instinct, is a developmental matter, that is, part of human nature (it is development, that is, it is not acquired), which is more conscious than instinct. Man knows what he knows, he knows, that is, a person has a series of instincts and knows that he has such an instinct (Motahari, 1389, vol.3, 466)

3. Epistemology and its foundations in Islam

Epistemology is a branch of philosophy that examines the nature, scope and content of knowledge. The topics of this field are mainly focused on analyzing the nature of knowledge and how it relates to similar concepts such as truth and belief. In summary, the epistemology answers the questions: "Do you really know what you think?" And "How do you know that you know something?" In Western philosophy, they separated the epistemology from being ontology and have two separate horizons , So as not to clarify the issue of cognition, logically do not leave any ground for ontology, but in Islamic philosophy, to a certain extent, these two are intertwined and interconnected and knowledge and knowledge of man are related to the knowledge of existence. Although in philosophical discussions, the position of epistemology is prior to the position of ontology and other issues of philosophy and its ruling has its threshold. (Sharafi, 1387, p. 160).

The concept of knowledge or knowledge is equal to the absolute knowledge and consciousness and since the concept of science is one of the clearest and most obvious concepts, it not only does not require definition, which is basically not possible to define it (Mesbah Yazdi, 1368, p. 1, p. 136). The basis of the science of epistemology can be defined as follows: "A science that discusses human cognition and the evaluation of types and determines the criterion of their correctness and error." (Sources, p. 137). Sadr al-Mutawlīn also believes that "science means knowledge and from The truth is that its definition is not possible because science is the same being and the existence is not defined, because the concept is obvious and that it is everything that is due to science Definition of science is not conceivable, just as it recognizes every being. "(Sajjadi, 1360, p. 166)

Nevertheless, the discovery of meaning and its other features is useful for knowledge and therefore the definition of science is: the existence of a single object, or in other words, the existence of a single abstract substance. Therefore science is an existential matter, provided that it is innocent of material complications and therefore for the body and physical degeneration it is neither scientific nor self-identified as a single object unless it finds itself beyond the material form of the universe. (The same) Motahari expresses and acknowledges the necessity of the problem of cognition in relation to social philosophies and the human need of the school. Since every human needs a worldview and a school, one must pay attention to the problem of recognition. Ideologies are the result of worldviews. The worldview also expresses the type of human perception and perception of being, society and history and in the definition of cognition: "Recognition means that consciousness and awareness need no definition." (Motahari, 1385, p. 38)

Some epistemological teachings in the perspective of Islam that illustrate the nature and nature of knowledge are:

1) The Priority of Fixation and the Prediction of the Prediction of Cognition on Intellectual Problems
Recognition is in the process of proving after many rational issues because there are many preparations without which it will be difficult to study the problem of knowledge, but it is foremost for them to be reliable, since, until the theory of knowledge is not solved, the amount of human inclination to self-knowledge and outside The philosophical and verbal problems of philosophy and philosophy do not profit at all. (Javadi Amoli, 1372, p. 69)

2) Investigate the relationship of truth, knowledge and beliefs
The totality of perceptions and mental concepts in the philosopher's view consists of three important categories:
A) Truths: that is, concepts that are real in the outside world, for example, our perception of a person is real.
B) Credits: In other words, concepts that are not real in the outside world, but validate the intellect for them, that is, the assumption that the true meaning of these concepts is not the case. For example, our perception of credit is a society, because it has no real case and what is true is each person, not their sum.
C) Illusions: Perceptions that have no existents abroad, such as Simorgh and Luck and the like (Tabatabaei, 1377, p. 3).

3) Equality of Knowledge with Being
Recognizing that there is a specific way from an approach to being and of being of the same nature, there is a story of a counterpart of existence, which is conceptually ultimately clear and ultimately ambiguous. Therefore many epistemological issues depend on the ontological basis and also ontological knowledge of cognition (Javadi Amoli, 1374, p. 76)

4) Wise and sensible alliance and wisdom
Mulla Sadra, in this theory, has affirmed with philosophical proofs that the perceptual person and the perceived object of the mind and the knowledge of knowledge itself are united and are one and so-called, wisdom, wise and sensible with science and the universe (with pleasures) are united and This is known as the "Wise and Sensible Alliance." That is, wherever evidence is available, there is certainly evidence that it does not exist that one of them actually exists and there is no other, since this ratio is only an existential relation and it does not make sense to cover more than one entity, so since The ratio of the proof is the ratio of rejection, so these two have an existence.

5) Human perceptions, including sensory, imaginative and rational.
In the field of perception, Mulla Sadra believes in three types of sensory perception, imaginary perception and rational perception and has three stages for sensory perception. The first step is to reflect the realities of the five senses, this stage, like the impact and reflection of the image on the film and this stage is only half the way of perception. The second step is to take knowledge of the images and ciphers. Here are two important elements for sensory perception: one that is a psychological phenomenon and is not a work of the body. Until the attention of the mind focuses on the work of the five senses, none of the signals transmitted by the senses can be perceived. Another is awareness, which is a psychological phenomenon and is not the work of the body and the brain. Consciousness is the result of human attention to things that are present in humans, or the presence of an external object in the mind (and soul) of man. Mulla Sadra calls this attention "consciousness". Which is the direct and immediate knowledge of the senses and is interpreted as "intuition". "Acquired Science," which is the same science derived from the perceptions of the five senses. Human beings are never confronted with the "existence" of those who are conceived, because the existence of the external can not go to the degree of mental existence without degradation. Therefore in human science, it deals only with the "nature" of objects. Hence, human science does not have phenomena that have the properties and effects of objects and are unproductive. Stage Three: The important stage of sensory perception after "attention" and self-knowledge is the signs of Khamseh's senses. Using the power of "creativity" and modeling itself, that self is transmitted from those signals, the

"nature" of the perceived object is restored to itself and replaces it with the nature of the external one. Therefore science can not be separated from the universe (unity of the universe and the known).

6) The rational perception consists of the "rational first", "the second reasonable philosophical" and "reasonable rational second."
The rational perception means the presence of a general form and a tangible thing to the mind (and intellect), which they call "reasonable". "Reasonable" means that which perceives the human mind and soul in a general (and abstract and far from adjectival) sense of the three categories, which are called "reasonable first" and "reasonable second philosophical" and "reasonable second logical" (Source, p. 173).

7) Recognition as finite and finite
Many of the teachings of the Qur'an indicate the ability of man to knowledge of phenomena, objects and events, such as verses that are "signs of the Lord in the world of affairs and the world of affairs" (chapters / 53), "the resurrection of the dead" (Baqara / 73), "Thunder" (thunder) and the movement of the ship in the seas (Loghman / 31) and in order to show the divine verses in each field, inviting to think in these cases means the ability of a person to understand, understand and know It is to them that they are from Allah, who is the Wise God of Allah. The invitation to the opposite is not accepted. On the other hand, in spite of the ability of man to understand the external and internal world, his limitations are also mentioned in the Holy Qur'an. Like when speaking of the "unseen", it only knows a few of its messengers in the area of consciousness (Gen. 26 and 27). Therefore it is deduced from this that a person has a certain ability to understand and understand phenomena. But this ability is affected by many constraints that have been defined in various fields from the point of view of the Holy Qur'an.

8) A finite understanding of the infinite truth
According to the Qur'an, Allah is Almighty in the sense that we can not find our perfection and glory that we are limited and finite beings (whose knowledge is only through our sense or intuition). Accordingly, one can conclude that no one can encompass God of excellence (Tabataba'i, 1355, vol. 28, p. 21). In the perspective of Islam, one can speak with God and can speak of God, but speaking of God to The meaning of the understanding of the truth is not God of excellence, but refers to the relative and limited knowledge of the creature (man) of the Creator (God of excellence) (Sharafi and 01384 p. 41)

9) Symbols, the Revelation of the Supreme Truth
Given the limited human perception of the unlimited power of God's transcendence, the teachings of the Qur'an indicate him in this way. Obviously, we can not know anything about the truth of the divine nature, but in order to make it hard to know the unknown, the Qur'an uses the analogies of the familiar and tangible realms.

10) Divine verb, the manifestation of the Supreme Truth
God, because he is alive, seeks to engage in dialogue with his creatures, which makes it possible for them, through the arrogance, thought, knowledge of the heart and the light, which he himself does not open with those houses of those who do not open the prayers and the ethic of Zakat , Makes it clear that he will approach him. "In the houses which Allah allowed to raise, in that morning and night, mention his name" His life in his verb eternal creation is also spectacular.

11) Certain stages of knowledge
Science in its path to certainty has three stages:
 (A) the science of oligic, which is anecdotal and deductive science. "It's not like you would think if you had a certain science ...."
B) Certainly, that is, cognitive or indirect science, that is, narrative and semantic, or observation, such as the noble verse: "Then you saw it with certainty."

C) The truth, the knowledge of receiving, or the intuition, such as the divine law: "And he is a surety." One can distinguish the difference between these three stages: (a) Fire always burns. B) Fire burns your fingers. C) The fire of my fingers burns me (Mir Mohammad Sharif, 1362, vol. 1, p. 203). It is worth noting that the error also has three levels: a) error of reasoning b) observation error c) intuition error.

(12) Knowledge, the level of human dignity
Knowledge and knowledge increase the magnitude and the human being; "Say whether those who know are equal with those who do not know? Only the owners of the intellect are reminded and Allah blesses those who learn science, "and other verses in the field of science and consciousness confirm this point.

13) Individual knowledge of man
Human is the only creature that has learned Almasma, that is, it can be called objects. And also, man is the only being possessed of wisdom and has given to all who have been given wisdom a lot of good.

14) Knowledge of the Being, like divine favor
 Knowledge of the phenomena of the world through the senses is not false and invalid, but it is a blessing from God that we should be grateful, such as: "And God brought you out of the womb of your mothers, you did not know anything and listened to you. You may thank the people and the hearts. "It is understandable that the means of knowledge and awareness such as the hearts and the eyes and the hearts are regarded as a blessing and because the natural behavior of man is grateful for gratitude. On this basis, it is expected that a person will be grateful to be grateful for such blessings as his field of knowledge.

15) The proportion of reality and truth
In philosophical terms, the truth is also the row of "truth" or "correct" and it is said to be the fact that the mind is consistent with reality. But the error is either "false" or "false" to that mental proposition that does not really match. So the truth is the description of perceptions in terms of conformity with reality and soul (Tabatabaei, 1374, vol. 1, p. 96)

16) Preference for knowledge of knowledge on the knowledge of reality
According to Allameh Tabatabaei, knowledge, subjective knowledge horizons better. (Tabatabai, 1362, vol 11, p 289) cite Allameh Tabatabaei superior knowledge introvertive the knowledge horizons, closer studies in the field of self and knowledge of the Lord and citing In the words of Imam Ali, it was concluded that human knowledge is more prevalent and worth more than the world. This preference does not conflict with the harmony of man and the world, but rather a valuation for these two knowledge. The man and the world of conformity based on internal coordination and "camaraderie" between the two. (Seyyed Hossein Nasr, 1359, p. 400)

17) The role of Ferghan in human knowledge
In Al-Mizan within the meaning of the statute states: "The criterion at the middle of right and wrong, both in belief and practice. Criterion beliefs separation of faith and guidance of heresy and error and in practice to separate the submission and any action that about pleasing God, of sin and anything that would anger him and distinction in ratings and comments, separating think it is correct to think wrong, all the result and fruit from the tree of righteousness is: "O you who

18) Science is equal to its existence
Mulla Sadra regards science as the truth of all existing beings and he believes that it is equal to existence. Sadr al-Din Shirazi, translated by Mohammad Khajavi, 1363, p. 108, quoted by Sharafi, 13, p. 1388)
 From the discussion of epistemological foundations, it is deduced that in the perspective of Islam, knowledge is like divine favor and knowledge of the knowledge of the knowledge of the subject is of a preference and the channels of knowledge in such a view that includes sense, imagination and reason and in addition, In the event that a person has God's reverence, God will create the power of recognizing the right from falsehood in his existence so that he will look at divine light in the phenomena of being. Yet,

the human's benefit is limited to knowledge and he is not able to comprehend the infinite truth in the finite being, but at the same time he can understand the symbols that are the harbinger of the supreme truth.

4. The sources of knowledge from the perspective of Motahari:
By studying some of Motahhari's works in the field of epistemology, we can identify the sources of knowledge and the means of attaining it from their point of view, including: 1) nature 2) reason 3) heart 4) senses 5) history 6) Nature. In his view, man needs tools and resources for gaining knowledge. One of the sources of cognition, of course, is if we understand cognition, that is, the cognition that gives us the power and ability to act, or the cognition that gives us the reality as it is and no longer doubts about it in nature. Nature means the physical world, the universe of time and place, the world of motion and the very world in which we live and are in touch with our senses. An interesting point is that they introduce nature as an external source and intellect and heart as two sources of knowledge for human acceptance. In addition to that, he has been given the means to receive knowledge from these sources. It is with the senses that man takes knowledge of nature.

The point to note is that the importance of the senses is so much that if a person is not sensual, he will not get any kind of cognition and the lack of any senses will result in a lack of recognition of that sense. Of course, it should be noted that "sense" is a necessary condition for knowledge, but the condition is not enough. Logical reasoning, rational reasoning, analysis, analogy, argument or logic and activities of this kind that the human mind carries out is a tool for using the source of reason in gaining knowledge and knowledge. The tool of using the source of heart and heart is also the cultivation of the soul. Based on Qur'anic verses and narratives, Motahari considers history as one of the sources of cognition and knowledge. Because human beings have a role to play in the evolution of history and can play a role. (Same source, pp. 80 -64)

4.1. The place of nature in terms of natural perceptions in knowledge sources
In the view of Motahari, there are signs and manifestations of human nature in two general areas of tendencies and perceptions. Love and worship, creativity and innovation, beauty and beauty, truthfulness and knowledge, virtue and moral goodness are the effects of natural tendencies (Motahari, 1384, p. 15). Therefore for man, concepts such as truth, goodness, beauty, worship, sanctity And what is related to them, such as: solace, joy, sacrifice, sacrifice and gratitude from Mohsen and the likes of these (innately) are worthy. Because they are innate traits of humanity. The humanity of man and his supremacy is that the spark, flame and beam are from the divine spirit, "and in him he breathes his soul", this is his divine spirit and that is fixed. So the basic point is that since the human soul is a simple, non-composite, in fact, we have intuition and not nature. That is, the human soul is a "religious reality", which is the same as Godgiving and on the path to truth and truth and all human virtues and values at the same time. (Motahari, 1389, vol. 11, p. 75-73)

In any case, human beings have the ability to find a certain epistemic, transcendental and metaphorical way of thinking, in relation to the realities of existence. This knowledge is based on self-perceptions and certainty (intuitive perceptions) and has been shaped through the perception of the general concepts and the discovery of the relation between the sign and the signifier. In the first type of thinking, which deals with the perception of the natures and the nonsense (the second type of thinking, observes the perception of beings and not beings), descriptive and explanatory statements of reality are generated. Man is able to distinguish between true and false truths based on the discovery and understanding of reality, to predict the observed events and provide valid theories through discovering the relationships between cause and effect. (Sadegh Zadeh et al., 1389, p. 26)

Intuitive or figurative information is also used in two ways:

First, information directly derived from reason and the intelligence power is in their own right, without the need for five senses or anything else. The fact that such information exists or does exist between scientists is different (Plato considers all information as natural and science only. Descartes and his followers also believe that the imaginations we have in our mind are three types: (1) imaginary, that is, Or

transformation of thought or the principle of reasoning. (2) Mutations, that is, the form of a devoted power in mind. 3) Foreigners, that is, what comes from the outside with the senses of the five. And some people like John Locke, with authenticity for sensory perception, oppose intuitive information and interpret the human mind as a "white tablet"

Second, the Muslim truths in which all the minds agree and which is not denied or doubtful to anyone and if anyone denies or doubts the language, it is practically accepted and accepted by him (Tabataba'i, Bey, p. 46)

In general, the meaning of natural perceptions is a kind of readiness and intellectual ability in a person who, if asked, is capable of answering.

4.2 The ratio of nature and epistemology

Motahari mentions human nature as "the mystery of human existence and reality" about human differentiation with other beings and they believe; what is everything in terms of nature? And in terms of quality, what should be "created", but man has been created in this sense of "potential". That is, the seed of humanity in it is a potential affair and if it does not deal with the aphids, these seeds gradually develop from the context of man's existence and this is the "fantasy" of man, which later forms his innate human conscience.

Unlike humans and humans, humans have personality and personality. The human being, that is, his physical body, which is actual, like other animals, is psychological, in terms of what makes up his personality later, is a potential creature, his human values are available for potential existence and ready to grow and grow. Spiritually and spiritually, one step back from the physical stage. Therefore everyone is said to be the architect, architect and engineer of his character. The imaging pen and the personage painter's creation have been given to him, unlike his own person. In short, any entity other than man, between himself and his nature, is impossible to imagine separation, for example between rock and stone, between a tree and a tree. Man is the only creature that separates and separates itself between itself and its nature. That is, between man and humanity. Obviously, it is the essence of existence. If existence is actual, its nature is to act and to have a potential that does not have its own proper nature. Therefore human biology, a biological man, is not the criterion of humanity, but the realm of human being and according to philosophers, it is the bearer of the talent of humanity, not of humanity itself. (Motahari, bayat, p. 295-292)

Therefore according to Motahhari, humans have reached humanity, human beings have been found in nature and human worth, or in other words, human beings who are from the point of view of potentialities from the potential state to the actual stage. The Prophet and the infallible Imams are a typical example of this kind of human being. In any case, from the point of view of natural theory, the advent of rational, religious and ethical spiritualities and so on in humans, such as the flowering of a tree, is a plant that, while being dependent on the factors of cultivation, is airborne, water, light and heat is an internal boom. External factors. Which, of course, does not require a person from the education and training elements, but also that education really is the cultivation of inward talent, not something like industry. (Motahari, 1389, vol. 11, p. 52)

Allameh Tabatabai also believes that nature is a special creation of man, based on which he is oriented towards his God. It is the nature that guides man to God and the attributes that comes from God. The proper, moral and moral verbs of human beings are due to this human attribute. By nature, God has given him the attributes of his integrity as a person who nurtures a human being. Therefore human beings have a certain path to eliminate defects and it is perfected to follow a particular end (Tabataba'i, 1363, vol. 21, p. 287) and because man has in his nature a range of possibilities and talents And a number of needs and constraints. The natural features and natural features bring him to the extreme, which, while innate, is also in need of him. Therefore humans are placed on the path of development and flourishing with the focus of fitting.

4.3. Identity and Fit Attribution

Motahari, contrary to the views of the opposing schools of thought, who believe that a person is an abstract, idiomatic person and his identity is in a class position because his conscience is constructed by the community. In other words, man is a kind of an abstract object; man is in a class position of consciousness, conscience, competence, movement and invitation. Clearly and clearly in the book "Introduction to Islamic worldview" in relation to the identity and nature that in terms of Islam, the identity of a person is a kind of identity, the person of his identity is determined by its nature, Therefore the type of human being is the target of Islam. In other words, in terms of Islam, man of his own nature, with his innate dimension of identity, determines the competence and competence of movement and movement (Motahari, 1389, vol. 11, p. 66).

It is deduced from the totality of Motahhari's expression that, in his view, it is possible to imagine two human species. First, human beings have an idea of the nature of the rude, which initially encompasses all human beings. Everyone is human and has some of the human and transcendental values potentially in its essence. This man is like a vegetable that needs to go and grow so that its values and capabilities can be activated. This man is "innate man." In the face of the innate human being, the human being is conceivable, the person who is made with his deeds. Human beings are defined and determined by virtue of the first values and nature which is in its creation; it must be noted that this determination is of two kinds: in the first case, a person may be activated in a manner consistent with his natural values and primordial nature In that case, the true man will be. In the latter case, it becomes activated against the innate values and primordial nature of which is man-made (Motahari, 1389, vol. 13, p. 474). Therefore human instincts have an evolutionary nature and are divided into two types of insights and innate tendencies. (Motahari, 1390, Hhold 15, p. 138) These things are potentially initially and then come to fruition.

(Motahari, 1385, vol. 13, p. 492). It has the ability to be cultivated, actuarial and on the other hand may be indifferent and neglected, but one must be careful that human beings may not be subjected to inferiority and that nature will be weakened. In any case, natural things can not be convertible, altered and can not be destroyed. (Motahari, 1388, vol. 15, p. 138)

5.The author's innovations in the field of human nature

Martyr Motahari discusses the humanitarian issue as a series of issues that today raise these issues as "humanity." There is no school to deny a series of human values. Islamic education is also based on the acceptance of a series of fantasies, that is, all those things that today are called human and supernatural matters and their name is "human values," from the point of view of Islamic teachings, are radical in the nature and nature of mankind and the originality of man and humanity The real human being depends on acceptance of the fantasy. They categorize the phytorid into two regions.

A) Factor in the area of receptions:

1) Monotheism is a natural thing. Quranic verses show that the Qur'an also deals with issues that are sufficient for reminder and remorse and does not want to argue. For example, in the verse, "Do those who know are equal with those who do not know?" It's a scarecrow. Or in the continuation of the verse, "This is only a reminder to the owners of reason." Therefore the virtues of the Qur'an are not of the Platonic nature of a child born before being born and equipped with these, but it means that talent These are in everyone. So much so that the child has come to a stage that can imagine these, it is natural for them to acknowledge them. So the verse of the verse says: "And Allah sends you out of the belly of your mothers, while you did not know anything and gave you ear and eyes and hearts to give thanks."

With the fact that monotheism is a natural thing and does not contradict the fact that the Quran mentions many issues as a reminder, because it is natural, it means that it does not require education and reasoning, not in the sense that before coming to This world knows them so that these two verses are contradictory (Motahari, 1380, vol. 3, p. 479).

2) The belief in resurrection is innate. If our vision of resurrection is to be a kind of new return to this world, the absolute value of believing in resurrection is nothing natural. But if we think of resurrection, it is true that it is true to God. Then one becomes an affair about the relationship between man and God. That is innate. (Source: p. 471)

3) Conscience is the cause of man's natural being. The nature of the discussion is instinctual and that is innate, now you want to put it in its name or instinct. The debate is whether what is called humanity is known as a human criterion acquired or not acquired, whether those criteria are imposed on humans from the outside or are consumed by human nature? Our argument is that when we say that these criteria are innate, that is, it is transmitted from human nature and that man is an being whose seed of these criteria has been planted in the depth of its existence (ibid., P. 473)

4) The principles of thinking are innate, this innate which we say is beyond the naturalness that Kant and Plato (i.e., congenial) and innate congenital meanings are said to have come to the conclusion that the only way to value human knowledge, human thought and philosophy By accepting the innateness of the basic principles of thought, man accepts this, for us nothing remains except absolute doubt. (Source, p. 483)

(B) Factor in the area of demands:

Cognition that divides into two parts: the natural or innate human wants that are two types: physical and mental

1) Physical demands, that is, an application that is 100 percent dependent on the body, such as the instinct of hunger or eating and sexual instinct. Which relates to the physical structure of man, these are usually called instinctive affairs.

2) Spiritual demands are a series of instincts and instincts that in the area of desires and desires, which even psychology calls these mental affairs and the pleasures of these, also called spiritual pleasures, such as desire for childhood, supremacy, empathy and power A quest for humankind is a spiritual joy. Truthfulness, truthfulness, the issue of science, knowledge and the discovery of truths, artistic beauty, creativity and fanaticism, creation and creation and above all what we call "love and worship" (ibid., P. 485)

The general outlook about the innate human soul's demands is that all of them originate from human nature, which is embodied in human spirituality. Human is a truth composed of soul and body. His soul is also true: "And I breathed from my soul" There is an abnormal element in man. The natural elements of man depend on nature.

The fact that a truthful person is seeking truth is a desire related to his spirit and his spiritual nature, beauty, a tendency in his spirit. Moral virtue as well. The tendency to creativity, fanaticism and innovation as well. And it is also the tendency to worship the beloved, which is actually a ray of worship of the true believer of man to the sacred essence of God and to anything else whenever he finds spiritual love.

This livelihood is the true love that is the love of the essence of the truth, which is found in this way. (Source, p. 510)

6.Conclusion

Referring to the discussed issues, it turned out that part of the process of formation of knowledge in terms of reliance on infinitives, is easy and easy to compare with other types of knowledge and they are more intriguing with them and are more stable in terms of stability and durability. Because periodites are not subject to deterioration, so identification of this kind of knowledge by educators and teachers and its recognition to learners and learners is important in facilitating the learning process.

Motahhari's emphasis on the primacy of individual identity on social identity, in addition to differentiating from the school of Islam from some schools, such as existentialism and Marxism, strongly emphasizes the role of will in shaping his personality, because in education, if he is convinced that he himself In the development of his identity, he can play a role; he will not wait for the coach; he will be able to build his own capacities; and otherwise he will always be dependent, relying on the coach and he will lose the initiative.

On the other hand, belief in natural perceptions and attitudes means that the student is part of the educational process and, in the process of furthering the course, the trainer will be able to achieve the goal. Obviously, disbelief in the fact that the instructor is inevitably going from the beginning and based on this insight that the instructor is in an empty place, which means the loss of part of human capital and

the life and expenditure that naturally should be paid in this field To be realized. From the essentials, the coach's beliefs are the tendency towards the true believer, God, if the coaches, based on this innate dimension, will tell the accomplices that the love of God is steady and loving, he is also loved by his dislike, will try to Deserve to be found in the believer of God. Such an insight is capable of eliminating volunteers from the suffering of futility, daily routine and into empty life and to lead to life with meaning.

7. Educational offers

1) "Based on the fact that" what is natural is not in need of teaching but needing a statement. "Therefore with regard to general perceptions that include part of the imagination, teachers and educators, do not learn this kind of knowledge, but they point to learners.

2) Instructors in the field of education, based on the belief that innate tendencies are inherent in nature, are trying to identify, cultivate and prosper and then they will not need to try to create such tendencies in the educators. Therefore the starting point for training for these coaches differs from those who do not believe in innate tendencies.

(3) Educational opportunities gradually become narrower over time through years of development, since the impact on a person will be deeper if the nature is still clear and transparent and this is more favorable in years of childhood and adolescence.

4) Since nature is immutable, the general principles of religion are also unchangeable and not only in the future, but also a long past that has passed through to humanity and will be. Accordingly, those principles, principles and methods of education that rely on the general principles of religion are also not subject to change.

5) Given that nature has divine nature and both wisdom and revelation are both divine directions, there is also a kind of consistency between the intellect and nature. It is therefore necessary not to consider the material that the intellect proves to impose on human desires, but to respond to the call of nature. Therefore if man accepts what the intellect proves, it means that it responds to its innate innate desires .

6) Nature will never be destroyed and will not be invalidated; only human beings make the wrong way; Therefore educators and teachers should not be subjected to any kind of neglect, forgetfulness and other hijabs in the face of those who are intent on them. They despise them and frustrate their development in the future, but create opportunities for them to find their lost intuition and become on the path to growth and prosperity. "(Sharafi, 1388, pp. 112-114)

3) Teacher has a role model for students. Targeting the tendency towards God in the daily activities of the teacher is a fundamental principle. Which must be with the intention of "the grace of Allah". Because the intention is to cause the subject to act and the more the destination is to the fullest, the easier it is to achieve. The intention of Allah Allah, as well as the combination of man's movement with the nature and prosperity of the innate qualities and human perfection. The movement is in harmony with the disciplinary guidance of humans and it is assigned to those who place themselves on the path of natural guidance.

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Survey the Eve penance in holey Quran

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Abstract
Adam and Eve (peace be upon them) story in Quran verses has described for human learn by example by example. Whereas their paradise residence, using the paradise blesses, deceive by devil , driven to the earth and soon , has assigned for both of them. But doing penance has assigned to Adam only and Eve penance has not described. This proposition has created many questions in human's mind. Some when it causes some people's abuse. This article has designed for solving the doubts and blockage of the some people abusing. Also we try to describe the reasons the lack of Eve mention by name for penance in Quran. By survey the Quran verses and expository resources and describe and analyze the subjects, we concluded that lack of Eve mention by name can not be the reasons of her don't to name. By reason her request for forgiveness by god in Al-Araf sura has no justification . Also her following of Adam (peace be upon him) and for briefness, The Eve penance has not describe perfectly.

Key words: penance – Adam – Eve

Introduction
The holey Quran in a guidance book and has fall for creation of worldly welfare and worldly spiritual and for cure the moral and mental maladies of human and for guidance the human to straight path in subjective life and social life .The god has attended the human requirement in all aspects. The Adam and Eve story in Quran and there penance has described for humans learn by example and if human attend this proposition , can earn many learn by example .
Meantime notwithstanding residence in paradise , using the paradise blesses , deceive by devil , falling to the earth and so on has assigned to Adam and Eve but doing penance and return to the god has assigned to Adam only and there is no evidence for Eve doing penance. This proposition has caused many doubts because why the god has not described the Eve penance ?
Hadn't she penance? Why the misdeed has assigned to both of them ?and doing penance has assigned to Adam only. And maybe some people abuse of this proposition.
This research has collected for reply to these doubts and has written by library method. By survey the Quran verses and analyze them and survey the Islamic sources we try to find an exact answer for Eve penance. Because the young people may doubt on Eve penance.
In many researches that have written by Islamic researchers The Eve penance has described briefly. These researches can not answer the young people questions about Eve penance.
In this article we have tried to explain the meaning of penance in Islamic culture at first , then we have tried to survey all aspects of Eve penance then we will describe Adam and Eve story in Quran. We want to explain the Islamic science researchers idea about Adam and Eve penance. Then we will try to prove the Eve penance by using the Islamic sources and evidences.
2.Meaning of penance
More of Islamic books and Islamic science sources has described the penance meaning. These sources have written that penance is return to the god. For example in al mojan maQaies Al-Loghat (meaning of penance) has explained:
Penance in Arabic language is return to the god and stoppage the misdeed.
In Arabic language (ت and ب) is the root of AL-Toube or penance and that's mean is return to the god and stoppage the misdeed (Ebne fares-1404 page 257).
Raqeb esfahani has defined the penance. He has said that penance is stoppage the misdeed accuracy and its better than apology. (Raqeb esfahani-1412 -page 169)
Also in the Quran verses w have:

(AL-Toab or AL-Touba –or AL-matab all them means return to the god. Some Islamic science researchers have added the misdeed word to the penance definition and have said that penance is stoppage the misdeed but complete stoppage is true because this proposition has posed about the good too. (Qarashi-banaee-1371-chapter 1-page 285)

So we can say that the penance meaning is stoppage the misdeed and return to the god and the difference between the human penance and the god penance is that the human penance is stoppage the misdeed and the god.

Penance is returning to the human with mercy and pardon for human.   (Qarashi banaee-1371-chapter1-page 285)

3: Adam and Eve story

The eminence god created earth and raise the mountain on the earth.

Then created the human requirements in four dogs and created the sky's by a material like hot gases, the created the human angels. After that the god created the Adam and Eve for residence in the earth.(BOLAQI-1381-PAGE14)

29. It is He Who hath created for you all things that are on earth; Then He turned to the heavens, and made them into seven firmaments; and of all things He hath perfect knowledge.

AL-BAQARA (THE COW)

30. Behold, thy Lord said to the angels: "I will create a vicegerent on earth." They said: "Wilt Thou place therein one who will make mischief therein and shed blood?- whilst we do celebrate Thy praises and glorify

Thy holy (name)?" He said: "I know what ye know not."

AL-BAQARA (THE COW)

34. And behold, We said to the angels: "Bow down to Adam" and they bowed down. Not so Iblis: he refused and was haughty: he was of those who reject Faith

Then the god excommunicate the devil and devil wished an opportunity. Then the god accepted his request but when the devil earned his purpose did ungrateful and discourteously said to god now you misguided me then I will misguide the Ahmad and Eve and their family (BolaQi-1381-page19).

Then the god driven the devil and dispossess the devil. So Adam & Eve resident in paradise. The god told them to don't follow the devil for no driven of paradise. (Bolaghi is 81 page 20)

AL-BAQARA (THE COW)

but the shaitan made them both fall from it, and caused them to depart from that (state) in which they were; and we said: get forth, some of you being the enemies of others, and there is for you in the earth an abode and a provision for a time (36)

Then the Adam and Eve were penitent and They said god.

AL-ARAF (THE HEIGHTS)

they said: our lord! we have been unjust to ourselves, and if thou forgive us not, and have (not) mercy on us, we shall certainly be of the losers (23)

The Adam tried to recovery of his wrong with compunction (Makrem shirazi – 1386 – page 242) And the god absolve him.

AL-BAQARA (THE COW)

but the shaitan made them both fall from it, and caused them to depart from that (state) in which they were; and we said: get forth, some of you being the enemies of others, and there is for you in the earth an abode and a provision for a time (36)

then Adam received (some) words from his lord, so he turned to him mercifully; surely he is oft-returning (to mercy), the merciful (37)

The god learned the life style on the earth and announced him the time of peg less life in ended. And now he driven from the paradise and has two way. first straight path and second wrong path. Trust the god or heresy.

There fore every body follow the god recipe and shariah indeed devil can not mislead him and every body un follow the god recipe will fall onto the god torture. (Bolaghi 1366 – Chopter 1 pege 20) The god learned the human for do penance as the first mankind – and humans must do penance when they do misdeed (Hashemi Rafsanjani 1381 – chapter 1 – page 112)

The correlate. Quran verses about Adam and Eve story If we want to answer the main question of this research indeed we must survey the Quran verses about Adam and Eve story. Despite the story of Angels bowing for Adam is described in some verses in Quran but the paradise subject is described only in three verses in Quran (Tabatabaee. 1374- chapter1 – page 200) we survey them at below.

4-1 : AL-Baqara sura

AL-BAQARA (THE COW)

and we said: Adam! dwell you and your wife in the garden and eat from it a plenteous (food) wherever you wish and do not approach this tree, for then you will be of the unjust (35)

but the shaitan made them both fall from it, and caused them to depart from that (state) in which they were; and we said: get forth, some of you being the enemies of others, and there is for you in the earth an abode and a provision for a time (36)

then Adam received (some) words from his lord, so he turned to him mercifully; surely he is oft-returning (to mercy), the merciful (37)

we said: go forth from this (state) all; so surely there will come to you a guidance from me, then whoever follows my guidance, no fear shall come upon them, nor shall they grieve (38)

4-2:AL-Araf sura

AL-ARAF (THE HEIGHTS)

and (we said): o adam! dwell you and your wife in the garden; so eat from where you desire, but do not go near this tree, for then you will be of the unjust (19)

4-3 AL- TAHA sure

TA-HA (TA-HA)

and certainly we gave a commandment to adam before, but he forgot; and we did not find in him any determination (115)

and when we said to the angels: make obeisance to adam, they made obeisance, but iblis (did it not); he refused (116)

so we said: o adam! this is an enemy to you and to your wife; therefore let him not drive you both forth from the garden so that you should be unhappy; (117)

surely it is (ordained) for you that you shall not be hungry therein nor bare of clothing; (118)

and that you shall not be thirsty therein nor shall you feel the heat of the sun (119)

but the shaitan made an evil suggestion to him; he said: o adam! shall i guide you to the tree of immortality and a kingdom which decays not? (120)

then they both ate of it, so their evil inclinations became manifest to them, and they both began to cover themselves with leaves of the garden, and Adam disobeyed his lord, so his life became evil (to him) (121)

then his lord chose him, so he turned to him and guided (him) (122)

he said: get forth you two therefore, all (of you), one of you (is) enemy to another. so there will surely come to you guidance from me, then whoever follows my guidance, he shall not go astray nor be unhappy; (123)

and whoever turns away from my reminder, his shall be a straitened life, and we will raise him on the day of resurrection, blind (124)

he shall say: my lord! why hast thou raised me blind and i was a seeing one indeed? (125)

he will say: even so, our communications came to you but you neglected them; even thus shall you be forsaken this day (126)

5- surveying The Verses

The god in AL- Bagara verses announced the Adam and Eve for residence in paradise and has said: The devil tricked both if them Then the god driven them to the earth but in these verses and in seven AL-Baqara verses said that Adam has repented only.

In the AL- Aaraf verses residence in paradise and using the paradise blesses and the devil oath for both of them is assigned but in the end of verses their avowal is described and the want to god absolve them.

In the AL- TAHA verses the god has assigned the covenant if bo the Adam and Eve and has assigned Their covenant by devil and has assigned the devils enmity to both. Of them and has announced them devil want to trick them, in the 120th verse the guide has assigned the eating the forbid fruit of tree to both of them. In the next verse the god has god has assigned

The disobedience of Adam and driven from paradise to both of them

6. Interpreters Idea about the reasons of penance don't assignment for Eve

6-10 Eve follow the Adam

In the javame ol jame description we have:

The Quran only has announced the Adam penance and hasn't describe the Eve penance because she follow the Adam.

It is clear that both if them did penance in the same time.

(Tabarsi- 1371- chapter1- page70)

In the lahiji description we see.

The Eve penance is not described because she follow the Adam in all situation (eshkevari- 1373- chopter1- page 39)

And another interpreter has described that there is no additional description about Eve penance because she follow the Adam

(Davar panah 1366- chapter1- page 436)

2-6: for abbreviation

Some interpreters has said that abbreviation is the main reason of Adam penance announcement. in the Quran and for this reason the Eve name has not assigned.

3-6

There is no need for assign the penance for Eve in AL-baqare sure because both Adam and Eve had release request some interpreters has said that Adam and Eve request for release in AL-Aaraf sure for this reason the god has absolved them for example in the Dehghan interpret (Nasime-rahmat).we have another description for Eve penance:

He has written: Eve penance has not described in AL-Baqara sure because at first in the AL-Aaraf sure both of them have said that we have ingrate us and there is no need for penance

(Dehghan 1387-chaper1-page117)

4-6 multiple sources with conscience some interpreters believe that in the 37th verse of AL-Baqara though there is a single conscience but there are several single conscience This is for the holey profit has no additional purpose unless divine purposes.

One of the consciences are main topic and the else is secondary (Dehghan- 1387- chapter1- page 117)

7: Eve penance proof with Quran verses

With surveying the Quran verses we will find that the Qurans verses want to describe the Adam and Eve penance and their beguile by devil and their fall in to the earth. for this reason most consciences are for two guys.

1-   the woman follow the man for this there is no additional description for Eve penance.

In some Quran verses there are single consciences. For example for Adam penance in 37th AL-Baqara sure.

But note that the Eve penance has not describe clearly and this proposition don't mean that she has not repented and after surveying The Quran verses about Adam and Eve story it will clear.

In the first sets of verses and in 37th verse of AL-baqara sure the god has assigned the penance to Adam.

AL-BAQARA (THE COW)

then Adam received (some) words from his lord, so he turned to him mercifully; surely he is oft-returning (to mercy), the merciful (37)

AL-ARAF (THE HEIGHTS)

they said: our lord! we have been unjust to ourselves, and if thou forgive us not, and have (not) mercy on us, we shall certainly be of the losers (23)

When we study these verses we will find that both of them has penance and their request for grace is another kind of their penance. However the penance has not described clearly but their request for grace. Is penance. Also note that the 37th verses of AL-Baqara sure indicated that the god has learned the penance to Adam and Eve then Adam received some words from the god and he repented then the god accepted his penance. There fore the proposition is that penance has inducted to Adam and only he has received this massage

And Eve has not received any massage.

Also in TAHA sure in 115th verse we see:

TA-HA (TA-HA)

and certainly we gave a commandment to Adam before, but he forgot; and we did not find in him any determination (115)

In the 36th verse of AL- Bagara sure their beguile has described

AL-BAQARA (THE COW)

but the shaitan made them both fall from it, and caused them to depart from that (state) in which they were; and we said: get forth, some of you being the enemies of others, and there is for you in the earth an abode and a provision for a time (36)

But indeed we can't claim in Taha sure devil has tricked Adam so he couldn't trick the Eve but we can understand the devil has tricked the Eve.

Here we can not say that penance has assigned to Adam there fore Eve has not beguiled.

There fore as we has described before our main research subject about Adam substitution of god in the earth and his life in paradise. Description if Adam situation and his driven from paradise for these reasons the Eve penance has not described and only Adam penance has described. Where's both of them have penance. And their penance has accepted. But the god has driven them to the earth.

Conclusion
In this research has cleared that the Eve penance has not described clearly but this can not means that she has no penance. She follow the Adam in all situations also for abbreviation in Quran, conscience gags and so on, by these reasons there is no need for mentioning the Eve name in all verses. On the other hand the devil trickery for Adam has described clearly in Quran but there is no clear description for Eve penance. When we survey the evidences we will find that she has penance also.

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investigate the relationship between early maladaptive schemas of mothers and mental health of daughters of Gonbad-e-Qabus high school

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Abstract
The purpose of this study was to investigate the relationship between early mother's maladaptive schemas and their girls' mental health. The research method is fundamental. The statistical population of this study included all adolescent girls, who were enrolled in the second course of middle school in Gonbad-e-Qabus at academic year 2016-2017. A sample of 300 people was selected from the students of this city. Sampling was done through a multi-stage clustering method. Yang's maladaptive schemas (YSQ-SF) and Goldberg and Hiller's (GHQ) mental health questionnaires, were the instruments of this study. A sample of 300 people was selected through a multi-stage cluster sampling among these students. The instruments were two questionnaires: Yang's maladaptive schemas (YSQ-SF) and Goldberg and Hiller's (GHQ) mental health questionnaires. In order to analyze the data, descriptive statistics were used for frequency distribution, percentages, charts, tables, and ... and as well as inferential statistics, Pearson correlation coefficient and regression analysis to interpret the results were used. Findings of the research show that there is a significant relationship between the mother's early maladaptive schemas and the mental health of girls. By increasing the early maladaptive schemas of deficiency / shame, distrust, vulnerability to ill-health, difficulty, obedience, and inadequate self-discipline / self-discipline in mothers, their girls' mental health is reduced.

Key words: early maladaptive schemas, mental health, physical symptoms, anxiety, insomnia, social function, depression.

I. Introduction
In the family, which is the first and most fundamental social organization, and the closest and most intimate communication occur within it, the health of each member is depend on the health of others. During the courses, families as community-building unit, have been the focal points for organizing societies. So the foundation of a healthy community is the existence of families and healthy people in it. Nowadays, with the changes we see in the family system, the transformation of old families into nuclear families, the role of parents in the upbringing of children has become more pronounced and consequently, the patterning of children of them, will go further. Therefore, attention to thoughts, behaviors, beliefs, emotions and, in general, parental personality health should be more important.

in fact, Mental health is the balance between various aspects of physical, social, mental, spiritual and emotional life. The way we manage our environment and decide for our lives; namely, the state of successful action of the psychological act, which is resulting in productive activities, satisfying relationships with others, the ability to adapt to change, and coping with the problems (Hooman, 1996; quoted by Rassouli and Islami, 2012). From the perspective of the World Health Organization (WHO), mental health is a vital part of the health sector, and its promotion and planning are effective in raising it. It identifies mental health as a state of health, in which one knows his abilities, can cope with the pressures of life, be effective in society, and participate in decision-making and collective participation. As a result, mental health is the basis of well-being for individuals and society (Enayat and others, 2010; according to Rahimi Aliabadi, 2014).

Schemes are deep and profound, and consisting of excitements, cognition, and emotions, that formed in childhood or adolescence, have continuous in life and are about themselves and others (Yang, Kolosko and Vishar, 2003; Quoted by Hamidipour and Endouz, 2014). These schemas help a person to organizehis

experiences about the periphery of the world, and also organize his information (Safarzadeh et al., 2011; quoted by Najafi et al., 2014). Schemas caused to bias in our interpretation of events, and this bias in interpersonal psychology is manifested in terms of misunderstandings, distorted attitudes, false speculations, goals, and unrealistic expectations (Pascal, Christian Wejin, 2008; Quoted by Amani et al., 2014). Yang argues that some of the schemas - especially those that are formed mainly as a result of childhood misery - may be the core of personality disorders, mild cognitive problems, and many of the chronic disorders of the I axis. Yang called these schemes, primary "maladaptive" schemes. Initial incompatible schema, embarrassing patterns and cognitive patterns of self-harm, which are formed in the early stages of development in mind, and evolve in the course of life, and in the early years of childhood or adolescence, create precise representations of the surrounding environment. (Hamidpour and Endoz, 2007).

Yang describes eighteen distinct schemas in five distinct areas that are briefly described: 1) the scope of exclusion cropping - the expectation that the individual's needs for security, stability, affection, empathy, sharing of feelings, acceptance and respect in a predictable manner, it will not be satisfied. Schemes in this area include: triggered, distrust/abuse, emotional deprivation, defect, shame and social isolation/alienation. 2) Impaired autonomy and performance- the expectations that a person has of himself and the environment, interfere with his perceived ability to separate, survive and perform independent work, or perform successful work. Schemes in this area include: practical affiliation/disability, vulnerability to illness, disease and failure. 3) The scope of impaired limits - This area is a defect in internal constraints, a sense of responsibility towards others with a positive orientation towards long-term goals of life. These schemas lead to problems with respecting the rights of others, working with others, committing or targeting, and achieving realistic goals. Schemas in this area are: deserving/large secretary, insufficient self-restraint and restraint. 4) The other directedness- This area is about focusing people on the emotions and responses of others so that their needs are ignored. It is intended to receive love and acceptance, continuity, communication with others or to avoid revenge and retaliation. In these schemas, one usually rejects his or her natural excitement and tendency and is unaware of them. This area includes: schemas of obey, sacrifice, and acceptance/approval-seeking-attention. 5) over keeping ears to the ground and inhibition. This area relates to the extreme emphasis on retrospection of emotions, impulses, and spontaneous choices of a person, or to fulfill the flexible and internal rules and expectations about the functionality and behavior, that often leads to loss of happiness, expression, relaxation, close relationships, and Good health. This area includes: negative/pessimism schemas, emotional restraint, cruel / extreme defamation and punishment (Amani et al., 2013).

Today, the most important discussions of psychology and sociology are about the issue of social harm and their control, and a large part of the annual budget of the country as well as human resources, instead of the effective use for development, is only spend on this issue, and It should be noted that, there is a need to have a fundamental change. for proper planning and accurate implementation of these programs, the first consideration should be given to families and the mental health of its members. It seems that this issue, especially in our country, as a collectivist society, should be considered more important. According to studies, in the development of psychology and personality guidance, the impact and modeling of the child from the same parent would be much higher than that of the heterosexual parent. Girls are more likely to follow the mother than other family members in their role as wife and mother in the future and as a source of affection and positive emotions. Also, due to the earlier occurrence of puberty in girls in relation to puberty in boys, puberty occurs in girls with the need for empathy and close contact with the mother. Therefore, the effect of the mother's character on girls will be more than the other members of the family. Considering the important role of girls as future mothers in transfer of cultures, traditions, attitudes, emotions and human thoughts from generation to generation, attention to factors affecting mental health and other personality variables of girls seems necessary, as structural foundations of the whole society are based on it in a more balanced way. On the other hand, given the growing opportunities for women to study and work, their role in the community today is more than ever before. Therefore, girls' education in order to take responsibility and to properly play

their roles should be further investigated. On the other hand, in spite of gender, this stratum has always been among the most vulnerable people in society, and given the fact that in recent decades we have seen a change in the pattern of society from traditional to modern, as well as the implementation of the global village project and the increase of communication channels between different communities, the vulnerability of mothers and girls is increasing. Larson & Harper (2010; quoted by Jalali and Sarv Qad, 2012) in a research entitled Family Processes and Psychological Signs, concluded that family processes (communication styles, self-expression skills, educational styles, and proper rules) were satisfactory results in a reduction in psychological symptoms in adolescents. Wright et al. (2009, cited by Shahamat, 2010) showed that parenting style affects the formation of schemas, and these schemas influence the subsequent psychological pathology of individuals. Gölmen, Armstrong, Boys and Januk (2014) examined the role of mental health and the quality of child care with the behavior of children and showed that most of the children with behavioral problems have a low level of maternal health. Freeman (1995; quoted by Jalali and Sarv Qad, 2012) used the Yang schema model to examine an irrational cognitive processing model. He concluded that having an initial maladaptive schema predicted an interpersonal mismatch. Rahimi Nejad and Paknejad (2014), in a research, study the relationship between family function and psychological needs with mental health of adolescents, found that there was a meaningful relationship between the overall performance of families and the mental health of adolescent children. In addition, Kakavand, Nazari, Mashhadi Farahani (2015), in their research on the relationship between primary maladaptive schemes and the methods of mothers' upbringing and their children's extramarital disturbances, showed that the relationship between parents' irregular schemes and their educational methods was significant, and is another component for predicting the negative field of physical punishment and the role of listening and restraining predict the instability of how to deal with the child. The relationship between parenting styles and externalized disorders and the weakness of the monitoring component are predictive of social inactivity in children, and the components of parental involvement and weakness in monitoring are predictive of aggression and hyperactivity in children.

According to what has been said, research on the factors that influence the formation of the character of future women and mothers will not only help their individual health, but also contribute to the overall mental health of the community and, consequently, caused to country's progress in different global arenas. Therefore, in this research, we want to answer the question of whether there is a relationship between the mother's early maladaptive schemas and the mental health of girls.

II. Methodology

In terms of purpose, this research is a fundamental research, and in terms of compilation method, it is a form of solidarity. The statistical population of this study includes 4195 students, all female students studying in the academic year of 2016-2017, at secondary schools in Gonbad and their mothers. Sample size, 300 girls and their mothers selected by multi-stage cluster sampling method. The tools of the research are Yang's Early Malformatory Schemes (YSQ-SF) and General Health Questionnaire (GHQ-28).

1) Yang's Early Maladaptive Schema Questionnaire (YSQ-SF):

The questionnaire is the short form of Young's scale (1998), which has 75 articles and, based on the findings of Schmidt et al. (1995), who measures 15 schemas in five domains. Each item is graded by a 6-point grading scale (1 = Fully wrong with me, 2 = Almost inaccurate in my case, 3 = Some is true until it is false, 4 = A little bit true to me, 5 = It's almost right about me, 6 = It's quite true about me). Therefore, the scores of this questionnaire are obtained by aggregating scores for each scale. All 15 subscales of this short form of the questionnaire of the schematics had a sufficiently good internal consistency. Cronbach's alpha for all schemes was calculated from (0.76 to 0.93).

2) General Health Questionnaire (GHQ-28):

In order to examine the mental health of individuals, the GHQ health questionnaire was used as a valid research tool. The General Health Questionnaire, which has 28 questions, is presented by Goldberg and Hiller (1979) and has 4 sub-scales, and each scale has 7 questions. These scales include:

1. Physical Symptoms Scale
2. Scale of anxiety and Sleep disorders
3. Scale of Social action
4. depression symptoms Scale

For the questionnaire, two pages were used, one page related to the questions, and the other as multiple-choice questions, which is considered as the first option, zero rank as no, 1 as usual, 2 excessive, 3 is much more. A total score of 22 upwards indicates the symptoms of a disease. The internal consistency of the Cronbach's alpha method for the whole questionnaire was 0.90 and for the subscales of physical symptoms, anxiety and insomnia, social failure and depression were 0.76, 0.84, 0.61 and 0.88 respectively.

III. Analysis Method:

In order to achieve the necessary results and to meet the research goals, in this study, with the help of SPSS software, we used descriptive statistics for frequency distribution, percentages, charts, tables, averages, and then, through inferential statistics, Pearson correlation coefficient and Regression analysis was used to interpret the results.

IV. findings

In Table 1. Descriptive statistics of Yang's early maladaptive schemas are presented.

Table 1. Mother's early maladaptive schemas scores

Incompatible schemas	Average	Mean	Mod	Standard deviation	Variance	Skidding	Elongation	variation range	Min	Max
Emotional deprivation	١٢/٢٨	١٠	۵	۶/٢٨	٣٩/۴٢	٠/۶٩	-٠/۵۶	٢٣	٢٣	٢٨
Abandonment/Instability	١٣/٧۴	١٣	١٠	۶/٢٠	٣٨/۴٠	٠/۵١	-٠/۵۴	٢۵	٢۵	٣٠
Mistrust / mistreatment	١١/۵۶	١٠	۵	۵/٧٩	٣٣/۵٢	٠/٨٩	٠/١٠	٢۵	٢۵	٣٠
Social isolation/alienation	٨/۴۵	٧	۴	۴/۴۵	١٩/٨۴	١/٢٠	١/٠١	٢٠	٢٠	٢۴
Flaw / shame	٧/٨۶	۶	۵	۴/١۶	١٧/٢٧	١/٩١	٣/٣٨	٢٠	٢٠	٢۵
defeat	١٠/٧٧	١٠	۵	۴/٩۶	٢۴/۶۴	٠/٩۵	٠/۶٩	٢۵	٢۵	٣٠
Dependency/incompetence	٨/٨۶	٧	۵	۴/۴۴	١٩/٧٢	١/۵۵	٢/۴١	٢١	٢١	٢۶
Vulnerability against Loss	١١/٩۴	١٠	۵	۶/٢١	٣٨/۵۴	٠/٨٧	-٠/٠٧	٢۵	٢۵	٣٠
Caught/self-taught that has not changed	١٠/۴۴	٩	۵	۵/٣٨	٢٨/٩٣	١/٣٠	١/۵۵	٢۵	٢۵	٣٠
Obey	١٢/۶۶	١٢	١٠	۴/٩٧	٢۴/٧١	١/٠١	٠/٨٧	٢۵	٢۵	٣٠
Sacrifice	٢٠/٣٨	٢٠	٢٠	۵/٧۴	٣٢/٩۴	-٠/٢٨	-٠/۵١	٢۴	٢۴	٣٠
Emotional restraint	١٢/١۶	١٠	۵	۶/١۴	٣٧/۶٨	٠/٨٩	٠/١٢	٢۵	٢۵	٣٠
Stubborn criteria	١٨/١۵	١٨	١٨	۵/٨٧	٣۴/۴۶	٠/٠٨	-٠/۶٧	٢۵	٢۵	٣٠
Great descent / greatness	١۴/٣٩	١۴	١٣	۵/٧٧	٣٣/٢۶	٠/۵٨	-٠/٠٣	٢۵	٢۵	٣٠
Self-control / self-reliance	١٢/١٩	١٢	١٠	۴/٩۴	٢۴/٣٩	٠/۴٩	-٠/۴۴	٢١	٢١	٢۶

The mean of Yang's maladaptive schemas is 12.28, 13.74, 11.56, 8.45, 7.86, 10.77, 8.86, 11.49, 10.44, 12.66, 38.3, 20, 16/12, 15/18, 39/14 and 19/12, respectively.

In Table 2. Descriptive statistics of scale and subscales of mental health are presented.
Table 2. Descriptive statistics of the scale and subscales of girls' mental health.

mental health	Average	Mean	Mod	Standard deviation	Variance	Skidding	Elongation	variation range	Min	Max
Physical signs	۶/۸۷	۶	۴	۳/۶۳	۱۳/۲۱	۰/۷۷	۰/۰۵	۱۸	۱	۱۹
Anxiety and insomnia	۷/۶۸	۷	۳	۴/۴۰	۱۹/۳۹	۰/۴۲	-۰/۵۰	۲۱	۰	۲۱
Dysfunctional social action	۹/۱۲	۹	۷	۳/۹۱	۱۵/۲۸	۰/۵۳	۰/۰۸	۲۱	۰	۲۱
Depression	۲/۱۴	۲	۲	۱/۷۷	۳/۱۴	۰/۵۹	-۰/۵۷	۶	۰	۶
Total mental health	۲۵/۳۸	۲۴	۱۸	۸/۱۶	۶۶/۶۰	۰/۵۷	۰/۰۵	۴۳	۷	۵۰

In table 3. The relationship between maladaptive schemas of mothers and their girls 'mental health is presented through Pearson Linear Correlation Coefficients.

Table 3. Correlation coefficient matrix

	Physical signs	Anxiety and insomnia	Dysfunctional social action	Depression	Mental Health Total
Emotional deprivation	0/06	0/03	-0/09	0/09	0/01
Abandonment	0/13*	0/07	-0/13*	0/13*	0/07
Mistrust/ Misbehavior	0/18**	0/16**	-0/06	0/25**	0/22**
Alienation	0/14*	0/09	-0/09	0/15**	0/07
Defect/shame	0/19**	0/15**	-0/15**	0/24**	0/17**
defeat	0/12*	0/10	-0/17**	0/22**	0/11
Dependency/ incompetence	0/08	0/14*	-0/16**	0/13*	0/10
Vulnerability to disease & disadvantages	0/17**	0/14*	-0/09	0/23**	0/17**
Entangled	0/12*	0/11*	-0/03	0/13*	0/16**
Obey	0/14*	0/14*	-0/20**	0/23**	0/12*
Sacrifice	0/02	0/03	0/02	0/04	0/07
Emotional restraint	0/05	0/10	-0/06	0/12*	0/07
Stubborn criteria	0/04	0/01	0/00	-0/01	0/04
Deserved	0/13*	0/03	-0/04	0/07	0/10
Continence/ Inadequate self-discipline	0/16**	0/14*	-0/12*	0/18**	0/13*

According to the data, there is a significant correlation between maladaptive schema of mother's distrust and mental health of girls (p <0.01) at 0.22. Therefore, it can be expected that by increasing the maladaptive schema of mother's distrust, mental health of girls will be increased (reduced mental health). There is a significant correlation between maladaptive schema of mothers 'defect / shame and girls' mental health (p <0.01) of 0.17. Therefore, it can be expected that by increasing the maladaptive schema, the mothers' defect/shame will be added to the mental health of girls (reduced mental health). There is a significant correlation between the maladaptive schema of vulnerability to maternal illness and harm for mothers and the mental health of their girls (p <0.01) of 0.17. Therefore, it can be expected that by increasing the the maladaptive schema of vulnerability to maternal illness and harm, the mental health of girls decreased (reduced mental health). There is a significant correlation between the maladaptive schema of mothers' troubles and mental health of girls (p <0.01) of 0.16. Therefore, it can be expected that by increasing the maladaptive schema, the mothers' troubles will be added to girls' mental health

(reduced mental health). There is a significant correlation between the maladaptive schema of mothers 'obedience and girls' mental health (p <0.05). Therefore, it can be expected that by increasing the maladaptive schema, mothers' obedience added to the mental health of girls (reduced mental health). There is a significant correlation between the maladaptive schema of mothers' inadequate self-control / self-discipline and their girls' mental health (p <0.05) at a rate of 0.13. Therefore, it can be expected that by increasing the maladaptive schemas of mothers' inadequate self-sufficiency / self-discipline, the mental health of girls would be decreased (reduced mental health). As a result, with the increase of early maladaptive schemas of; mistrust, defect / shame, vulnerability to disease and disadvantage, suffering, obedience and insecure / inadequate self-discipline, in maternity of mothers, their girls' mental health is reduced.

V. Discussion and Conclusion

The purpose of this study was to investigate the relationship between mother's early maladaptive schemas and girls' mental health. According to table 3. this hypothesis is confirmed for some schemas. According to the table, by increasing the maladaptive schemas of defect / shame, distrust, vulnerability to ill-health, difficulty, obedience, and insufficient / self-discipline in the maternity, the mental health of their girls will be decreases. The results of this study are in line with the findings of Gölman, Armstrong, Boyce and Januk (2014), Larsson & Harper (2010), Wright et al. (2009; Shahamat, 2010), Freeman (1995), Rahimi Nejad and Paknejad (2014) And Kakavand, Nazari, Mashhadi Farahani (2014).

According to cognitive psychologists, schemas, in addition to having a mediating role on perception, also direct individual responses. Because these schemas analyze thoughts in their own way, and continuing to make the emotions fit into perceived thoughts. These excitements (excitement as the motor of behavior), which are expressed, determine the type and direction of actions and behaviors. Therefore, behaviors emanate from schemas. As Yang has pointed out, some of these childhood-like schemas are largely ineffective, as he calls them "maladaptive" schemas. These primitive maladaptive schemas are a model for processing the next person's experiences and often apply their influence on the information processing system and individual cognitive abilities under the threshold of consciousness, that is, unknowing. Individuals who have the characteristics of early maladaptive schemas, the type of thinking and consequently, their behavior in different situations would be abnormal and maladaptive. Therefore, in interpersonal relationships, duties and responsibilities, there will be shortcomings and disadvantages. The effect of these disorders and behavioral-emotional abnormalities on the environment and those who are present in, is clear. Regarding to the results obtained in this research, we can compare the effects of the mother's early maladaptive schemas on the role of the parent in developing and shaping the child's personality and parenting styles that she will apply, to explain this hypothesis, because they have children from their very birth, and they are mothers with a direct physical and mental connection in the fetal period, followed by attachments and childhood attachments, and the way of life with close relationships within the family unit and the children find their mother as the closest person in their lives. Therefore, at all stages of development, this close relationship between mother and child, from the frontier of the physical and the past, reaches a deep psychological connection, such that all emotional states and emotional sentiment, thoughts and behavior of the mother directly affect their children. These effects will accompany her child throughout her life and will affect his overall mental health structure. Therefore, the effectiveness of the mother's personality and schemas and her educational strategies and approaches to issues related to children, with both medical diagnosis and psychological studies, is proven. Meanwhile, it seems that due to the relatively high proportions of the mental and physical world of mothers with their daughters, the most gender modeling of girls from their mother, will make this effect more visible. Confirmation of this hypothesis shows the key role of mothers 'schemas (healthy or defective) in their girls' mental health, and points out that, the issue requires expert psychological supervision to ensure the mental health of future mothers and children of later generations!

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Reflection of Astronomy in Shahriar's Poetry

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Abstract

The sky has long been entertaining the human mind and forcing poets to inspire their beauties to compose astronomical poems. The poets each has a specific purpose,written astronomical terms in their poetry; some of them devote their attention to this matter because of self-glorification and demonstration of their knowledge in this science; and the other group, has pretend it's beauties and heavens the sources of descriptions, similes, metaphors and imagery.

By entering into Shahriar's complete works and listening attentively to this king of elocution, we notice his achievement of different reasonable and movable science and find out that he has traveled in the boundaries of knowledge. In this research, we have an opportunity to get familiar with Shahriar's views about good and bad influence of stars and sky on human faith and the application of land and sky, fixed and rotating stars ,constellations and atmospheric phenomena and some astrological expressions in Shahriar's poetry.

In this paper, Shahriar's full acquaintance with Astronomy is proven. This knowledge has become a great benefit to his pure and illustrious portraiture which enriches his poetry.

Keywords: astrology, good and bad influence, heavens, stars, constellations, flags , atmospheric phenomena

Introduction:

"Astronomy is the science of the positions, movements, buildings, personalities and destinies of the heavenly   bodies.

At one stage, man has expressed his reaction as a magic and myth, and this reaction has been manifested in art, literature and world religions. At another stage, he has tried to explain the heavenly phenomena that he takes into account with scientific explanation and these descriptions are the subject of astronomy. "(Khajehpur, 3: 2003)

The celestial phenomena, interest and belief in them, has even manifested itself in the flags of the countries. "The flag of each country is a summary of political, religious, and philosophical thoughts and the history of that country and nation. In the design of the flags, the country's special symbols have been used, and the usage of the moon and stars and astronomical symbols have become commonplace in the flags of many countries. The presence of the moon and star in the flags also has a special meaning everywhere. Sometimes it reflects the geographical position of that country, once in a way it is the religion of its people, and occasionally it is a reflection of the night of that country.

"With careful consideration in the flag of Islamic countries, we find that in most of them the symbol of the crescent of the moon, which is very effective in determining the Hellenistic calendar, has been used. In some of these flags, we see a brilliant star next to the crescent of the moon, which probably refers to the occasional occurrence of the moon and Venus at the dawn of Islam. There are many countries with the crescent of the moon and stars. Including Azerbaijan, Uzbekistan (12 crescent and 12 stars), Pakistan, Turkey, Tunisia, Mauritania, Maldives (crescent moon without stars).

"But on the flags of other countries, we also have celestial bodies, each of which has a beautiful story. For example, the Uruguayan sunlight shows its economic independence. Because agriculture forms an important part of the Uruguayan economy, the Sun plays an important role in the lives of its people. In addition, the beautiful dawn of the sun from the seas of this country is one of the most beautiful natural manifestations.

"On the flag of some southern hemisphere countries, there is a sign of the southern hemisphere that has a small, but very conspicuous, Southern Crescent Constellation. The five brilliant stars on the flag of Australia, New Zealand, and Papua New Guinea represent the presence of this constellation in the night

sky of these countries. Of course, in the New Zealand flag, which, like Australia, has a symbol of the English flag in a corner, instead of the 5 stars, four brighter stars are seen on the South Crescent, and the dim light star is ignored.

Perhaps among all the flags of the world, the flag of Brazil is all astronomical. Between the beautiful flag of Brazil, a circle showing the earth's crust and the white belt, which depicts the equator, and is a tangible and brief message for the advancement of society. 27 stars, except the one on top of the line, the rest are at the bottom of the line, representing the states of this great country, which is a single-star top of the line, indicating a state in the northern half of the earth. But when you look good you can see the familiarity between the flag stars. They also show the constellations of the Southern Hemisphere and other visible phases of Brazilian nightlife. In this case, the central circle, the skull and the white line can also be the heights of the sky.

On the red flag of China, a large golden star and four smaller stars are seen. The larger star represents the Communist Party, and the smaller stars represent workers, villagers, petty bourgeois and patriotic capitalists who have been forming a coalition with the Communist Party. The red circle in the middle of the Japanese flag represents the sun, because the people of this country regard the Japanese Empire as the Sunny generation. In addition to this golden sun, the beautiful flag of the country of Kazakhstan also reflects the bright sun. There are also one-star flags in some countries of the world. Like the one star of the North Korean flag with patriotic red color. The star of this flag represents the glory of the founder of the democratic republic. Another monocular on the Chilean flag is a country where high mountains in the midst of its desert have created the world's best observation spot, and the largest ground telescopes are located above these peaks. The white of this five-star is the symbol of the Andes mountains white fort in the country. The blue color of the flag, the blue flag of the sky, the clear sky of Chile and the red flag of the flag, the indigenous symbol and rich culture, and the historic history of this narrow, subtropical, southern country. "(Astronomy journal, 14th year, 1 and 2nd issue, October and November 2004, Celestial bodies in flags, v. 23)

In the distant times, intellectual sciences, including astronomy, were growing in Iranian cultural sanctuaries. The establishment of observatories and the presence of educated instructors to teach this science strengthened it. Astronomical doctrines strengthened their foot in Persian poetry, and still stars are flashing in the sky of poetry, and Shahriar has also glittered the heavenly lights of his palace through its utilization. The underlying layers of his word and addressing the pillars, stars, towers, and some astronomical phenomena indicate that Shahriar has traveled in the world, seen lives and enjoyed this science with elegance.

Effect of the sky on human destiny:

A group believed in the influence of stars on the human destiny, happiness and misery, and another one did not have such a belief. This belief or unbelief that comes from algebraic and arbitrary thinking, in other words, the thinking of the schism and the Ash'ari, is related to the fate of humans, and is of interest to every human being who has reached maturity. Thus, astronomers have been esteemed with the Sultans and the literature. They estimated the fate of humans from the motion of stars by giving good and bad influence of the stars. As Goshtasb asked the astronomer of his court to explain the future and destiny of Esfandiar by asking him:

At that moment, the king summoned Jamasb.He was a great guide, a clergyman, a worthwhile astronomer and brave youth. No one was equal to his knowledge.

Or about the commander of Iran, the Rustam Farrokhzad, who was one of the wise men of astronomy:

Rostam Farrokhzad, a prominent and just astronomer, looked at the status of the stars. He became upset,Because of the unfortunate event that was supposed to happen.he wrote a painful letter and said all things.

And in Ardavan's story and escaping of Ardeshir he composes:

Afterwards, the King Ardavan invited a number of well-known astronomers to his court and asked them to identify his destiny and future. "(Sarfaraz Ghazni, 33: 2001)

Nonetheless, the Abū Rayḥān Bīrūnī did not believe in the necromancy of marginal astronomers (market and unknowing), and wherever it was spoken of astronomical order, he explicitly mentioned his disbelief in the rules of astronomy and the weakness of the basis of this technique. He has compiled the book of Al-Tunbiah Ali Sana'a al-Tammu'yah on the subject of astronomy, and the discovery of hypocrisy and flattery and has done research on the blandishment words of the astronomers who have deduced the rules of the universe from false calculations and predict all kinds of slander against the stars. "(Bīrūnī, 1988: I)

Although some of the poets rejected the influence of the heavens and stars on the fate of humans, astronomy and literature were tied together and the poets, with a special elegance, used the name of the constellation in their poetry, and this was the cause of the creation of good and Beauty in their poems. Shahrior of Iran, like Khaghani and Nezami, two poets of the Azarbaijan, reflecting the stars in his poetry, has illuminated them in his complete works. He did not believe in the influence of heaven on the fate of man, and in his opinion, determinant of human destiny is only God:

There was a possibility that astronomer, dies in his journey,because Saturn and Aries were close together.I said,stop deceiving me with such words.There is no difference between Mercury,Jupiter and Saturn. I believe in surrendering to God's pleasure and be pleased with his grace.

Hafez did not believe in such an effect either:

Ask thou thy own eye " Who draweth us "?

O soul! the sin of fortune and the crime of the star-- is none.

 (Hafez, 49: 1994)

Instead, he says:

Get the hair of a mistress,don't say that happiness and misery is because of Venus and Saturn.(Hafez, 30: 1994)

Kalim also believes that such an effect is an ignorance:

If an ignorant throws himself knowingly into a well, he attributes it to the prosecution of heaven and vicissitudes of life. (Ode 295)

Sky and Earth:

"The firmament is a body, which rotates around itself, and there are things between it and their movement to its nature,are in contrast to the movement of its heaven, and we are among what is called heaven by its movement.

In Persian, the heaven is called as, "The sky,paradise,firmament. "(Mosafa,1976: 563-564)heaven means "like Ace in the direction of motion" (Biruni. 58: 1988).

With a combination of the "spinning Wheel" and "the heaven's spindle", Shahriar compares it to a spindle, which moves by the old woman who is not seen:

There is an old woman sitting behind this spindle, she is not seen, but the spindle is. (1, v. 395)

You're day and night string is black and white ,the hasp of your life spins with the spindle . (V. 1, v. 143)

Heaven's genus:

 "In ancient's belief, the sky was considered to be the gem of stone. The first part in the word sky: is "s" which means stone. In the eighth hexastich , the sky once created is called "Khamahen", a kind of rock that its predecessors have considered as male and female animals "(Kazazi, 200: 2000)

Although as I remembered, there were just a stone and a mirror, but the stone of heaven faded out the mirror and stone. (V. 1, v. 331)

The curvature of the sky:

The curvature of the sky has a long history in the literature, and it is not unlikely that the result would be the   spheral   just   like   it.   Shahrior   has   various   factors   involved   in   it:
1. Time lapse and aging: Shahriar considers the passage of time and aging as the factor of this curvature; it is a kind of warning to the youth that the passing time will bend them over too:

Do you know what the sky mentions with its curved back/the young man ask the fate from the passing of time . (V. 1, v. 268)

2-Eminence:

Do you remember what I was like before and how am I now? I turned upside down from exaltation like a sky. (V. 1, v. 444)

3. Because of respect , bill and coo:

The heavens have bent their back in front of this presence and offered their heads . (V. 1, v. 189)

Look at the sky that follows in its prayer with a curved back / it's love and affection that is like a condyle of skie's altar. (V. 1, v. 282)

The sky bends for silent prayer and it cries out , and the stars are tears of heaven:

I saw the sky bending to pray at your threshold with the stars that were his tears. (V. 1, v. 346)

4. To look at the honesty:

Shahriar with a unique delicacy, says:the sky is bending to behold how do I being so weak ,carry such a heavy trustworthiness:

 The sky bends to see how am I trusted being so thin. (V. 1, v. 311)

The classes of sky:

There are disagreements about the number of classes in the sky between 7, 8 and 9. In the Qur'an,it is said:" did you not see that God created seven heavens in order". "The order of the heaven according to the old astronomers are as follows:

1-Moon

2-Mercury

3-Venus

4-Sun

5-Mars

6-Jupiter

7- Saturn

8-fixed stars

9- Empyrean "(Mosafa, 564: 1978)

The Abu Rihan Biruni says: "The ancients believed in the eight-heavens: the earth was at its center and above was the moon, the second metropolis was Mercury..." (Biruni,56: 1988). Some scholars also suffice for these eight-heavens and did not consider the ninth heaven to be necessary. But most of them believed in its being and considered it without star. The ninth-heaven being without star, the atlas (ie. Empty), and because it was the milieu of all material world, the heaven was milieu rotating the inner heavens from East to the West, it's called the empyrean. "(Astronomy journal, Twelfth, No. 8, August 2003, From Earth to Heaven, v. 28)

In his poetry, Shahriar has referred to the "Seven heavens" and "Ninth heavens":

By the time of reversing this ninth sky, I got a 14-year-old mistress and 2-year-old wine. (v.1 p.377)

How do I get out of this ring-shaped sky, the 9th floor of the sky is like polo, and I'm like a globe. (I 1, v. 334)

In these seven heavens, I had only one star, which soon became dying. (3rd v., V. 421)

Kalim also used the combination of "ninth skies" this way: "oh Kalim my groaning is on the way of the 9th heaven" (Kalim, 1983, Ghazal 296)

Sky = Father

Earth = Mother

 Shahriar considers heaven as the father, the earth as the mother, the sun and the moon as two beautiful sisters and human beings as their children:

There were three stretched out and tall brothers in a village. A beautiful kingdom like heaven and a nest like the castle of magicians.The sky was the father and the earth was their mother, and the moon and the sun were like their two beautiful sisters. (C.1, v. 165)

In another place, Shahriar addressed the heaven as a mother:

O heaven, which is like a mother, what was the fault of your proud child whom you gave birth in such a misery? (V. 1, v. 324)

Nasser Khosrow called the heaven as the mother:

O heaven, our unkind mother, we are your children. Why do you take revenge on us? (Nasser Khosrow, 117: 2001)

The attributes of heaven:

Shahriar describes heaven with " Veteran opponent" and "unmanly" attributes:

O Shahriar,What can I do with such a skilled and adroit sky? I am like an inexperienced and novice child against his sorrowful chess game. (V. 1, v. 288)

What if I have a hat like the moon? Tell the unmanly sky to live and let live. (V. 1, v. 301)

The moon

"Ibn-al-'lil, messenger of heaven, chamberlain of heaven, a beauty in confinement, a silvery umbrella, Child of the night, Letter on the sky, Heavenly sky, Silver umbrella, Silver ring, Sky bride, Sky bride, Bride of the world, King of stars, King of the night, Silver pussy, Silver pillow, the corner of the broken cup, Silver ball , Night bird, silver bead, night eye, crown are Symbols and Titles of the Moon. "(Mosafa , 599: 1976)

Shahriar has used the combination of "silver stature" and "silver Body" for the month:

The moon with its white stature shows itself like a beauty by its roof. (1, v. 585)
When the moon's image falls in water, it is just like an angel that swims in it. (J 1, v. 588)

Moon and Madness:

The light of the moon exacerbates madness:

Why do not you talk to me? I'm talking about madness with the moon. (V. 1, v. 341)

Spots on the moon:

Flocculus "in the astronomy term is a point or black spot on the moon or sun" (Mosafa, 1978)

It fell on it like a black spot that falls on the moon (v.1, 428)

Shahriar has likened the moon to a luminous mother whose stars gathered like small girls around her:

I look at the moon ,its a lovely mother, who has got small girls around her (v. 1, p.163)

Forms of moon

"Every night it seems that our natural moon has changed a bit. In fact, the shape of the moon does not change. Only that portion of the moon's surface that is visible to the sun and visible from the earth is illuminated. This part changes with the gradual rotation of the moon around the earth. These various forms are called the phases of the moon ". (Asgari, 110: 2010)

If you got a wreath of sun on your head or has taken sit on the throne, it diminishes like a moon every night and falls into the wane of the moon (V. 3, v. 78)

Crescent moon:

His half-face and his curved eyebrows showed us, and we saw the crescent of the moon in the middle of the moon. (V. 1, v. 325)

Fourteenth month:

"The full month" (Mosafa, 683: 1978)

The beautiful month of descension is in our house, and the full moon is jealous because of its brightness and elegance. (V. 1, v. 226)

Halo of the moon:

"A loop or circle that is seen from the steam around the moon at night" (Mosafa, 832: 1978)

You are like the crescent of the moon and they want a halo for you from my sigh. I can't let you go (V. 1, v. 67)

My moon my sweetheart,you can't get rid of Shahriar, I'm just like a halo that surrounds the moon.

Vahshi Bafqi also says:

The skies of the moon have seen their faces from the moon and have drawn a line from the halo around it. (Vahshi Bafghi, 502: 1347)

The sky has seen a flower of the moon on its face and draw a line of halo around it.

Shahriar says:

You're   a   relief   to   my   pain   tonight.   You   are   my   sympathizer. I become thinner everyday like you. So I know how you have suffered from the sun's distance. (V. 1, v. 427)

Mokhles Kashani says:

I wonder how the moon takes light from the sun by the time it revolves on the envy orbit? (Mokhles Kashani: 170)

When the sun sets, the moon and the stars start to flaunt:

If the sun sets, the moon and the stars start to flaunt. If the fire turns off, the flames below it are still lit. (V. 1, v. 124)

Without the light of the moon, the horizon is not clear and the caravan does not move:

My moon and my sweetheart are not in this caravan, so do not let it move. If the moon is not in the sky, the caravan won't load. (V. 1, v. 128)

 The Nakhshab moon:

"The veiled moon, the Siam moon, the Kashgar moon, and the Mazor moon. The artificial moon was sent to Ayman in 162 AH by Hashem Ibn Hakim, known as al-Mutahna, from the Siam well ,located in the Nakhshab of Transoxania. A crowd of people came to see him in Magna, and he claimed that the spirit of Abu-Muslim has possessed him"(Mosafa, 687: 1978)

Tomorrow, your beautiful face will become wrinkled, dark and black, you are going to be disfavored by people like an artificial moon. (C.1, v. 153)

The moon confronting the Scorpio:

"From 16th to 20th of the month, when the moon travels in the mansions with Scorpio face and have certain rules in astronomy.

Belief in the moon confronting the Scorpio and its good and bad luck was prevalent among Arabs, and probably it has entered the astronomical orders from there. "(Mosafa, 600: 1978)

There will born a dawn from my night to make the blend of your hair and face like a moon in scorpions.

In this verse, Shahriar likened the face to the moon and Hair to Scorpion, and made it the moon confronting the Scorpion or "The Moon in Scorpion." Sanai also made such a picture:

His eyebrows and faces are just like the sun on the bow and his hat and face are just like the moon in the scorpion.

Khurshid(sun) – Mehr :

Khurshid is made of two parts:Khur-shid. Khur is another name for sun.Shid is the characteristic of Khur which means shine and luminous. In Persian, the setting place of the sun is west and the rising place is orient or east.(Kazazi:2000:223)

The sun is just like a bride that stars cast on her foot like gemstones before she get out of the mantle:

Before the sun comes out of the curtain,the sky spills the stars like gems.

Shahriar likens the setting of the sun to a boat dipped in blood:

My sweetheart sets like a telltale sun and disappeared and my face just got pale like a plain (V.1, p.249)

Mehr(sun) and Moon are the hands of sphere time:

Shahriar has considered the world as a sphere time with the sun and the moon as its hands. On the other hand, day and night, like a counter, turn around like a moon and the sun,it traverses the life of the world like the face of that time:

This world is like a clock,the moon and the sun are its hands. Day and night circulate like the hands of clock to traverse the expanse of the world's life.(v.1,p.93)

Inquire the account of night,day,month and year from the time. The sun and the moon are not less than the hands of a clock.(v.1,p.206)

Shahriar has also likened the moon and the sun to the furnace and a loaf of bread:

The heaven is like an open tablecloth for me and for you, the moon and the sun are like the bread of this table(v.1,p.114).

Shahriar has expressed the concealment of truth with an ironic concept as "luting the spring " and "overthrowing the moon into a well":

Turning off the light of talent is like luting the spring of sun or throwing the moon inside a well.(v.1,p.110)

Shooting star:

The shooting stars are celestial bodies that move around the sun and glow in the sun's light because of coldness and freeze.But they cannot be seen due to their small size unless they enter the atmosphere.

Fortunately, most of these stars turn into ashes before reaching the earth. But sometimes one of those great celestial rocks falls into the ground and explodes, and gives the sound of thunder, and some people assumed that due to the lapidation of the devils by the stars that occurred during the time of the deity, the priest is also cut off from the time of prophecy, forbidding the devils from the scriptures, since the priests get the heavenly scriptures from the devils.

The Holy Qur'an points out in two places with the belief that the shooting star moves in the sky to prevent the entrance of the devils:

1. -Sur'a al-Hajr, al-Ayat 16-18

2-Sura al-Mulk, verse 5

This belief has also come to Persian poetry and almost the shooting star and the devil come together. The shooting star has likened to fire,string,arrow,plummet, pen or vice versa. (Mosafa, 1978:455-456)

European astronomers have named most of the planets of the Solar System as the ancient Greek and Roman ancestors. They have chosen these names according to the characteristics of each planet. Mercury is the flying messenger of Gods because it moves in the sky very fast. Venus (the Venus) is the god of love, because it is the brightest and one of the most beautiful planets. March is the god of war, because it's in red blood color. Jupiter is the king of the Gods, because it is the largest planet. .. "(Asghari, 50: 2010)

Mercury-Tir:

It is the planet of the solar system and in Persian it is called (Tir). He was the messenger of Gods that carry their commands, it is the God of eloquence,teachership ,business and friend of travelers and thieves who guides the spirit of dead in Hell.Mercury is remembered with these titles in Persian poetry:the star of knowledge,heaven scriber,heaven vindicator,the instructor of wisdom,sublime scribre.(Mosafa,1978:511-512)

Get the pen of Mercury and call the sky to witness.(v.1,p.641)

Nezami has used "to nail the pen" instead of "taking the pen" that both have the ironic meaning of " Stop Mercury from writing".

You nailed the pen of Mercury to stop writing and changed the silk cloth of Venus into thorns.(Nizami,1991- Khosrow &Shirin 141)

Venus:

Venus, the beautiful deity of love, is a poetic name for the planet Venus. The Europeans call it the shepherd star because it's seen by the grazing of flocks.(Asghari,2010:85)

Anyone that knows how to be a shepherd like Venus, will make eyes at sky's pasture.(v.1,p.118)

Its name comes from the Egyptian goddess of peace, justice and truth "(Asghari, 59: 2010). This star is mentioned as Nahid and Bidokht in Persian language.The Persian poets named the Venus as the heaven accordionist,harper woman and minstrel and almost in every poem of Persse, the name of Venus ,mentions the folksong, musicianship and the symbolic state of her in beauty .(Mosafa 1978, 344-347).

Oh heart ,If you hear the song of Venus, you will make all the sky ,unconscious of your whispers(v.1,p.211)

There is the Venus Dance Song in your impression bosom, good for those humans who listen to this instrument(v.1,p.225)

Sometimes we dance to the song of Venus and sometimes sing a monotheist.(v.1,p.642)

Jamal al-Din Isfahani also mentioned the song as Venus's (Venus) instrument:

By your strength and magnitude, the instrument of Venus got lost and by your greatness and majesty, the dagger of Bahram patinated. (Jamal al-Din Isfahani / 253)

Mars abandons his dagger and Venus burns her instrument. (Jamal al-Din Isfahani / 373)

Mars: One of the stars of the solar system. This star was God or Gods of war, based on the same beliefs of laws and myths in Iranian and Greek and Roman imaginations. The Persian poets remembered the Mars as the warrior,bloody,sabre drawer,the governor of fifth kingdom and conversed of his anger and warrior.The fifth politician of awning, The guard of the fifth castle and Ruler of the sky are the names given by cultures to Mars. The Mars is in "Scorpio" and "Libra", For this reason, it is titled as the magistrate,miserable, spine of the Scorpion.(Mosafa: 1976, 728-731).

The red gleam and sparkle of Mars always reminded men of involvement and wars. For this reason, in most of Mars's heavenly mythology, it represents war and hemorrhage. In Greek mythology, Mars is called Ares. He is the son of Zeus, the god of the gods. Ars, pronounced in the Roman pronunciation of Mars, is a symbol of the characteristics of warfare and hemorrhage. When he cried out in the battlefield, all the battle and the sound of the clashing swords disappeared among his voice and did not allow anyone to deal with his combat force. Of course, once the Hercules, the gods of the gods, injured the body of Ares, but the god of war is immortal and still after thousands of years he looks angrily to the earth every night.

In ancient Iran, the story has been different. We know Mars as Bahram, which means victory. Bahram was one of the ancient goddesses of Iran,and he is considered as a guardian of victory over enemies. The old grand heroes relied on him to win the war. In the Avesta songs there is a part in his name (Bahram yasht (song)).

In this section of the Avesta, Bahram is admired as "the creature of Ahura " and said that he has the best weapons possible. Even in the Iranian calendar, they read the twentieth day of every month as Bahram. In general beliefs, they attribute red color , violence and Breckland thyme to him. But in the planetary model of ancient Iran, all planets are considered to be evil beings due to their apparent motion. Bahram, one of the planets, is in the heavens battle between good and evil in the demonic army. The god who comes up against him in the sky is the Vega star.Vega is one of the four brightest stars of the sky and the guard of the west part of it which has a duty to resist the attack of Bahram. "(Monthly Astronomy, 12th, 8th, August 2003, Mars in Myths, p. 27).

Its red color "is due to the presence of iron oxide (rust) in the soil of Mars" (Asgari, 64: 2010).

Mars and miserable:

The darkness and bottleneck of the night with the nail of stars cornered me, and Mars locks the door.(v.1,p.77)

The combativeness and bravery of Mars:

He was a skilled rider with the horse of tolerance, and a proficient bold, daring by the lasso of Bahram.(v.1,p.640)

Saturn - Keyvan:

"One of the planets of the solar system. Around Saturn, there are two bright circles that are separated from each other by a dark circle. Before discovering the planets of Uranus, Neptune, Pluto, Saturn was the longest one, and the word "Saturn" means the same. Saturn means faded away. It is the greatest misery and Saturday belongs to it.

In Persian poetry, in addition to the many names of Keyvan and Saturn, it has been described as the guardian of 7th sky,spiritual guide of heaven,the 7th abbey monk,the geometrician of heaven,the 7th chief,the greatest misery, the aged narrow minded Hindu, the old Hindu according to the purport laws.(Mosafa 1976: 336-338)

Saturn and elevation:

I kissed the threshold of successful king ,so my hat scrubs the corner of Saturn because of this greatness and dignity (v.1,p.342)

Saturn and misery:

We are a sore hatred in the throat.we cling to the lap of sigh and came to Saturn(v.1,205)

Sometimes Shahriar brings up Saturn(the greatest misery) against the Venus (the lesser luky star):

Sometimes I'm busy throwing the lasso with Saturn and sometimes I'm playing polo with Venus.(v.1,p.640)

Soraya-Parvin:

Paran, Parviz, Parand are other Persian names of Parvin, and in Arabic, Soraya means a very wealthy woman and it derives from wealth and the wealth of Soraya is due to the small size of its stars.According to Arabs the rain falls in the rising of Soraya, so it's the sign of affluence and cheapness. Another name for Soraya in Arabic is al-Najm, with A and L, and in the Holy Quran it has been mentioned three times from al-Najm. (Al-Najm sura, first verse, al-Rahman Sura,6th verse, Nahl Sura , 16th verse) The stars of Soria are six to seven that can be seen with the naked eyes.

In the very old vulgar beliefs ,Parvin is the manifestation of population.Contrary to the great bear and constellation of bear that is the sign of disunion and disturbance, looking at the unitive Parvin is considered as confidence.

Persian poets have likened Parvin to tears,teeth, gems,earrals,clusters of grapes,dates, flower, blossom,prose and poetry, rosary,rain drops,sword blade,spark,flame and many other things.It is accompanied with some of stars and constellations in poetry because of proportion and causing difficulty.(Mosafa 1976: 102-104)

O Shahriar ,Deliver this precious pearl to the king's court , before the sky open the necklace of Parvin.(v.1,p.338)

Parvin's cluster:

What's this cluster of Parvin that shooting stars have trapped their bird of thought in this net? (v.1,p.209)

Soraya and necklace:

An additional composition in the type of simile like a necklace of Soraya,a necklace of Parvin,the cluster of Parvin was considered by most of the Persian Poets. Such as:

I saw the necklace of Soraya in skie's neck last night, which was watched by newlyweds of sky(Arzagi)

O Hafiz, you composed a beautiful and precious poem like pearls. The heaven bestows the necklace of Soraya to you.(Hafiz 1994, 3)

The moon obeys you ,cause you have got a more brilliant necklace than Soraya's.(v.1,p.188)

O Shahriar, look at the sky ,having all these stars ,it wears nothing but the necklace of Soraya. (v.1,p.75)

Parvin and the custom of bestowing:

Scattering the candy,comfit,sweets and money is a very old tradition which was common in the courts,coronations,weddings and ceremonies , and sometimes the poets bestowed the cluster of Parvin to the king in order to show their devotion. Khaghani says:

The Venus has come singing like inferiors and subordinates to bestow the necklace of Soraya to the king (Khaghani 1994)

Shahriar also says:

It has torn the cluster of Parvin and poured on me, I tied the torn and broken forms into verse and poetry.(v.1,p.290)

Parvin and poetry:

The Parvin collection is the manifestation of population, solidarity and union. Therefore, it is accompanied by poetry against verse and likened to it. Kamaladin Esmail says:

The heaven has gathered your words and Soraya has tied your adoration together (Mosafa: 1976.117-118)

Shahriar also referred to this connection in the above couplet.

Shahriar has likened Parvin Etesami to a matrimony in which the moon and Parvin are bracelet and necklace and the sky and galaxies are the nurse and cradle of his child. He considers the Parvin or the star of Parvin with his delicate ambiguity as the earring of the sky, and any of these similes have a history in literature:

Don't hang the necklace of Soraya if you're not a dog, and don't carry the Messiah if your not a donkey (Nezami,1991,Makhzan al Asrar)

It has a silk auriferous cloak with jewels and esteemed like Parvin jewels. (Nezami,Sharafname)

Parvin Etesami is like a bride in the bridal chamber of poetic talent who has the necklace and bracelet of the moon and Parvin.

It's a fortunate bride with the sky as a nurse and galaxy as a cradle. An earring two hundred strings of jewels which deserve the ear of heaven like Parvin (v.1,p.721-722)

Soraya the steady star:

Sometimes we stay in one place just like Soraya and occasionally we travel like the sun (v.1,p.720)

The eyes of Parvin traveled the world , many nights, but found no one awake except my candle and your fortune(v.1,p.255)

Khaghani also used the Venus and Soraya in the following verse:

Venus came singing like subordinates to bestow the necklace of Soraya to the king (v.1,p.382)

Shahriar has seen the sad blinkings of Soraya:

It's just me and sad blinking of Soraya along with the gloomy tears and your silent prayer (v.1,p.101)

Shoara:

It is the poetic name which is attributed to a Damascus and Yemen poem , but it's brighter and more famous like a Yemen poem. By poetic it means Yemen poetry. This star was praised by the Arabs and ancient Egyptians worshiped Yemeni poets in the name of Supadity along with their great Gods in the sky. Yemen poetic is a night star which is called the day song.

In Persian poetry, the poetic is the manifestation of magnanimity, brilliance, happiness and prosperity. "(Mosafa, 1976:443-444)

Vigilance:

The morning star is the convoy leader of the night. All the caravan is asleep and he is awake. (v.1,p.72)

Eminence:

The world doesn't buy the poetry and literature for a miliary but the insolent people have reached the eminence.(v.1, p.335)

Shahriar has also accompanied the poetic with poetry just like Khaghani,Anvari and other poets. Jamaladin Isfahani says:

In your praise, a poem was written without me in which poetic is ashamed of it.

Brightness:

A golden butterfly opposed to the wind of gossip like the Yemen poets in the new spring similar to the picture gallery of Mani the famous painter and fell away from the fortune and happiness.(v.1, p.1128)

It was like a roaring thunderstorm in the night, and like Yemeni's power in leap.(v.1,p.579)

By the star of the morning, or dawn we mean a poem in which the Rodaki has likened the brightness of his teeth to the morning star (Venus):

My teeth were like white and regular silver, like pearls and corals, like the stars of dawn and rain drops.

Shahriar also says:

Those pearl teeth are like the morning star. Smile and show off like the sun.(v.1,p.258)

The morning star is like the convoy leader of the night. All the caravan is asleep and it is awake. (v.1,p.72)

Canopus:

One of the stars of ship visage which is placed on the anchor. Therefore, it is called the anchor of a ship and the brightest star in the southern constellation of Carina after the Yemen poetic. In certain regions, the rising of Canopus has been seen in Yemen.

In Persian poetry, Canopus has likened to the final,prayer rug, shield,teeth,forehead and cup of wine and its occasions are related to the earth's places and objects, as well as its companionship with many of the stars. "(Mosafa,1976: 418 -419)

Shahriar has considered the two sides of simile as Canopus and the drop of tear:

You were the fire temple of Fars. I beg you not to die cause there was no Canopus like you t rise in Yemen.(v.1,p.140)

Wherever a Canopus shine, it is the Yemen Canopus. If you call me the Yemen Canopus, I will come.(v.1,p.297)

Alcor:

Alcor means the little star.It is one of the three stars in the tail of the Great Bear. It's a very small star. It has been used to examine the potency of eye and hypermetropia.The small mouth is likened to Alcor. (Mosafa, 1976: 413)

Na'im and Qara'in from the Baha'is are two famous poets like Alcor and Canopus (v.1, p.81)

Gamma Ursae Minoris(Pherkad):

Farqad is the two previous stars from the smallest seven stars, farkadayn and Pherkad are the dual number of Farqad.

Farqad , Farkadayn and Pherkad are widely used in the Persian poetry and it is the manifestation of eminence and sublimation, it is likened to the eye of praiseworthy, cheek of Leili, collar, tulip and narcissus.(Mosafa, 1976: 559-560)

Constellation:

The Constellation means palace,home and its plural form is constellations(Buruj). Constellations(Buruj) is the fractured addition of Constellation (Burj) which has been mentioned three times in the Holy Qur'an:

It is We Who have set out the zodical signs in the heavens (Al-Hijr, verse 16)

Blessed is He who appointed houses in the sky (Al-Furqaan, verse 61)

By the heaven with its Houses (Al-Burooj, verse 1)

Khajeh Nasir al-Din Tusi introduced the order of Buruj in the following poem:

It's the Aries,Taurus and then Gemini.cancer,lion and virgo. libra, Scorpius and Sagittarius after it.There comes Capricornus, Aquarius and Pisces at the end .(Mosafa, 1976: 79-80)

The Taurus , the Aries, the Gemini:

The Aries is a visage from the northern half of Al-Buruj. Abu Rihan has described the Aries as a semi-asleep sheep who looks back with its mouth behind. The astronomers named the Aries as converted, warm and hot, the house of Mars(it is called, ironically as the Bahram fire temple) and it is said that the one who got the horoscope of Aries is happy , fine speech, king of talent, generous, Fury, manly and fond of travel.

The Aries with its Persian name as lamb, sheep has been used in Persian poetry to express the changing of seasons ,the description of sky and spring with the aim of exaggeration in praise, citing some figures of speech,taking the example of the world and advice and it represents the mere and ignorant surrendering . Zero is the sign of the Aries.(Mosafa 1976: 109-210)

The Taurus

It is the visage in the northern hemisphere of the sky in the Al-Buruj, this visage has several collections of clusters that Parvin is one of them. The Taurus is in the house of Venus and the verge of the moon and the representative of those beasts which are accustomed to human. The owner of Taurus horoscope is lazy, farsighted and patient. The cow, the cattle in Persian poetry is the same as Taurus. (Mosafa 1976: 151-153)

Gemini

Gemini or the twin brothers is everything in between or in the middle of it, and it is called Gemini cause it is in the middle of the sky. Abu Rihan tells about the shape of Gemini: it's like two children standing and each one got their hands on the others neck.

It has been brought in the works of Al-Baghi: the names entitled by the Khwarazmian on the Buruj is in line with the visages that show the Buruj , they put the Gemini in the same place , although Gemini is the visage of Jabar(the Orion) and sometimes it is called "Azuichirik" which means Zu-al-sanamein and proper two symbols.

In the astronomical laws, the owner of Gemini horoscope is pure,generous, God of amusement, fond of knowledge and heavenly science with a strong memory,whom is described as possessing policy and dualism . But in the astronomy of the Pahlavi rulings, the "evil" means the bad and harmful, the adjective of Gemini is "two faces".

In Persian poetry, Gemini, toaman and two faces are common names for the Jabar and two brothers and it is hard to distinguish between them, except by the presence of an analogy like belt, baldrick which means the place of Gemini that is special for the visage of Jabar(the Orion).(Mosafa 1976: 167-168)

I walked the heavenly constellations to the base. Sometimes I saw the Taurus and the Aries and occasionally the Gemini (v.1,p.387)

In this verse we mean two brothers not the Orion.

Shahriar also used the cow of time for Taurus :

The sky cattle have scattered milk from the sun and the stars are in the shelter like sheep.(v.2,p.998)

Grab and torn the necklace of cluster of Parvin. Draw your sword and cut the back band of Gemini. (v.1,p.333)

The Gemini being accompanied by the back band , in this verse Shahriar aimed at the Jabar (Orion).

Lion :

Lion is the north face of Al Buruj. Qutbuddin Mahmoud Shirazi has considered 27 Kokabs(star) for the lion. In astronomy laws, Lion is a constellation which is fixed,male,vernal, northern, fiery, hot, dry and the house of the Sun. Bravery, cruel,coyness, pride and forgetfulness have attributed to it in commands .Lion is the God of riders, coiners and fishermen.

Lion, the celestial lion, the wisdom lion, the lion of heaven and other names are an irony of Lion constellation . (Mosafa, 1976.39-40)

Shahriar also pointed to the time of the Sun in the constellation of Lion:

In good breeding like the sun and in the Lion constellation just like the Sun.(v.1, p.369)

Libra:

Libra is the unspecified constellation in the southern semicircle of the Al-Buruj region, the 7th constellation of the sun and equal with the October. Ptolemy enumerated 7 stars, Sufi and Qazvini 8 stars in the phase and 9 out the phase.

The members of the law have described the owner of Libra horoscope as the one being thoughtful, honest, righteous and omnipotence. Libra is the constellation of ministers, guardians, teachers, dancers, singers and the middle class people. At first there is a balance between night and day.The Persian poets, have entitled the Libra as the scale of heaven, anemometer scale and the scale of two bread. (Mosafa 1976, 773-775)

Shahriar has also used the combination of "the scale of sky" and "scale of the sun and the moon" and considered the order of this world in debt of this scale in which there is nothing but the existence:

Anyone who weighs himself with the scale of the sun and the moon , there will be no longer thinking about any matter.(v.1.p.171)

There is no minimum violation in the sky. There is no back and forth.(v.1, p.276)

Meteoric phenomena:

Parallel is used when the planets hide behind each other in the invisible way or in the so-called astronomical term the length of two planets are in the same angle and cover each other. (Sarfaraz Ghazni, 2001:70)

The sky doesn't remember the overlap of the moon and the sun.

The sun: the sun is in the 19th degree of Aries. (Sarfaraz Ghazni , 2001, 70)

The lovely sun is in our house which is envied by the full moon because of its brightness and beauty.(v.1.p.226)

Thunderbolt

"The sound of thunder and fire that comes from heaven to earth , lightning" (Mosafa, 468: 1976)

It's the uprising of Al-Muhamad and he has taken revenge because of being an enemy with the thunderbolt.(v.1,p.69)

Lightning:

I stared at it which suddenly came with a thunder and lightning.

It yelled like a lightning and the sky striked and mashed the earth being so dreadful.(v.1,p.96)

Lunation:

The hair ,which has covered around your face like a halo around the moon, has come back cause the lunation is right here.(v.1,p.103)

Sunbow- rainbow:

It often occurs close to the horizon at the raining time, as a result of dispersion of light and refraction in various concentrations of the atmosphere in the sky.

The word of the rainbow is an additional compound which have been written in the form of a thirtieth letter of the Persian alphabet.

In the religious beliefs (Jews and Christians), the rainbow has been found in the Noah's storm,which was the sign of storm's collapse.(Mosafa 1976, 608)

The cloud rained stars and made an arch of victory with rainbow.(v.1,p.192)

Wane of the moon:

It is the diffusion of light and the union of the moon with the sun being just two nights. (Mosafa 1976, 715)

As a result of the Arab influence, Persians were hiding like a wane of the moon. (v.1,p.320)

If you got a crown of sun on your head or cling to the bed of heaven, you abate every night like the moon and fall into the well of the moon.(v.1,p.320)

Shahriar believes that even the crowned people one day get captivated with wane :

The crescent of the moon has seen the well of wane, is it worth to be pale,thin and curved like me.(v.3.p.135)

Result:

This article guides us to the way that the beauties of the sky being regarded by the ancient poets, are attractive to the contemporary Azerbaijani poet, and inspired by it who has been the companion of heaven and its beauties in happiness and unpleasantness. Therefore, the union of poets with the heavens is unbreakable and the constellations are alive and vibrant with such magnificence in the poetry of this brainpower poet. It also appears from this article that Shahriyar denies the influence of stars on the fate of mankind, and believes that it is only God who commands the destiny of mankind.

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Analyzing A Persian Translation of the Novel, "Gone with the Wind" Based on the Hyland Modality Reccognition Theory

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Abstract
Metadiscourse giving integration to the text is applied by the writer to make the text comprehensible to the reader. In this research, Hassan Shahbaz's Persian translation of Margaret Micheal's "Gone with the Wind" was reviewed based on the Hyland metadiscourse model. In this study, the forms of positive and negative attitude markers, boosters and hedges among the significant meaningful non-grammatical words of the novel were extracted. To examine their frequency percentage, they were classified in four separate tables using a special program. The obtained significant numbers helped the researcher in accepting or rejecting the research hypotheses. The results show that, the translator has followed the writing style and represented cultural, social and political backgrounds, and used interactional markers in a significant way. Since this research is of an innovative type, it is expected that it will help linguistic research centers, writers, translators, and independent researchers as a reference and to be as a new analytical model to study the Persian translations of English novels.

Keywords: critical discourse analysis, Hyland discourse method, Hassan Shahbaz's Persian translation of "Gone with the Wind"

1 Introduction
Today, one of the important subjects bringing linguistics and literature close to each other is the issue of literary text meaning cognition by the help of new linguistic methods. Considering the linguistics point of view, translation is turning a text from one language into another. In lingual definition of "turning into" in translation there are rules determining it, some parts of which are lingual and linguistic and some important parts are sociological and cultural.

Newmark talking about "applied precision", in fact, refers to textual and situational aspects which are important factors in applied linguistic-textual, and discourse models of translation. A text makes sense when it is studied in the same lingual situation; otherwise, it has no essence and sense (Yarmohammadi, 2003, 97; cited from La Coste, 1988). The other point is that, the meaning is in the language itself and it is not made by the language and it concerns with the text texture. The important point is that how could one use the texture in giving a meaning to a text. Since translation of literary texts from a language into another is concerned with making equivalents to get the meaning, it is necessarily concerned with different types of translation models, so the linguistics can analyze and examine language implementation how-to-do in different cultures and in different dimensions.

In the past, many of linguists in translation considered often the relationship between linguistics and translation studies as a unilateral. They believed that the way to study and examine translation is to use linguistics and relevant findings. But, today, linguistics by the help of new theories such as Hyland theory has proved that language is a cultural device by which different speeches are produced and translation like language is a device which produces discourse. So, translation is considered a metadiscoursal concept which has been shown by Hyland in his theories using different modalities. Using this theory, the present research is aimed at analyzing the Persian translation of the novel "Gone with the Wind". Doing this from the point of view of linguistics, Hyland method show that language, text, and translation are devices always concerned with texts in situations and cultures. Moreover, any text is a representative of a specific genre, so it is defined by specific features in and out of the text which

are more or less contractual (Van Dijk, 1990) while features of literary texts are not so contractual and they are depended on their discourse.

Most of the different models in metadiscourse literature (Kerizmoor, 1989, Vande Kapel, 1985, Hyland, 2005) were presented based on Holliday triple model of lingual functions (1994). One of the metadiscoursal models presented by Hyland (2005) is accepted widely by academic society. In the framework of Hyland metadiscoursal theory (2005) a model has been presented for analyzing the interaction between writer of a text and its reader. Based on this model, a writer uses different metadiscoursal devices such as positive and negative attitude markers, boosters, and hedges, in expressing the values of a phenomenon or the amount of being doubtful or certain on a predicate.

The present research tried to represent an image of Persian translation of "Gone with the Wind". To do this, one of the Persian translations of the novel, done by Hassan Shahbaz (1336) was used as the main focus of the research. In this research language devices were analyzed and examined but due to significance of these four speech variables in translating the novel, the frequency of four speech variables including positive attitude markers, negative attitude markers, boosters and hedges are examined. Significance and necessity of this research is that translation of "Gone with the Wind" hasn't been analyzed based on Hyland modality till today. So, using this method, one could obtain different types of modalities in this translation. Then, considering the fact that this novel is a masterwork in literature and considering the significance of its translation, this research studies the cultural, social elements and dimensions of translation of the novel. Since in linguistics, translation is one of the main sub-branches, the necessity of analyzing the translation of the novel is shown by answering a question "how much the translator succeeded in representing the main purpose of the writer to the Persian language reader, and in his approach, again, how much he has maintained his independency regarding imitation of English language and culture and also Persian language" which could be determined by identifying different modalities in the novel. The proposed research questions of this study are as follows:

1. The main question: Based on Hyland metadiscoursal theory, and by analyzing different modalities (metaphorization) used in the novel based on cultural, social, and political models of the time, is it possible to analyze the translation of this novel?

 - Is it possible to examine "Gone with the Wind" from point of view of linguistics?

 - How could the cultural and social dimensions of the novel "Gone with the Wind" be represented by analyzing its translation using Hyland metadiscoursal method?

 - What are the different modalities in "Gone with the Wind" from the point of view of Hyland metadiscoursal method?

 - How much the writing style of the "Gone with the Wind" is represented in the translation?

The research hypotheses relevant to the questions are:

1. The main hypothesis: different modalities or metaphorization have been used in "Gone with the Wind" based on cultural and social models at the time of the story, and the purpose of the writer in this novel is to attract the attention of the reader to the context of the mentioned models and the Persian translator succeeded in some degree in representing them.

- One could examine "Gone with the Wind" from the point of view of linguistics using different content analysis methods.

- Cultural, and social aspects of the novel are better represented using analysis of translation by Hyland metadiscoursal method.

- Different modalities in Hyland method could be identified by studying "Gone with the Wind" translation.

- The writer style has been followed in some degree in translation of "Gone with the Wind".

2 Theoretical discussion and the research background

For the first time, Hyland defined and classified all the aspects related to the interaction between the writer and the text, and between the writer and the reader under the term metadiscourse. He claims that a researcher in the framework of metadiscourse-based study move to the beyond of the text and discourse circle and analyze the text as a social action (Hyland, 2005, a). In Hyland theoretical method,

writer, consciously or unconsciously uses different lingual devices to interact readers. Following this theory, writer of a text to express his or her attitude as well as attracting the reader participation uses different language devices such as attitude marker, hedges, boosters, self-mentions and the elements named engagement markers such as imperative and interrogative sentences (Hyland, 2005; b-177).

Attitude marker: it is a word or phrase expressing in one way or another writer's view and attitude on a phenomenon. In the present research, from the point of view of the researcher, the range of attitude markers in different types of texts is very wide. For example, writer of a text can use an adjective such as "phenomenon" to express his opinion on features of an "achievement" or a noun such as "unfortunately" or an adverb such as "valuable". Of course, attitude markers not always or merely words, and the writer may use a group of words, a paragraph, or even a sentence to express his attitude.

Hedges and boosters: hedgers in simple definition are words or phrases which show the writer/speaker doubt about the accuracy of the expressed predicate. For example, "maybe", "must", or combined verbs such as "look as if" are used. On the other hand, booster is a lingual form which represents certainty of writer/translator on realization of something, such as, "certainly" or "surely". Worthy to mention that Razavi (2012, 306) discussed Persian hedges and boosters under the term limit markers saying that limit markers, including hedges and boosters, form a continuum.

Hyland metadiscoursal method is a new device in identifying different types of modalities and using it can be proved novelty of the method and task devices and subject in examining different types of modalities in "Gone with the Wind". Discourse analysis is an interdisciplinary activity derived from joint work among different disciplines in humanities and social. But linguistics plays a pivotal role in all these activities. In contemporary linguistics, discourse analysis is the identification of the relationship among the sentences and looking at the result of these relationships as a whole. One could summarize discourse analysis transformation course in linguistics in the form of structuralist discourse analysis, functionalistic discourse analysis, and critical discourse analysis. The common theme among these theories is that language is larger than discourse. These discourse analysis methods provide powerful devices in analyzing a text because they rooted in linguistics.

3 . Statistical method, findings analysis

The analysis of the Persian translation of the novel "Gone with the Wind" is done using linguistic point of view by Hyland method (2005) and in the metadiscoursal theory framework. The examination of the research data has been done based on descriptive, analytical, and statistical method. In this method, by examination and counting the number of the words used in the translation of the novel and studying its words one by one in Hyland metadiscoursal method, it is required if these factors are observed in this translation, and if yes, the amount and frequency of them are examined and analyzed using tables used in SPSS. To do this, two collection devices, i.e. slip cards and questionnaire were used. Quantity analysis is one of the experimental argumentation in academic hypothesis. Quantity analysis is a statistical argument but here the researcher has turned it into a quality analysis by considering Hyland model.

4.Data description and analysis

In the first step, language devices were examined in the type level, regarding the quantity of each type of lingual device. Then, frequency percentage was examined based on SPSS software. Then, Hyland metadiscoursal analysis was carried out using results. In Hyland model, language markers are divided into two groups of interactive and interactional, the former guide reader through the text, the latter help reader to be involved in the text and to interact with it. For the researcher the opinion of the translator was important and one of the objectives and questions of the research was to ask if the translator succeeded in showing the Persian reader the social and cultural situation in the novel. This question shows more clearly the significance of interactional language markers including speech variables such as positive attitude marker, negative attitude markers, hedges, and boosters. The findings of the research have examined the significance of these four speech variables.

4.1 Attitude markers data analysis

Since the translator has shown more his opinion in this part, the number of the existing words in the translation with positive or negative meaning as well as those words which are not attitude markers but with positive or negative meaning were examined. The repetition of words was significant and so it was analyzed. In the following table some of the words showing the translator opinion in attitude markers are presented. The number of some words shows that how the writer portrayed the circumstances of that time with those subjects important for her. For example, since Scarlett is the main character of the story and acquisitiveness is one of her traits, "money and wealth" concept for Scarlett which sometimes were more important to her were repeated 714 times. Then, we have love and friendship with 692 times of repetition and there are little of themes such as "honor" and "prestige", which signifies that in a war, poverty and hunger dominant circumstances in a society less people care about honor and prestige.

4.2 Examining Data Frequency of Attitude Markers
In analyzing what appeared in negative attitude markers, one could say that war and its consequences such as anger, death, destruction, suffer, unhappiness are shown in this table along with their repetition. It shows that during most of the time in the novel, the war and even before that the discussions on war were the current issue which demonstrates the problems caused by war are clearly visible.

Table 16. Words as positive attitude markers

No.	word	frequency	No.	word	frequency
1	Pool va servat	714	20	Omid	75
2	Eshg va doosti	692	21	Arzeshmandi	75
3	Ezdevaj va khanevadeh	660	22	Jediyat	63
4	Zendeghi	416	23	Paki	59
5	Khoobi	950	24	Sabouri	55
6	Behtarin	364	25	Sharm va haya	58
7	Solh va aramesh	291	26	Amniat	32
8	Zibaie va khoshgeli	289	27	Agl va fahm	32
9	Khoobi	261	28	matanat	29
10	Khoshhali	250	29	Yagin	24
11	Mohabat va mehrebani	246	30	Kheyr	22
12	Shojaat va shahamat	192	31	Vejan	20
13	Komak	181	32	Masumiat	19
14	Rahati va asayesh	57	33	Aberou va heysiat	17
15	Ehteram	147	34	Matbou	17
16	Gol va taahod	146	35	Saadat	17
17	Hagigat	135	36	Shouoor	15
18	Eftekhar	120	37	Etebar	15
19	Khoshbakhti va khoshi	110	38	Liyaagat	15
total			6880		
Total meaningful, non-grammatical words of the book			375472		

percentage	1.8%

Comparing percentages of positive attitude markers with negative attitude markers indicates that the translator has followed the writer in bringing in those words used by her and positive or negative attitude of the translator hasn't interfered in his translation and he almost remained faithful to the source text. But, in literature translation (a novel, in particular) remaining faithful is possible but at the expense of the fluency of translation.

Table 2 Words as negative attitude markers

No.	word	frequency	No.	word	frequency
1	Jang	550	33	Tangi	66
2	Khashm va asabaniyat	417	34	Zarbeh, latmeh, sadameh	62
3	Marg	360	35	Hogeh	61
4	Narahati	309	36	Bihoudegi	60
5	Dard va ranj	281	37	Gonah	50
6	Tars va ezterab	253	38	Fagr	48
7	Kineh, nefrat va entegam	252	39	Asabi	47
8	Sakht	214	40	Gour	42
9	Geryeh	202	41	Tanhayi	41
10	Zahmat va sakhti	196	42	Dardsar	41
11	Zaaf	171	43	Jasad	39
12	Faramooshi	155	44	Laanati	39
13	Masti	118	45	Jahanam	39
14	Ah va hasrat	118	46	Hadeseh	36
15	Khoon	116	47	Nisti	36
16	Ashk	113	48	Ashoftegi	33
17	Kesafat	110	49	Gostakhi	30
18	Marizi	107	50	Jounoon	30
19	Zakhm va zakhmi	106	51	Zolm	30
20	Taasof	106	52	Badi	396
21	Bimarestan	194	53	Jenayat	30
22	Gose va andouh	93	54	Majara	29
23	Virani	93	55	Mozahemat	27
24	Kharabi	90	56	Khiyanat	22
25	Dozdi	88	57	Kharabeh	22

26	Bichareh	87	58	Naomidi	21
27	Eshtebah	85	59	Tahdid	21
28	Tardid	81	60	Lejajat	19
29	Vahshat	73	61	Talagh	16
30	Badbakhti	72	62	Shar	15
31	Takhtan	72	63	Loos	14
32	Jigh	66	64	Eshkal	13
total			6831		
Total meaningful and non-grammatical words of the book			375472		
percentage			1.8%		

4.3 Hedges data analysis

Referring to hedge in Hyland metadiscoursal markers means that the writer or the translator to express his opinion or in translating some part of the text uses these words where he is in some uncertainty. These words include verbs, adjectives, or adverbs such as "seem, guess, may, must, doubt, perhaps, apparently, to some extent, partly, a piece of, almost, vague, more or less" which the writer or the translator uses them in expressing the values of a phenomenon or degree of his doubt on a predicate.

4.4 Examining hedges frequency

Table 3 Hedges frequency with their percentages

No.	Word	Frequency
1	Agar, ageh	1626
2	Shayad	406
3	Kam, kameh	266
4	Momken, momkeneh, emkanan	176
5	Gahi	152
6	Bazi, bazan	91
7	Tagriban	89
8	Ehtemal, ehtemalan	53
9	Zaheran	19
Total		2881
Total meaningful or non-grammatical words in the book		375472
Percentage		0.7%

Analyzing the hedges, one could say that the biggest value belongs to "ageh" and "agar" with 1626 times repetition, and in English text of "Gone with the Wind" the word "if" has appeared 1666 times which show that the translator following the writer has used phrases and conditional words in a comparable

frequency and the difference is for some cases in which the translator used other words based on his decision. In examining the number of hedges in the translation in comparison with the number of meaningful and non-grammatical, 375472, and the number of non-grammatical words in the source text, 184352, the percentage of hedges in translation is 0.7 percent but in the source text is 1.2 percent. Considering the fact that the number of non-grammatical words in the translation is two times bigger than that in the source text means that the translator has used hedges in a much less number in comparison with that used by the writer, so the translator expressed his views doubtlessly meaning that the translator had been knowledgeable on the cultural circumstances of that time and place.

4.5 Booster data analysis
Booster is a language form which represent certainty and certitude of writer/translator on realization of some issue and by it one means those words which are used by the writer or the translator in expressing his certainty or certitude including "really, certainly, surely, not at all, completely, clearly, in fact, never, always, sure, one hundred percent, … ."

4.6 Examining the frequency of boosters data
Table 4 the frequency of boosters' data with their percentage

No.	Word	Frequency
1	Vali, amma	3083
2	Hatta	671
4	Aslan	352
5	Hargez	350
6	Albateh	325
7	Joz, bejoz	241
8	Ziad	216
9	Hatman	167
10	Aglab	125
11	vagean, dar vageh	118
12	Hamoon, hamineh	118
13	Motmaenan, motmaen	96
14	Balkeh	70
15	Kamelan	56
Total		6355
Total meaningful and non-grammatical words of the book		375472
Percentage		1.6%

In analyzing booster data, it can be said that the biggest number of repetition is for the words "amma" and "vali" with frequency 3083 which is a big number in comparison. There are about 6355 boosters in the translation and 1584 boosters in the source text with 0.8% and then we have the words "even, never, not at all, of course" with the higher numbers. Comparing the number of boosters with the number of meaningful and non-grammatical words of both English text and its translation and comparing their percentage show that the percentages are comparable and the translator has talked about it with a higher assurance, and, in comparing the percentages of boosters and hedges we could conclude that the boosters

have been used in greater numbers in comparison with hedges. This means that in translating the novel, the translator, Hassan Shahbaz, has used boosters in greater number, therefore, he was sure on what he had been translating.

4.7 Analyzing different modalities in "Gone with the Wind"

Metadiscourse is considered as a writing or speech device which doesn't add to the content of the main predicate but helps the reader to organize and evaluate the provided information. Moreover, according to Hyland and Tess (2004) metadiscourse produces a loop among text, the writer and the reader. Vande Kopl (1997) defines metadiscourse as a device helping the reader in organizing, understanding, and evaluating the attitudes. Metadiscourse is expressing this idea that lingual relationship is something more than mere exchange of information and predicates, and, in fact, it includes identities, attitudes, and assumption of parties to a relationship. The necessity of analyzing the novel "Gone with the Wind" is in the answer to the question "how much the translator has been successful in communicating the purpose of the writer to the Persian reader, and in his approach to what degree he has maintained his and Persian language independency regarding imitating foreign language and culture" a question which can be answered by identifying different modalities in the novel.

4.8 The number of the characters' appearances in the novel and their analysis

Among the characters, Scarlett has the most repetition about 4000 times. This shows that she is the main character of the novel and the story turns around her and the events in her life, but the writer has used Scarlett 2798 times and the reason for the difference is that the he has used the name Scarlett in substitution for the pronoun "she" wherever he decided it necessary. The second most repetition is for Rhett Butler with about 1975 times showing him as the second most important character. But the writer has repeated it 1322. Then, Ashley is with about 1202 times of repetition in the translation and 991 in the source text, his wife Mellanni with 1416 times of repetition in the translation and 1324 times in the source text sometimes written in short form Meli. Then, we have Frank, the second husband of Scarlett with 446 times in translation and 396 times in the source text, Mommy, the chambermaid, with 435 times in the translation and 446 times in the source text, Mrs. Pati pot with 467 times of repetition in the translation and 440 times in the source text, Jerald, Scarlett's father, 392 times in translation and 396 times in the source text, a little difference between translation and the source text. Alain, her mother, has repeated 326 times in the translation and 312 times in the source text which shows again a little difference. And Scarlett's children Ella 45 times in the translation and 24 times in the source text; Wade 260 times in the translation and 251 times in the source text, Bonnie 154 times in the translation and 137 in the source text.

   Among the almost main characters, Scarlett's children have very inconspicuous appearances while Wade, Frank's son, is seen more, but Ella, the elder daughter of Scarlett and her first Husband, Charles, with a very inconspicuous presence. And, Bonnie, Rhett Butler's daughter, who passed away in a horse riding accident, so, she was removed from the story. But critics such as Sarshar state that because Margaret Mitchell hadn't any children portrayed, Scarlett's children were inconspicuous unconsciously.

4.9 The number of the places, economic factors and factors affecting on economy and their analysis based on cultural features

Among the places in the novel, Tarra was mentioned in the translation with 556 times of repetition in comparison with its 511 times of repetition in the source text which shows that the translator has seen necessary to use the name of the place instead of pronouns. This number of repetition shows how important had been land and farm for Scarlett (according to her father who once said if you want to show resistance show it for land and farm). Then, Atlanta is found with 500 times of repetition showing its significance in the life of Scarlett. The concept of money and wealth in translation appeared 714 times and in source text the word "money" has 600 times of repetition and sometimes the word "cash" ad "Dollar" have been turned into "pool" in translation showing that the translator has used sometimes the word "dolar" for money.

Because Scarlett is from southern states where cotton is of much significance, the word "cotton" in the source text appeared 174 times but the word "panbeh" has been appeared 169 times which is not significant, and the words "jounoub" and "jounoubi" has appeared 492 times in the translation but the words "south" and "southern" have appeared 251 times. The difference is in the fact that in some places the translator has used the names instead of pronouns. So are the words "shomal" and "shomali" with 250 times of repetition and the words "north" and "northern" with 100 times of repetition and the difference in number again is due to use of the names in Persian translation instead of the pronouns in the source text. But the difference in the repetition number of words "jounoub" and "jounoubi" with "shomal" and "shomali" is the indication of showing northern states less significance. But the word "yanki" with 723 times of repetition and the word "Yankee" with 712 times of repetition which is the indication of them being enemy. Also the concept of "jang" and "jangidan" with 733 times of repetition and the words "war", "battle", and "fight" together are repeated comparably showing the significance of land and fighting for it with the enemy. Moreover, the comparability of the number of the words "jang" and "yanki" could mean the discussion has always been on war with Yankees. Civil war in the USA between southern states and …continued for four years but in the novel we see that people talk about it much and they are preparing themselves for it.

The words "dars" ,"daneshgah", and "kalej" together have 107 times of repetition and the words "university", "college", and "school" together have about 114 times of repetition which are comparable. But, the words "rags" and "ragsidan" with 181 times of repetition and the words "dance", "waltz" and "ball" together with 196 times of repetition show that there people were not much interested in school and university, and literacy was less important than dance and dance manners for them because of owning cotton farms, money, and wealth. This is observed clearly in the translation. During the war, they arranged some dance parties where Scarlet dances the best while she is mournful. The words "ezdevaj" and "khanevadeh" together appear about 843 times in translation and the words "family" and "marriage" together repeated 969 times showing the significance of home, family, having children and as we see people had many children. One of cultural differences found by the researcher in the novel is that the writer has used the word "Miss", in Persian "doushizeh", with 412 times of repetition, but the translator only used 19 times of the word "doushizeh" and just for unmarried girls when Scarlett, her mother Alain, Mellani, and Aunt Piti when they are not married. This could mean that in American culture chambermaids to respect their landladies used 'Miss' when calling them but in Persian culture it is not so.

4.10 Language devices Analysis

Table 5 classification of Hyland metadiscoursal interactive markers

marker	application	example
interactive	Guiding reader in reading a text	
transitions	Link sentences	Moreover, so, …
Frame markers	Refer to steps, sequences, and discourse verbs.	At the end, as a result, …
Endophoric markers	Refer to other studies in other parts of a text	In part 2, according to table 3, …
evidentials	Refer to other studies in other texts	According to, …
Code glosses	Provide more explanation	i.e., in other words, …

Interaction between the translator and the reader regarding the existing metadiscoursal markers resulted in producing a text with more speech and conceptual integrity providing the translator the ability to communicate his opinions and the text in a clearly and organized way especially in translating a novel which is considered a literature translation. Although, in translating texts written in this style faithfulness to the text and the writer is maintained in the expense of the text fluency, but the use of metadiscoursal markers gives the reader the ability to understand the text more easily. According to Hyland (1998) metadiscourse is a language device which is used by the writer in forming the discussion on the needs and expectations of the target reader. Metadiscourse helps the reader to relate the parts of the text to organize it and to understand the predicates.

Metadiscourse is the relationship between the writer and the reader which shows that in order to have the reader understand sentences better the writer has to give integration to the text. Absence of metadiscourse in the text results in absence of integration of the text which in turn results in making problems for the reader in understanding the text. So, the use of metadiscourse markers in a text makes reading an easier process, elevates the degree of material understanding and finally makes relationship among the writer, the text and the texture. Of course, most of the texts include metadiscourse markers and a writer can't communicate, for example, weigh, number, order, evidences, subject change, emotional attitudes, concluding or other issues without using these markers.

Of course, in this research all the Hyland metadiscoursal markers have been examined, however, in this research, the interactive markers among the markers getting the reader involved in the text are of high importance. Also, among the interactive markers, we have cautionary markers (hedges), empathic (boosters) and attitudes (positive and negative attitudes) which are pivots of our examination in this research. The interactive markers are not examined and not stated in statistics. They are used to guide the reader and have no or little application in translation of the novels, so we disregarded them in this research.

Table 6 Hyland metadiscoursal markers classification

marker	function	example
interactional	Gets the reader involved in the text	
hedges	Prevents the writers obligation and opens the way to free discussion	Maybe, it seems that, …
boosters	Emphasizes, closing the door to free discussion	Undoubtedly, certainly, clearly, …
Attitude markers	Expresses the writers view on and attitude toward the text.	Unfortunately, fortunately, …
Self-mentions	Refers directly to the writer	I, we, …
Engagement markers	Communicates directly with the reader	Refer to, pay attention to, …

5 Result
Based on the data and related findings, the researcher can answer the raised research questions and test the relevant hypotheses of this study and doing this, therefore, the conclusion of the study will be presented.

5-1 Testing the hypotheses
The first and main hypothesis of the research: different types of modalities or methphorization in the novel "Gone with the Wind" are based on cultural and social models of the time of the story, and the purpose of the writer is to attract the attention of the reader to the mentioned models and the translator has succeeded to some extent to represent it in his translation. By examining the translation of the novel by Hassan Shahbaz, it is found that he has referred to the cultural and social models and communicated what the writer had meant, and as his novel was examined using Hyland metadiscoursal model, it can be found that according to table 1, and 2, the frequency of positive and negative attitude markers and existing words different modalities have been used in the text of the novel, so the first hypothesis of the research is accepted.

   Second hypothesis: one could examine linguistically the translation of the novel "Gone with the Wind" using different content analysis methods (Hyland metadiscoursal method). Linguistically, different types of modalities have been used in Hyland model. For example, Hyland lingual markers are divided into two groups of interactional and interactive. The former is of special significance in the translation of the novel. Moreover, in this novel the interactive markers, especially positive attitude markers in table 1, negative attitude markers in table 2, hedges in table 3, and boosters in table 4 could be examined linguistically using Hyland model, so the second hypothesis is accepted.

   Third hypothesis: by analyzing the novel "Gone with the Wind" using Hyland metadiscoursal method, it can be represent better the cultural and social aspects of the novel. There are two types of linguistic markers- interactional, and interactive ones. The attitude and opinion of the writer and the translator are expressed in latter one. Based on the words used in the attitude markers, exactly the cultural and social aspects of the novel such as war (with 733 times of repetition), dance (with 181 times of repetition) and poverty (with 47 times of repetition) show cultural and social aspects of the novel in the translation. So, one could examine and represent cultural and social aspects in interactional markers, attitude markers in particular. With the gathered data, it can be found that the novel "Gone with the Wind" in examining the cultural and social aspects was recognized as efficient, so, the third hypothesis is also accepted.

   Forth hypothesis: by studying the translation of the novel, one could identify different types of modalities which are metadiscoursal markers of interactive and interactional based on Hyland model. In this novel – regarding the tables 1, 2, 3- just interactional metadiscoursal markers have been used, so, in

translation of the novel these markers which are mostly interactional lingual markers are indications of the translator's or the writer's opinions, and therefore, they are important, so, the forth hypothesis is rejected.

  Fifth hypothesis: in translation of the novel, the writing style of the writer has been followed to some extent. This style which refers to emotional and feeling cases in the novel and has the pivots of the novel based on Scarlett's life and sensual passions of her, the writing style of the novel is romantic. By examining the writing style and translation of Hassan Shahbaz, it is revealed that his style is romantic too. One of the characteristics of this style is that faithfulness to the source text and the writer is followed at the expense of translation fluency. The principle is to get the reader involved in the story through a smooth and fluent language and without difficulty in understanding the differences and contrasts between the source and the target language. Therefore, by considering the features of romantic style and examination of the novel and its translation and comparing them, it is found that the translator has followed the writer's style to some extent, so, the fifth hypothesis is accepted.

5.2 Conclusion

 This research proved that the romantic style of the novel's writer has been followed by the translator. Additionally, applying Hyland metadiscoursal model, the cultural and social aspects shown in the novel has been stylishly represented by the translator. From the linguistic point of view, in Hyland model different types of modalities have been used, and the surveying indicated that interactional markers, especially attitude markers, hedges, and boosters, have been applied significantly in this novel. This research revealed that one could carry out this kind of study using Hyland model in surveying the novel or book but not all the Hyland model markers are present in this novel. Since in translation with romantic style, the opinion, the attitude and emotion of the translator or the writer is important, Hyland interactional linguistic markers are applied and the interactive markers have no application and also cultural and social aspects can be examined and represented in the interactional markers, in particular in the attitude markers.

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Skill Acquisition Theory and Instructed Second Language Acquisition

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Abstract

Learning a second language is inevitable today. It is seen as one of the essentials, especially in the developed world of technology as a means of communication. Hence every effort to facilitate this cumbersome necessity is considered important and effective. "Skill Acquisition theory", among very other theories proposed to underpin human general learning has shed a different perspective toward human cognitive learning. The present study, presenting a brief review of Skill Acquisition theory, tries to utilize its concepts and principles as a basis to derive and design new techniques to be used in language classrooms. This way, the task of foreign language teachers would enjoy an effective and more fruitful result. Teachers in instructed second language settings such as academic foreign language classes in public schools and private institutes can benefit from Skill Acquisition Theory in a practical way. Further researches and studies can be used in the form of class action researches by language teachers to confirm or falsify the suggested methods and techniques.

Keywords: skill acquisition, instructed second language setting, declarative knowledge, procedural knowledge, automaticity

1. Introduction

Economy is one of the mostly preferred principles to schedule a class. Allotting a short sufficient period of time to present the new teaching materials and obtaining the best possible results are the two most important factors of a good teaching method. This is what most teachers demand. Foreign language teaching as one of the basic courses in Iran's academic secondary education has always faced a lot of pros and cons. It has been, and continues to be the primary concern of the most language teachers in Iran.

As a reflective teacher, the newly- alleged perspective among the most educational experts and scholars around today's world, one needs a nearly full amount of background knowledge regarding general human learning theories and researches to create innovations. This is considered a "must" for all teachers, especially a good language teacher.

Throwing a glance at Skill Acquisition Theories, in which the true separation of declarative knowledge and procedural knowledge is believed to be essential to learn a skill-based fluent autonomous activity resulting from a full tough and constant amount of practice, the writer tries to introduce foreign language instructed and uninstructed learning as a true combination of knowledge and skill. She tries to elicit a foreign language instructed learning situation in which this allegation would yield a practical and effective language teaching. The implication of suggested techniques can be put under further investigation.

2 . Skill Acquisition Theories

Skill acquisition theories are not just theories of the development of language. They range human general learning from cognitive to psychomotor skills (Mystkowska-wiertelack & pawlak, 2012). Learning can only take place only if the learner can recall and demonstrate whatever he has learnt fluently, effortlessly, and autonomously without any delay. The most important fore-mentioned theories discussed here are:

1. Adaptive control of thought model_ rational (ACT-R theory) by John Robert Anderson
2. Theory of dynamic changes in ability-performance correlations by Philip Ackerman
3. Five-stage model of adult acquisition by Stuart E. Dreyfus

2.1 Adaptive Control of Thought model_ Rational (ACT-R theory) by John Robert Anderson

The most important assumption of ACT-R theory is that human knowledge can be divided into two irreducible kinds of representations: declarative and procedural. Declarative knowledge is represented in the form of chunks. Chunks are held and made accessible through buffers. Buffers are the front-end of what are modules. Modules are specialized and largely independent brain structures. According to Anderson (2007) there are two types of modules: perceptual-motor modules and memory modules.

Perceptual-motor modules take care of the interface with the real world (i.e., with a simulation of the real world). The most well-developed perceptual-motor modules in this theory are the visual and the manual modules.

There are two kinds of memory modules in ACT-R: Declarative memory, consisting of facts such as Washington, D.C. is the capital of United States, France is a country in Europe, or 2 plus 3equals to 5. Procedural memory is made of productions. Productions represent knowledge about how we do things: for instance, knowledge about how to type the letter "Q" on a keyboard, about how to drive, or about how to perform multiplication.

2.2   Theory of dynamic changes in ability-performance correlations by Philip Ackerman

Ackerman (1988) believes that skill acquisition is governed by the consistency of information processing demands which is involved in the performance of a task. This consistency, as Ackerman (1988) explains, refers to "a situation in which stimulus and responses are mapped in a manner that allows for complete certainty once the relationships have been learned".

Complete consistency allows for the development of automaticity. Tasks with inconsistent task demands require sustained attention. Empirically, automaticity is evidenced by near-zero slopes in the functions relating performance and task demands.

Ackerman distinguishes between different phases of abilities underlying performance at consecutive stages of skill acquisition:

Phase 1: general ability measures (abstract reasoning) underlie performance. Those tasks such as language learning which demands more than just mere abstract reasoning follow the consequent stages

Phase 2: The influence of these factors decreases and perceptual speed abilities appear as important predictors of performance. Language production and perception involves a high-speed information processing.

Phase 3: performance is determined mainly by non-cognitive psychomotor abilities which make it possible for language users to respond to different language behaviors properly.

2.3   Five-stage model of adult acquisition by Stuart E. Dreyfus

Dreyfus(1977) proposes five stages for the development of an activity called skill after the fifth stage has been achieved. The learner, called a novice learner at this stage decomposes the task environment into context –free features which are recognizable without any kinds of skill. Then he starts to recognize some examples of meaningful additional aspects of the situation or domain. The advanced beginner turns out to be a competent learner at stage 3 when he, using trial and error began to search his preferences in performing the task. At this stage, important procedures are recognized and the learner's choice of perspective is determined. At the proficiency level the learner becomes more and more emotionally involved in the task, this resulting positive or negative emotional experiences would strengthen successful learners and inhibit unsuccessful task performers. Eventually the performer makes more refined and subtle discrimination. He can distinguish different situations and perform according to the requirements and demands of various tasks. The performer at this final stage is called an expertise.

A quick review of the above theories on the acquisition of skills reveals that forming a behavior, technically called skill here, is constant(Ackerman, 1988), gradual(Dreyfus, 1977), and internalized cognitivelly-achieved(Anderson, 2007), which happens autonomously and unconciously in specific situations and do not any conscious attention on the part of the performers. Emerging any skills in every humann learner, in addition to cognitive development , needs an enough period of time and positive emotional feedback(Dreyfus, 1977)

3 Scientific roots of different branches of psychology in skill acquisition theory

Learning theories encompass different fields of psychology from classical and operant conditionals in behaviorism to the more developed cognitive and socio-cognitive perspectives. In classical conditioning, the more the stimulus-response bonds be practiced, the more autonomous the resulting behaviour would be. In operant conditioning, on the other hand, the process of gaining the desired behaviour starts from trial and error. Manipulating the environment, the skill is produced. Punishment and encouragement are effective factors influencing the process.

One of the first cognitive theories, Thorendike laws of practice, effect, and readiness also confirm the close relatioships between stimulus and response; and the effect of the positive and negative feedbacks in forming the coceptual representations of the entities in the real world (the laws of effect and practice). According to thorendike(1999), the perfomer at the last stage of his development has to be physically and mentally capable to process the task (thorendike law of readiness).

Social learning theories emphasize three phases of learning: attention, retention, and reproduction. Attention is defined as the amount of notice given to the demonstration. The higher the status of the attentional model, the more notice is given. This triggers learning.

As time passes and the "demo" is practiced, automaticity develops: practice makes a conceptual demo(procedural knowledge) in the mind. This demo is crucially needed for the performer to retain the skill and fluently perform the task at its right context. The more relevant, meaningful, and novel the demo is in the mind; the smoother, the skill is performed. On the onset of reproduction phase, the performer is physically capable to perform the skill following the demo.(thorendike law of readiness). This acquired skill links to the competence levels of the performers.

4 Basic Claims of Skill Acquisition Theories in SLA

As Dekeyser (2007) states learning of skills shows similarity in general from representation of knowledge through initial changes in behavior to eventual fluent spontaneous, largely effortless, and highly skilled behavior such as language.

Learning happens, as Vanpatten & Benati (2010) elaborate, through largely explicit processes and with subsequent sufficient practice and exposure, moves into explicit processes. Development, within this theory, entails the utilization of declarative knowledge followed by procedural knowledge, with the latter's automatization. This is what happens when someone learns his first language.

The transformation from declarative knowledge entails qualitative and quantitative changes in the initial declarative representation. Such changes take place through automatization (speeding up the performance of a skill, reducing the error rate and inference from other tasks) and restructuring (changing the subcomponents of knowledge and the way in which they interact). (Pawlak, 2011)

The performer- in this case, the language user- can distinguish the situation necessary for one kind of language behavior from another. As the result, he performs properly in accordance with the context. The resulting confidence, consequently, leads to a more fluent and spontaneous speech.

Psychologically, learning happens in three subsequent stages: cognitive, associative, and autonomous.

At first, mistakes occur frequently because of the trial error strategy used by the learners. So movement pattern may be very jerky and lacks fluency. Beginners need accurate demo since mental rehearsal occurs from this demo. Learners need extrinsic and positive feedback as they do not know the skill very well.

As learners, who are now being called the performers, approach the associative stage, practice becomes more important. Here, smoother actions, and less mistakes are expected. Kinesthetic feedback is used at associative stage of learning, although extrinsic feedback is still important. The performer has to think less about the action and motor programs (procedural knowledge) are being formed in the brain.

When movements get fluent and efficient, it is said that it has been performed automatically. Performer can now focus on tactics and strategies and whenever needed, he can refer back to previous stages and modify them (metacognitive awareness). Experts at this autonomous stage use their intrinsic feedback and knowledge of their performance.

Obviously, learning a new language is more of learning a skill rather than a mere knowledge of pure vocabularies and structures. To process an either receptive or productive piece of language, priming and

practice are essential. This not only processes the language naturally, but also removes the stress and affective filters, described by Krashen, while learning, especially in adult classes.

Skill, in skill acquisition theories is the ability to do rather than underlying competence or mental representation (Vanpatten &Benati, 2010) to acquire a skill, priming is needed. "priming" according to Trofimovich & McDonough (2013) refers to cognitive repetition phenomenon in which prior exposure to specific language forms or meaning facilitates speaker's subsequent language processing. For example, a word or structure used by a speaker will influence the comprehension and production of that word or structure by the interlocutor. To complete the task, practice makes perfect. In the broadest sense, practice refers to the whole process of knowledge change from initial presentation of the rule in declarative format to the final stage of fully spontaneous, effortless, fast, and and errorless use of that rule, often without being aware of it anymore.

In a narrow sense, practice refers to the slow process of reducing error rate, reaction time, and interference with or from other tasks that takes place after proceduralization (Dekeyser,2007)

Practice with a given task gradually decreases reaction time and error rate. It is repeated performance of the same routines. As this definition seems to reflect behavioristic views, practice which is required for learning in skill acquisition theories should be meaningful and provide language behavior rather than language- like behavior.(Dekeyser, 2007)

To confirm the claims listed, a brief explanation of power law of practice is given here: plotting the logarithm of the time to perform a task against the logarithm of the trial number always yield a straight line, more or less. (Newwell & Rosenbloom, 1981)

Automatization conforms to the power law of learning both in what Gupta & Derll (1999) name "repetition priming" and "skill learning". Repetition Priming occurs when we process identical stimuli over and over again. Skill Learning occurs when we process stimuli which vary in some respect at the surface, but share similarities or regularities at an underlying level of structure.

To wrap it up, Conford's separate defining attributes of skill and skilled performance from a psychological perspective (1996) are listed to justify why the writer believes that learning a language is similar to learning a skill. Language is not a representation of knowledge, but a collection of different and identical skills: "skill is learnt, involves motivation, purpose, comparable replication, relative judgements with individual differences in skilled performance, problem solving relevant to the context, a considerable period of time to reach high levels of skills, and evident standards of excellence. It requires content and context knowledge as well as schemas. Skill is performed and transferred in the presence of specific stimuli".

Some scholars such as Parziale & Fischer (2009) have discussed how skill theory can be applied in classroom settings. Skill theory can be used to study development during very short as well as long periods of time and across cognitive, social, and language domains. Moreover, it provides a coherent and practical means of defining and identifying the skills and sequences in learning activities. Using skill theory, teachers can determine the effect of support and practice on the range of the performance.

Skill theories support practice. Feedback and practice are two prominent concepts in these theories. In a world dominated by distance learning and audio-visual aids, these theories still concentrate on teachers and their creative methodologies in the classrooms. Teachers are still important.

5 How to Use Skill Acquisition Theories in Classrooms

Although skill theories impose some limitations on researchers: they lack an operational definition, ignore the important role of effective factors, and potentially have methodological problems; they can be used in action researches in actual classrooms. Teachers can utilize the principles as an applicable and efficient background to design techniques and activities in their classes, assisting students to get more of class activities. Here are some of these activities:

1. Declarative knowledge precedes procedural knowledge: evidently teachers can benefit the principle; before presenting any new material, the subcomponent can be taught to the students. Students, then, are given opportunity to practice the required activities. As qn example, in a reading class, due to the importance of background knowledge to better process the information, teachers can elaborate on the

subject matter using the students' mother tongue. Some pictures and realia may accompany the teachers. The proceeding actual reading class will be postponed to the nest session, giving the students more chances to practice the pre-requisites and get ready for a smooth comprehension.

2. Metacognitive strategies can be another subject matter. For instance, problem- solving strategies to guess the meaning of unfamiliar words can be practiced. an analytical approach to cohesive markers and their application in professional writing can be used to give some insights to the students: how to predict what is going to be read in the following lines. This activates the desired schemata and foster skimming comprehension of the text. Step by step, learners acquire the ability to fill in the gaps when confronting a complicated conversational situation. As Krashen's affective filters decreases, students are more provided to receive new materials motivationally.

3. Mnemonic methods and devices as an ongoing constant class activity are said to boost the students' declarative and procedural memory. Students can enjoy a great deal of fluent information without any difficulty every time they enter the class. Those who are always complaining their fading memories can operate this technique. Using choral practice, in line with other classmates removes psychological burdens on the memory of the weak students, gives them more motivation and insight to go on. If the class objectives were practicing skills, all of the elements and prerequisites must be put under consideration.

4. Sometimes using educational movies or even some scenes of authentic films can give the students enough practice to improve their strategic competence. Before playing the clip, new vocabularies and expressions are presented. Using their background knowledge and their current declarative knowledge, they are given time to fill the blanks of the written transcription of the dialogue or monologue in the film. The presentation context: animations, background sounds and voices, the tone and intonation of the actors and actresses can be used as clues to complete the task. This practice is done according to the subject matter of the curriculum. This practice can be followed by the students acting act the dialogues or monologues at the final stage.

5. Correct pronunciation as well as fluency is regarded as subskill of reading languages. Thus, they must receive sufficient attention and practice. This is the most important step in moving toward an authentic proficiency. Unfortunately, students are not informed of this necessity in most instructed settings as the surface is sacrificed for the sake of depth- comprehension. They are left alone reading difficult and unfamiliar passages extensively using their insufficient knowledge to just understand it. Meanwhile, there isn't any place to practice this first manifestation of the new live language, the language that they are getting prepared for interaction in the real world. Most of the students leave the class without reading just a line of the text book. They hesitate uttering any word even in their solitude. Enough amount of time must be allotted to practice reading aloud in the class. This is a matter of "must".

4 Conclusion

Applying any method in the class must be supported by a substantive and sound theory of learning if teachers want it to be efficient. The primary consideration of this article is to give a brief history of one of the theories of human learning_ skill acquisition theory and introduce to apply it in actual classes. It reinforces the fact that theories at hand help teachers develop their own way of teaching that best suits their students and educational setting. In addition, students' problems can be traced back and consequently systematic pieces of advice can be given to them to overcome their difficulties. Having a good theory can also yield fruitful results if used in a fair judgement to evaluate the students' performances.

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A Critical Review via an Experiential Perspective

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Abstract
The educational success as an objective is of a two-sided nature, one dealing with learning side of human learning and the other coping with the teaching side thereof. In metaphorical words, the educational motor has two propelling parts, i.e. learning and teaching. Thus, if the operation of each part fails, the whole educational motor will cease to operate properly. As a rule of thumb, therefore, a good teacher is one who applies a teaching method which keeps the learning side active as well as interactive. Only in this way, the learner will be able to learn the material as planned and provided by the 'good' teacher. The present study has aimed to approach the subject of the characteristics of a good teacher not only by looking at three lines of experiential research by certain teaching researchers but also through authentically investigating the topic at hand wherein the results of academic teaching semester will count too. The results of this study ushers us to notice the existence of a uniquely decisive and pluralistically divergent perspective which belongs to the learners and the way they behold the teaching event, while taking account the expectations they bring with themselves to the teaching-learning situation.

Keywords: good teacher; teaching, learning; educational experience

1.   Three Experiential Case Studies Revisited
While not degrading the value of the worthwhile research projects which have been carried out and are still being done in the mainstream of research programs all across the world, the present study has aimed to part away from any unnecessary polemics present in the prevalent discourse of educational research and has sufficed to bring together the results of certain discussions of interest as well as recount its own experiential findings on the topic of Characteristics of a Good Teacher. In this pursuit, the present study in its first section has tried to deal with the experiential knowledge of certain teaching researchers to answer the question what the characteristics of a good teacher are.

1.1.   Case I: Renewing Urban Teachers Through Mentoring
One such experiential experiment has been carried out by the practical researcher Haberman (1995) by resorting to process of experiencing with certain recruits who have appeared to teach successfully at Milwaukee Public Schools for at least five years. Based on Haberman's (1995) findings, as cited in Saffold (2003, p. 82), the recruits under study had 'demonstrated successful urban teaching practices, received strong recommendations from school principals or administrators, and had some experience teaching adults'. In answering the question of what the characteristics of a good teachers are, Haberman (1995) approaches the issue in terms of what outstanding features the recruits would have demonstrated at work. As cited in Saffold (2003, p. 82), the most outstanding ideal features listed for a recruit to be regarded as the 'star teacher' were presumed by Haberman to be as follows:
• high expectations for all students,
• persistence,
• love of learning,
• and the ability to convince students that learning is good, natural, and enjoyable.
As it can be seen, the above-presented general features were all of an 'ideal' nature and proposed in advance by appraising investigator as the ideal teaching standards the recruits were assumed to ideally achieve. Apparently, the proposition of such features is inherently subjective and idealistically individualistic in nature, while they have a teaching- or teacher-oriented goal in perspective.

1.2.   Case II: The Qualities of Great Teachers

Another interesting line of experiential research is proposed by Goldberg (2003) who has offered his observations on the crucial characteristics which makes 'great teachers'. Not looking at his proposal to have included an exhaustive list and stressing the fact that the provided characteristics have appeared in no particular order of importance, he therefore recounts that the list of qualifications are the result of more than 40 years of experience in educational settings, including 24 years of experience as a public school administrator under whose supervision more than 130 different teachers have been working. Calling the proposed qualities as 'hallmarks of the best teaching', Goldberg (2003, p. 219-24) has appeared to underline the emerged qualities as follows:

- Willingness to Put in the Necessary Time: Teaching, like every other serious profession, requires time.
- Love for the Age Group They Teach: An important part of greatness is the match between the teacher's skills and interests and the age of his or her students.
- An Effective Classroom Management Style: Great teachers need to find their own ways to "manage" a group of students. The techniques related to such classroom management are:
- Few behavior problems.
- A culture of respect that flows in every direction: teacher to students, students to teacher, students to students, and everyone to guests.
- Immediate — or at least timely — teacher actions that usually work.
- A clear, shared understanding of acceptable and appropriate behavior.

- Positive Relationships with Other Adults: that is other adults in a school—other teachers, administrators, and parents.
- Consistent Excellence: Greatness in teaching requires consistently outstanding performance over the years.
- Expert Use of Instructional Methods: Great teachers use a variety of instructional methods that they feel comfortable with.
- In-Depth Content Knowledge: Both progressive and conservative educators speak about the importance of content. Everyone agrees that great teachers possess a solid command of content.
- Capacity for Growth: Like any other profession, teaching undergoes constant change.
- Steadiness of Purpose and Teaching Personality: Great teachers, however, are not necessarily performers. Instead, they hold students' attention through subject mastery, skillful lesson design, actions that demonstrate caring, and an honesty that reveals their individual personality.

As for this case, the rather long list of the qualifying features for teachers as it can be seen are provided by a practicing teacher and with respect to setting up the qualifications essential to the state of 'best teaching'. These features too are individualistic in nature and are derived from a teaching- or teacher-oriented schedule and are directed towards a teaching- or teacher-oriented educational context.

1.3. Case III: Good Teachers and Change Management

Emphasizing that 'change is to be welcomed and managed and where possible step change[15] is desirable since it is often much more effective than the staged variety,' Hudson (2009, p. 134) makes an attempt to associate the characteristics of a good teacher with the idea of managing change and in this pursuit stresses that 'good teachers are aware that managing change is what they do every minute of every day in their classroom.' In this regard, Hudson maintains that: 'Good teachers and good managers of change should not therefore plan the change so thoroughly that it is months before anything actually happens. A clear and distinct objective with clear and precise success criteria should not take long – two or three

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[15] The term 'step change' is defined by Hudson (2009, p. 23) as 'one leap rather than a steady drip'.

weeks – and since change should be seen as a process not an event this is perfectly acceptable, even advisable' (Hudson, 2009; p. 22). On this ground, he further lists the following directions as essential to the notion of management of change based on Michael Fullan's recipe (ibid. 22):

• Break the required change into phases or modules;
• Establish an implementation plan which should be brief and not too elaborate;
• Seek to reduce early costs and to increase early rewards;
• Stress on-going training;
• Focus on the support that is available;
• Maintain support but also maintain pressure (deadlines, etc.). (Fullan, 1985)

    Therefore, placing stress on the pivotal role of pace in change management, he also states that 'justice delayed is justice denied, and good schools and good teachers are fully aware of the need to maintain a rapid pace if they are to reduce student underachievement to a minimum,' Hudson (2009, p. 134) thus concludes that 'a sense of urgency is a prerequisite for good teaching and good schools'.

    As it can be figured out, the essence of a change-oriented approach as such enjoys an optimally situation-oriented and is dynamic in nature. However, this case is designed and fits for particular individuals and it too remains teaching- or teacher-oriented, though to a lesser degree.

2.   What makes a good teacher: A Learner-based Perspective
The outcome of the present case is derived from the results of carrying out a synchronic investigation of several academic courses by the practicing teacher in a single academic semester and belongs to and has been derived from the data related to the practicing teacher's experiential investigation at the academic level. After taking several courses with the students of translation at the BA level mostly majoring in language and translation in the Islamic Azad University, Hamedan Branch, the practicing teacher has collected the related feedback from the students by way of collecting casual interviews, during the course and post-note-takings, and giving a checklist to certain students attending some university course(s). Then, collecting the bulk of the materials obtained, the preliminary data has been studied and the most outstanding learner-feedback items are as follows:

- A good teacher is himself/herself orderly.
- A good teacher has a good voice.
- A good teacher manages the time properly.
- By maintaining a formal atmosphere, a good teacher optimizes the students' learning.
- A good teacher increases his/her teaching capacity by employing teaching aids.
- A good teacher maintains eye contact with students.

    Interesting as it might seem, such personal features as orderliness, voice quality, and the ability to foster eye-contact are among the most decisive characteristic a good teacher needs to possess. The first two of these characteristics in themselves foreground the role certain aesthetic features can play in increasing the learners' satisfaction; and the last one that is eye contact points to the learner's need to sense a feel of rapport and connectedness with his teacher in the teaching-learning interaction. More interesting is the tendency of the students to sense a 'formal' atmosphere in the classroom, what they appear to see as a learning optimizer in the classroom. It can be inferred from this fact that the students at the academic level view the learning session as a site of serious interaction rather than a place for entertainment. Time management is another factor that corroborates the premise of the seriousness of a learning activity at the academic level. And it is the use of teaching/teacher aids which turns to as sign of qualified teaching in a learning atmosphere, or more specifically perhaps in a language learning atmosphere. Richards (1985/2010, p. 81) sees this qualification as one of the constituent which form a teaching capacity called 'classroom management', the other constituents including such items as the employment of a lesson plan(s), handling of equipment(s), as well as the direction and management of learner behavior and activity.

Viewed as such, the question of what makes a teacher a good teacher is a multifaceted question which requires a diversity of answers depending on the learner's or learners' perspective(s). This diversity adds to dynamicity of such characteristics and puts the issue at hand into an unfixed position. Therefore, a diversity of learner factors resulting from the various psychological , cultural, sociological etc. specifications can diversify and variegate the answer to the ontological question of being a 'good teacher'.

3. Limitations and Considerations

The present case differs in three ways from the already investigated cases above. Firstly, while the outcome of the three cases cited above have been drawn as the diachronic results of the practicing teachers' educational experience along several years of teaching, the outcome of the present case is derived from the results of carrying out a synchronic investigation of several academic courses by the practicing teacher in a single academic semester. Secondly, the outcome of the previous courses have all belonged to and drawn from the educational experiences of the respective practicing teachers at the public school level, whereas the outcome of the present case belongs to and has been derived from the data related to the practicing teacher's experiential investigation at the academic level. While the outcome of the three cases presented may be an amalgamation of ideas provided by the respective teacher(s) and learners as each case, the outcome of the present case study has been collected with an eye to the learners' feedback only. Furthermore, another limiting consideration is to be taken account of with regard to making any decision in term of the defining the characteristics of a good teacher, and that is the question of the teaching level and field of specialty of the 'teacher'. Firstly, in what level the concept of good teacher is to be defined, public school or undergraduate or graduate level or else? Secondly, in what field of specialty the question of defining characteristics of a good teacher is to be answered? As a final consideration, there is another limitation which turns any judgement(s) regarding the what-ness of the characteristics of being a good teacher to be a function of a diversity of perspectival attitudes. In other words, depending on various psychological and sociocultural specifications, and these themselves redefined when looked at from the teaching vs learning sides, the answer to this question might yield various outcomes. Therefore, such outcomes, while being dynamic from situation to situation, might pose another intriguing question and that is the question of inconstant variability of the judgements made.

4. Results

From the four case studies investigated in this study, one can come to the conclusion that the characteristics of a good teacher vary with regard to what perspective - and such perspectives may be many - the issue at hand is to be approached. One perspective can be the perspective of a teacher as a teaching agent which itself can be dependent upon such subjective factors as individual preferences, taste, etc; another perspective can be that of teaching decision makers or policy-makers which can appear to idealistically defined with regard to certain ideology or policy dominating the teaching programs; and the miscellany of perspectives can continue to be listed which depending on which perspective is adopted the answer to the question at hand might vary too. However, one uniquely decisive perspective belongs to the learners and the way they behold the teaching event and the expectations they bring with themselves to the teaching-learning setting. This communicatively alternative perspective itself, though, can enjoy a dynamic diversity depending on what psychological, cultural, and sociological, etc. specifications are at work in terms of viewing the relationship of teaching and learning as a multi-sided interactional process; that is as an multivariate position that is to be regarded as a uniquely decisive and pluralistically divergent reference point which will continue to vary with regard to the nature of the judgement(s) it will sustain. A further bone of contention with regard to making any judgement with regard to the defining characteristics of a good teacher is the question of the teaching level and field of specialty. Firstly, in what level the concept of good teacher is to be defined, public school or undergraduate or graduate level or else? Secondly, in what field of specialty the question of defining characteristics of a good teacher is to be answered? As for the case in point in the present study, the answer to the first question is: undergraduate level; and the answer to the second question is: the field of

language and translation. That's why the listed characteristics are meant to include the general characteristics of a 'good teacher' so as to make them conform to the question being asked at the general level.

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Study the style of questions in sure Naml

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Abstract
Asking questions is one the educational methods in the holy Quran with is used extensively throughout this sacred book and many of religious instructions presented by means of this method. We may classify these questions to various types as scolding,denial,suspense and guiding with are used for various aims. There are many questions in sura Naml especially in the fictional structure. In this article we try to show that what the role of the questions in sura Naml is. This study shows us that the holy Quran declares moral contents by least words and describes various conditions without needing very descriptions. These questions play two important roles: first they transfer main part of religious instructions and assumes many important parts of the presses of description specially in the fictional structure. So that we study the asking questions in sura naml to show its functions in the literary beauties of Quran.

Keywords: holy Quran, sure Naml,the style of questions,fictional structure.

Introduction
Stimulating curiosity, engaging the minds of the audience, and motivating the search for truth are some of the most common strategies used by Quran in order to deepen religious identity and faith in the audience; in doing so, Holy Quran aims at strengthening the power of argument, distinction, and pathfinding in mankind. In fact, raising questions is a way of awakening the sleeping minds of the ignorant people, teaching them to be always in alert, strengthening their faith, and giving an unanswerable reply to deniers and polytheists (Ghorori Naieini 83,84). These questions can be categorized in distinct groups of guidance, reprimand, denial, encouragement, emotional, and figurative. (Faiaz 9,17,18)
The majority of questions in Quran are raised by God that is omniscient; this, naturally, signifies that the purpose of such a question is not a real interrogation and information seeking. Applying such a technique on the part of God Almighty requires serious consideration; therefore, scholars of rhetoric and Quranic researchers pay great attention to this issue. However, all questions in Quran are not from God and there are many instances where the question is raised by different, contradictory characters, ranging from prophets to deniers and polytheists who were adamant enemies of the truth of judgement day.
Questions in Quran can be categorized in two general groups; the first group, the number of which is quite limited, includes questions raised truly for seeking information; the second group includes questions which are not aimed at interrogation and information seeking; rather, they are brought up in order to extract and decode the main meaning and significance; in comparison to the first group, this group of questions are mainly rhetorical questions. Holy prophets carried out their mission in dealing with evil and obstinate through dialogue and debate; they constantly used questions and interrogation, which are much more efficient than speech and compositor methods, as means of proving Tawhid and resurrection. Applying this method for the purpose of invitation and guidance and the process whereby it is implemented for providing proof for a certain subject signifies high importance of the issue in educational affairs.

Literature Review
Papers and works exclusively concerned with Quranic questions are limited, the majority of which are listed in the following:

1. Fayyaz, IranDokht. (2008). Questioning as Sustainable Identity Construction in Holy Quran. Humanities Journal. No: 77.
2. Abdul-Azim, Saied Fawde. (1993). Questioning Strategies in Holy Quran. Common Issues Journal.
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5. Al-Waisi, Gheis Ismael. (1989)." Figurative Meaning Presented by the Style of Quran". Iraqi Academy of Sciences. No:70.
6. Muhammad Sharif, Muhammad Ebrahem. (2007). Questioning Strategies in Rhetorical Debates and their Secrets in Holy Quran. PhD Thesis dedicated to Islam Abad University, Department of Arabic Language and Literature.

Additionally, these valuable works have produced general examination of questioning and interrogation strategies in Holy Quran and none has delved into detailed analysis of rhetorical questions presented in Al-Naml (The Ant) Sura. The only work existing on the analysis of The Ant Sura is a chapter of Dr. Ebrahem Muhammad Sharif's PhD dissertation.

The structure of The Ant Sura
The first six verses of this Sura function as an introduction; the next eight verses describe the story of Moses and his mission among Pharaoh and his people; then, the story of Solomon is quoted at length in 30 verses. The next nine verses refer to the people of Thamud and, finally, the next five verses refer to Lot people. These stories of prophets, which include evangelism and divine warning, are mentioned to testify to the message of the first six verses. After mentioning examples of history in the first two quarters of the Sura, the last quarter is dedicated to the topic of revelation and some surrounding issues. (Bazargan 87)
In other words, The Ant Sura can be divided in three distinct parts; the first part, or introduction, which consists of the first six verses; the second part, or the stories of prophets, which ranges from verses 7 to 58; and the last part which continues from verse 59 up to the end of the Sura.
The opening verses function both as an introduction for the second part and a summary for the whole Sura. Following issues are raised and discussed in this part:
1. tidings for believers
2. revelation of God
3. characteristics of believers
4. characteristics of unbelievers

The second part includes stories of four prophets:
1. The story of Moses (AS)
2. The story of Solomon (As)
3. The story of prophet Saleh (AS)
4. The story of prophet Lot (AS)

The third part starts from verse 59 and continues up to the end of the Sura:
✓ Verses 59 to 66 describe greatness and power of God
✓ Verses 67 to 82 describe stubbornness and denial polytheists and unbelievers, logic and comfort of the prophet, and the warnings regarding the consequences of their action.
✓ Verses 83 to 93 describe resurrection events and the fate of the deniers and disbelievers

This Sura pays great attention to the stories of prophets; the reason might be direct impact of rhetorical strategies on the mind of the reader and audience; thus, prophets' invitation to religion and their dialogue with people has constantly occurred in form of questioning. This has been one of the most important strategies used by prophets in sending the message of God; "Questioning strategy is one of the most solid debate methods because of its ability in expressing emotions and moods, conveying maximum

message through minimum possible words, and inviting the audience through the subtlest and sentimentally acceptable forms". (Abdul-Azim 293)

27 verses of this Sura, i.e. 27%, include questions. Verses 14, 20, 27, 28, 33, 35, 36, 38, 40, 41, 42, 46, 51, 54, 55, 59, 60, 61, 62, 63, 64, 67, 69, 71, 84, 86, 90 are embedded with a questions and individual verses from 60 to 64 include two questions. Questions mentioned in this Sura will be discussed in sections 2 and 3.

Questions included in the second part of the Sura (Verses 14 to 58)

There are 11 questions surrounding the story of Prophet Solomon (AS):

1.and they denied them, though their souls acknowledged them, for spite and arrogance. Then, see the nature of the consequence for the wrongdoer (didn't they drown in the see and weren't they thrown into hell?) (The Ant 14). the question embedded in this verse means for Mohammad Prophet to witness and contemplate the fate of unbelievers and deniers (al-Zuhayli 270). This question has been raised in final verse of the story of Moses the prophet; it functions as an introduction into the story of Solomon prophet; it, actually, is a linking ring which connects the stories of two prophets together.

2.and Solomon sought among the birds and said:" how is it that I see not the hoopoe, or is he among the absent?" (verse 20). Question embedded in this verse is one of wonder (al-Sabooni 410, al-Ghazwini 112). Solomon is surprised because hoopoe has been eternal accompany of him and he has never absent and left him alone. This question, also, shows Solomon's power in managing individuals under his control. Despite his great power, glory, and innumerable workers at his mercy, Solomon notices the absence of hoopoe. On the other hand, Solomon reacts with determination in the face of hoopoe's absence because he has failed to attend to his duties and be present when he is supposed to (Sharafi 126); this is quite clear in verse 21: "I verily will punish him with hard punishment or I verily will slay him, or he verily shall bring me a true excuse". Solomon, without being prematurely judgmental, condemns this violation on the part of the hoopoe; he even conditioned his threat based on two possible circumstances: sentencing without death penalty stage and death penalty stage. He, also, showed his opened to logic, even in face of a weak bird, and that he will never misuse his grandeur. (Makarem Shirzai 442)

3.Solomon said: we shall see whether thou speakest truth or whether thou art of the liars (verse 27). This question is raised to express doubt and suspicion (Mahmood Yousef 101) and it seeks to testify falsity or truth of hoopoe's utterances; it also shows that even the idea of a trivial creature must be considered in thorough investigation of crucial issues. Solomon neither accused hoopoe nor condemned him; he, also, didn't accept his excuse without sufficient proof; rather, he scrutinized hoopoe's excuse to find true reason of his absence. (Makarem Shirzai 451)

4. go with this my letter and throw it onto them; then, turn away and see what answer they return (Verse 28). This is a true question for information rather than rhetorical purposes.

5. they said: we are lords of might and lords of great prowess, but it is for thee to command; so, consider what thou wilt command (verse 33). This verse portrays obedience of elders and nobles of the land of the Queen of Sheba towards Queen of Sheba. (al-Khatib 241)

These two questions which have been raised in to consecutive verses provides necessary imagery for the story of Solomon and the Queen of Sheba. Queen of Shaba raises the question in verse 22; however, this question is not explicitly presented; rather, it is implicit and aims at portraying the character of the Queen of Sheba. She was not a tyrant and she resected and consulted with the elderly of her land in critical issues. Question in verse 33 is presented by the wise elderly and nobles of her land; they consensually surrender to her ruling of war or peace. It is quite clear how the Holy Quran uses brief, laconic sentences to convey grand meanings and messages and how it adjusts its presentation of characters and stories to the capacity of the mind of the reader.

Additionally, the difference between men and women are clearly shown in the give and take between the Queen of Sheba and the aristocrats at her court. Queen of Sheba abhors war and violence and prefers good manner and policy; however, the nobles and aristocrats at her court are fully prepared to engage in war. Queen of Sheba does not explicitly express her idea; rather, she consults with the elderly to share what she thinks with them. (Saied Ghotb 264)

6.but lo! I am going to send a present onto them and to see with that the answer messengers will return (verse 35). Solomon presents this question. This verse signifies Queen's attempt to test prophet Solomon (AS). Belghis sent Solomon a gift, based on which she would judge whether Solomon is a king in search of earthly possessions or a true prophet who accepts nothing, except moral virtue and religious submission. (Meibodi 210)

7. so, when the envoy came onto Solomon, the king said: what?! Would you help me with wealth? But that which Allah hath given me is better than that which He hath given you. Nay, it is you, not I, who exult in your gift (verse 36). The question of this verse is a rhetorical one; the Queen answered Solomon's letter and had attempted to stop him from preaching his religion. (Ibn Ashur 268)

8. he said, o chiefs! Which of you will bring me her throne before they come onto me, surrendering? (verse 38). There are two interesting points embedded in the question prophet Solomon (As) presents; first, why has Solomon asked the Queen of Shaba to bring him her throne? And second, why has he mentioned surrendering and faith at the end of the verse?

According to what many commentators have stated, when the Queens of Shaba, accompanied with a large number of her close servants, went to meet prophet Solomon, she hid her throne in a safe place. "When messenger of Belgheis came back from her visit with Solomon and retold all surprising and wonderful things she had seen in his realm, Belgheis said this is divine and we are not strong and equipped enough to compete with such a power of which you just shared a small drop; she sent a messenger to Solomon to let him know that she would go to Solomon to meet him and his land in person and discuss with him of the religion he preached for. Then, she founded her mansion in seven skies allocated guards, and put somebody to throne to look after the affairs in her absence and take care of her throne; then she left to meet Solomon, accompanied with 12 thousand important nobles and soldiers, all taking valuable gifts and offerings. Solomon has been informed by Gabriel about Belgheis' arrival; thus, he said a warm welcome to her". (Mobeidi 221)

9. one with whom was the knowledge of Scripture said: I will bring it thee before thy gaze returneth unto thee. And when he saw it set in his presence, Solomon said: this is of the bounty of my lord, that He may try me whether I give thanks or am ungrateful. Whosoever giveth thanks, he only giveth thanks for the good of his own soul; and whosoever is ungrateful is ungrateful only to his own soul's hurt. For lo! My lord is absolute in independence, bountiful (verse 40). This verse shares the answer of the question immediately, signifying the fact that Solomon prophet is actually asking himself that question. The question of this verse is for testing Solomon's extent of gratefulness. (Al-Sabooni 408)

Gratefulness is one of the most important educational points of Solomon prophet's story mentioned in this verse. This Sura expresses innumerable gifts that God has given to man, gifts who have gone un-granted, because deniers haven't worshiped their creator. Solomon prophet, as a normal creature, mentions the importance of gratefulness; despite being gifted with concessions that have been granted to no other person, such as enslaving wing, jinns, and animals, Solomon never gets selfish and constantly expresses his gratefulness for what God has bestowed on him. (Saied Ghotb 2633)

10. he said: disguise her throne for her that we may see whether she will go aright or be of those not rightly guided (verse 41). Question of this verse is presented to test the intelligence and wisdom of the Queen of Sheba (al-Zuhayli 301). In order to test the intelligence and wisdom of the Queen of Sheba, Solomon orders to hide and transform her already prepared throne; "disguise her throne for her that we may see whether she will go aright or be of those not rightly guided". Although mere transmission of Queen of Sheba's enough was enough for her not to discern it as hers, Solomon ordered some minor changes of misplacing pieces of jewelry and recoloring some parts. However, the question is what was Solomon's purpose in testing the intelligence and wisdom of the Queen of Sheba? Did he want to determine the reason by which he would negotiate with her or what sort of reasons he needed to justify the excellence of the religion he was preaching for? Did he want to propose to her and see if she really qualified as a would-be partner? Did he want to ensure his capacity for some responsibilities he might give her? Two interpretations have been presented for the phrase of "see if she is guided or not". Some scholars believe the object to be identified is the throne of the Queen of Sheba, while some other have

stated that the point is the possibility of believing in God after seeing this miracle. However, the apparent message supports the former hypothesis, which by itself, is an introduction for the second hypothesis. (Makrem Shirazai 479)

11. so, when she came, it was said unto her: is thy throne like this? She said it is as though it is the very one. And Solomon said we were given the knowledge before her and we had surrendered to Allah (verse 42). It seems that Solomon is not the speaker here, because he seems to be quoted. Additionally, it is not in Solomon's grandeur to mention such things at Queen of Sheba's entrance. However, Queen of Sheba provided the most intelligent and wisest answer and said "it is as though it is the very one". If she had said it looked like it, she would have gone the wrong way; and if she had confirmed exact similarity between the two, she would have violated considerations of care and caution, because it was simply naturally impossible for her throne to be there without her knowing that, unless there has been some sort of miracle. Additionally, based on various historical accounts, she had kept her throne in her own palace, in her private room, under strict supervision of her trusted soldiers and guards. However, despite all changes Solomon ordered to be implemented on the throne, Queen of Sheba identified it quickly. (Makarem Shirazai 480)

This is the last question presented in the section which mentioned the story of Solomon the prophet. Though the story of Prophet Solomon (peace be upon him) has enormous story telling opportunities, such as the existence of jinns, understanding the language of animals, and confrontation with a powerful queen, Holy Quran focuses merely on portraying aspects of the personality of dear Prophet in order to distinguish the story from myth. As mentioned, Solomon is so fully characterized that he overshadows other events in the story. (Husseini 184)

Questions related to the story of Prophet Saleh (AS)

This section includes two questions, presented below.

12. he said: o my people; why will you hasten on the evil rather than the good? Why will you not ask pardon of Allah, that you may receive mercy? (verse 46). This question is presented with rhetorical intention; thus, it does not seek true information.

13.then see the nature of the consequence of their plotting, for lo! We destroyed them and their people, everyone (verse 51). This verse was sent after the big event. Holy God enhances the fear embedded in this verse and magnifies its grandeur through the use of rhetorical questions. (al-Baghe'i 179)

Questions related to the story of prophet Lot (AS)

This section, too, includes two questions.

14. and Lot! When he said unto his folk; will you commit abomination knowingly? (verse 54). This question is rebuking (al-Sabooni 416). This and the following verse initiate the story of Lot (AS). God explains the outrageous violation of the people of Lot and condemns their reluctance in accepting true guidance. This verse is compatible with the message of the former verse, which explicated the fate of Thamud people.

15. must you need lust after men instead of women? Nay, but you are folk who act senselessly (verse 55). The question embedded in this verse, as well, is one of rebuking; the same message is repeated because Lot people are punished for their outrageous crime (al-Sabooni 413); it also shows the repercussions of denial and subordination. People of Lot are punished and reprimanded for their denial and outrageous crimes they commit, which are in stark contrast with pure nature of mankind.

Questions embedded in the third part of The Ant Sura (verses 59-93)

16. say o Muhammad! Praise be to Allah, and peace be upon his slaves whom he hath chosen! Is Allah best, or all that you ascribe as partners unto him? (verse 59). This verse repeats the same messages, monotheism and rejection of all forms of idolatry, expressed by opening part of the Sura and mentioned stories of prophets (Saied Ghotb 2653). The aim of questioning is one of ridicule in this verse. (al-Sabooni 416)

Verses 60 to 64 introduce a new form of questioning different from what has been so far discusses. God the almighty presents 10 questions for human beings in these 5 verses, all of which follow a common, structure, lexicon, and content.

17. is not He best who created the heavens and the earth, and sendeth down for you water from the sky wherewith we cause to spring forth joyous orchards, whose trees it never hath been yours to cause to grow. Is there any Allah beside Allah? Nay, but they are folk who ascribe equals onto him! (verse 60)

18. is not He best who made the earth a fixed abode, and placed rivers in the folds thereof, and placed firm hills therein, and hath set a barrier between the two seas? Is there any Allah beside Allah? Nay, but most of them know not! (verse 61)

19. is not He best who answereth the wronged one when he crieth unto him and removeth the evil, and hath made you viceroys of the earth? Is there any Allah beside Allah? Little do they reflect! (verse 62)

20. is not He best who guideth you in the darkness of the land and the sea, He who sendeth the winds as heralds of his mercy? Is there any Allah beside Allah? High exalted be Allah from all that they ascribe as partner unto him! (verse 63)

21. is not He best who produceth creation, then reproduceth it, and who provideth for you from the heaven and the earth? Is there any Allah beside Allah? Say: bring your proof, if you are truthful. (verse 64)

The main purpose of above questions and verses is explication (Mahmmud Yousef 103). All five verses include two questions, the second of which is common among them. They share similar structure, vocabulary, and rebuking phrases for deniers and unbelievers.

The main addressees of the above verses are pagans of Makkah who denied signs of God; these verses are also aimed at strengthening the belief in monotheism. These consecutive verses include some major points. The first point is that these verses follow the history of prophets and invite deniers to witness the fate of former people who did not believe in God; deniers are asked to contemplate the creation of heavens and earth. The second point is that each individual verse embeds two questions, one if which is commonly in rhetorical form among them. According to al-Kermani's book, "The mystery of repetition in holy Quran", the endings of five verses are like this: Nay, but they are folk who ascribe equals onto him (60), Nay, but most of them know not (61), Little do they reflect (62), High exalted be Allah from all that they ascribe as partner unto him (63), and Say: bring your proof, if you are truthful (64). The trajectory is like this: deniers were in haste for committing crime, the first one of which is violation of right; they wouldn't haste if they knew the nature of their action was a sin or maybe, if they knew, they wouldn't accept word of reason and continue their sins regardless of the logic and signs of prophets. The endings of verse 64, Say: bring your proof, if you are truthful, is, actually, a further emphasis on the uniqueness of God.

22. yet those who disbelieve say: when we have become dust like our fathers, shall we verily be brought forth again? (verse 69). The question embedded in this verse is truly asked for acquiring information (al-Sabooni 422). Two former verses ere about disbelievers' and deniers' lack of information about judgement day; however, despite not having sufficient knowledge about judgement day, they merely denied it without giving it much thought. Since two former verses (65-66) were about doubts surrounding the nature of judgement day, the use of rhetorical question regarding the resurrection of the dead is quite proportionate to the topic.

23. say unto them o Muhammad! Travel in the land and see the nature of the sequel for the guilty (verse 69). This verse applies two strategies of promise and threat (al-Sabooni 423). From verse 59 onwards, which marks the beginning of the third part of the Sura, the verses are about the uniqueness of God. God threatens deniers of his signs and the grandeur of creation by mentioning the fate of people who ridiculed works of God and did not believe in God.

24. and they say: when will this promise be fulfilled, if they are truthful? (verse 71). This verse starts with a present verb, which signifies continuity and renewal, giving it a sense of timelessness and universality. The question embedded in this verse is one of rhetorical. (al-Maraghi 20)

25. till, when they came before their lord, He will say: did you deny my revelations when you could not compass them in knowledge, or what was it that you did? (verse 84). The tone of this verse is rebuking (al-Sabooni 422). Considering the significance of the former verse, this verse provides description for one

of scenes of the judgement day which, in addition to rebuke, embeds other meanings, as well; "This is a question aimed at rebuking the act of denying sings of God and deviating from truth without any attempt at contemplation or truth-seeking. The second question embedded in this verse is pure rebuke and reprimand, for God knows how truly they feel and think and what they do". (Moghbel 100)

26. have they not seen how We have appointed the night that they may rest therein, and they day sight-giving? Lo! Therein verily are portents for a people who believe (verse 86). The question used in this verse indicate a surprise at the fact of ignoring all the sign of God spread in nature. (Ibn-Ashura 34)

27. and whoso bringeth an ill-deed, such will be flung down on their faces in the fire. Are you rewarded aught save what you did? (verse 90). Again, a question with a message of rebuke; wrongdoers will only see the consequences of their evil deeds and nothing more in the afterlife (al-Sabooni 421). This verse outs and end to questions presented in The Ant Sura.

A brief overview of other characteristics of mentioned questions

These questions used six questioning tools; haven't, being the most frequent with a percentage of 50%, is repeated 16 times. What and who are repeated five times; how is repeated 3 times; and, when and whether are repeated just once. Now, the question is: why is 'haven't' repeated most? 'Haven't' expressed doubt and suspicion and it conditions the sentence onto which it is exerted. (Sakaki 304, al-Jorjani 151).

The repetition of some words or structures in these questions requires serious consideration. Deviations of "look" and "see" are repeated eight times, four times in imperative form, once in feminine form, twice in present form, and once as the subject of the sentence. The interesting point is that five out of these eight repetitions are related to the story of prophet Solomon. The other point is that these verbs are used with exactly the same tense and structure three time.

"see how the fate of wrongdoers is"

"see how the fate of sinners is"

"see how the fate of disbeliever is"

Conclusion

As stated above, 32 questions, 15 of which were embedded in the throughout the story of the Sura, were presented in 27 verses; 46% questions were related to the stories of prophets mentioned in this Sura. However, all these questions are not raised by a single person; 17 questions, 50%, are asked by God the almighty; 7 questions by prophet Solomon, 1 question by Queen of Sheba, 1 question by courtly people, 1 question by prophet Saleh, two questions by prophet Lot, 2 questions by deniers and unbelievers, and one question by an anonymous figure. The majority of questions have been raised by God and prophet Solomon has presented the majority of questions on the part of human beings, which is totally compatible with his position as a prophet of knowledge and wisdom. Following Table shows frequency distribution of questioners in the Sura.

Table1. Questioners in The Ant Sura

خدا	God
حضرت سلیمان	Prophet Solomon
ملکه سبا	Queen of Sheba
درباریان	Court people
حضرت لوت	Prophet Lot
حضرت صالح	Prophet Saleh
مشرکان	Unbelievers
ناشناس	anonymous
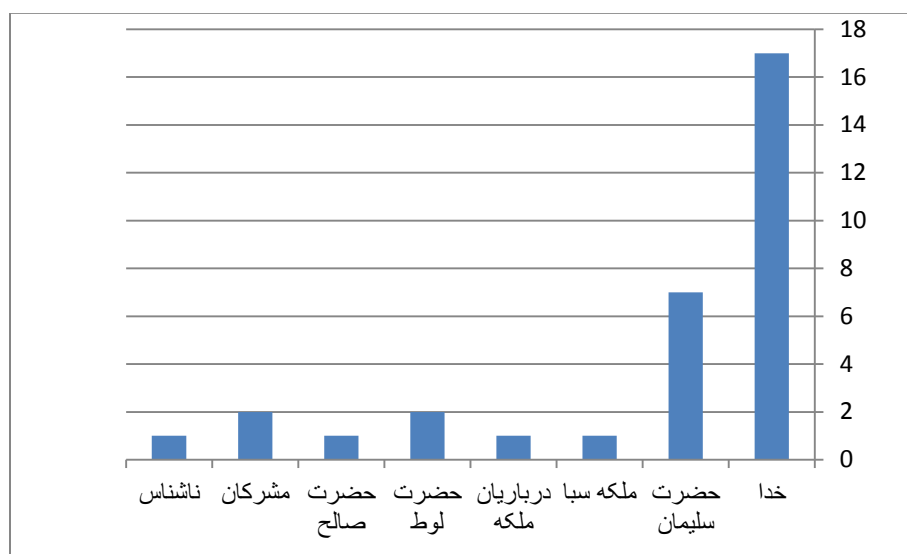
These questions used six questioning tools; haven't, being the most frequent with a percentage of 50%, is repeated 16 times. What and who are repeated five times; how is repeated 3 times; and, when and whether are repeated just once. Table2 shows the frequency distribution of questioning tools in The Ant Sura.

Table2. Questioning tools in The Ant Sura

If	ای
When	متی
Whether	هل
How	کیف
Who	من
what	ماذا
Haven't	همزه
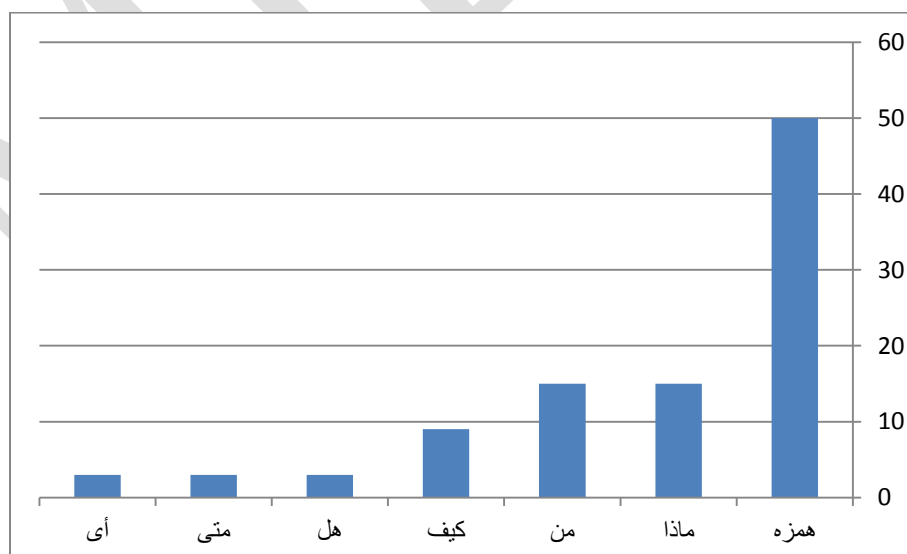
Out of overall 32 questions, 26 ones, 81%, are presented with rhetorical intentions, mostly aimed at rebuking, denying, explicating, and warning. These questions play two crucial roles in the overall

structure of The Ant Sura; first, they convey a large portion of religious and moral teachings; second, they are responsible for providing necessary imagery for better comprehension of the message if the verses.

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Abbreviations in Poly Discourse Environment

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Abstract

Modern linguistic researches are oriented on practical and pragmatic implementation. Informational overload made people use abbreviations in different spheres and levels of communication. Abbreviations illustrate synergetic processes that are connected with self-organization both in language and communicative systems. Abbreviation is complex and constantly developing systematic phenomenon that is connected with the theory of communication. Poly discourse functioning of abbreviations contributes to development of such linguistic universals as synonyms, antonyms, homonyms. Semantic processes of word meaning changing in abbreviation are continuous and permanent ones both in the general system of language and in its subsystems under the influence of linguistic and extra linguistic factors. Systematic approach and complex methodology is applied in the research. Contextual analysis of abbreviations and analysis of abbreviations in terminological, law, service and tourism, stock exchange, medical, ICT discourses are undertaken.

Keywords: abbreviation; discourse; homonym; term; ticker

Introduction

On the threshold of the third millennium, a change in orientations in linguistic research is very clearly revealed. There is a shift in interests from the fundamental problems of linguistics to methodological ones, to issues of the practical use of language. Synergetic analysis of abbreviations, in our opinion, allows obtaining new knowledge about the semantics of abbreviations, their role in communicative processes. The undertaken systematic approach to the study of abbreviations is another proof of the main concept of synergetics - everything in the world is interconnected. The interrelation between linguistic and extra-linguistic aspects in the semantics of abbreviations, in the history of their formation, is a manifestation of the "inter-   disciplinarity" of synergy.«Abbreviations are language universals; their nominative function is increasing as they give novel names to well-known notions and objects. Abbreviations correlate with words but they are not equipollent though they have many common features. Semantic structure of abbreviations is complicated with specific connotations. The context-level of studying discloses the "hidden" semantics of abbreviations» [1; 138].

The process of semantic abbreviation is a constant and continuous process of changing the meaning of words, both in a general system of language, and in its individual subsystems under the influence of linguistic and extra-linguistic factors. "Abbreviations represent a great vocabulary layer and became an integral part of the English discourse. English abbreviations are widely used not only in the English language discourse, but in the discourses of other languages of the world as well. Especially it is true for abbreviations in the sphere of economy, finances, foreign economic relations, and banking" [2; 703].

In view of a complex semantic structure of abbreviations and high specific weight of a connotation of many abbreviations, we should study abbreviations in a discourse. Besides, abbreviations, being stable and written with no spaces, may be variously transformed in terms of their structure and semantics, including complicated transformations, which are impossible in words.

1.1 Theoretical Background of Study

The theoretical background of the present study is established considering selected theoretical contributions on investigation of abbreviations in poly discourse environment and it is backed up by the linguistic, contextual and discourse analyses of several fields of use of the abbreviations. Systematisation and synthesis of the material deal with the study of abbreviations when they are used to refer in a way to

the public image of a language user when using various definitions in order to describe different life phenomena. Thus, complex methodology was used.

1.2 Abbreviations in Modern Terminological Discourse

In the sphere of professional communication and the exchange of scientific, production and technical and other knowledge, the term is the most important and the most informative carrier of special scientific information, which is explained by the very nature of its informational function as a vehicle of expertise knowledge. Depending on how and at what level the professional communication is carried out, the term as the bearer of special mental structures accumulating professional and scientific knowledge, accumulated by the human community in a special field of activity, realizes its basic functions - cognitive, communicative and informational. The study of the term as a linguistic sign assumes the analysis of terminological processes, which are cognitive-discursive processes of conceptualization and verbalization of expertise knowledge.

The terms-abbreviations have two indicators - semantic value and semantic content.Since terminological systems are living branches of a common language tree, they constantly evolve. One of the manifestations of the language development of professional fields is the abbreviation - the secondary abbreviated naming of some special realities. A new truncated lexical unit calls the initial full phrase in the form of one character, so scientists consider it possible to talk about the syntactic relations underlying the abbreviation.Terminological abbreviations do not differ significantly from the general language abbreviations. In literary and as well as in special languages, the following types of abbreviations differ in their structure.

1.3 Abbreviations in Legal Discourse

In recent decades, many new political, economic and legal realities have emerged in our lives that require our study. Introduction of new values in the social environment led to a radical individualization of the society, a sharp differentiation of society, the establishment and cultivation of the individual's autonomy.

Language as the main means of communication becomes a means of expressing attitudes toward the realities of the new society, the environment of operating relationships. As is known, for the realization of its functions, jurisprudence uses both legal and general literary languages. However, in addition to the word, the subject of attention of lawyers became semantic relations in the text, language preferences and discordance of meanings written and understood. And as a result, the linguistic incorrectness of the wording of the law leads to a population's non-acceptance of the relevant acts as criminal.

The legal text represents a special legal terminology system. The cognitive-derivational and social essence of legal vocabulary is expressed in its ability to form conceptual-semantic blocks, the components of which can be classified according to certain models. Cognitive information is borne first of all by legal terms, but some of them are known not only to legal experts, but also to any native speaker, since their scope of application goes beyond the legal text. Legal abbreviations-terms have all the characteristics of terms - unambiguous, lack of emotional color, independence from the context, for example: **ha (heir apparent), Indm. (Indemnity), J (justice), jud (judgment), leg (legislation), PC (Practice Cases), PCDR (procedure), prac (practitioner), O.R. (Official referee),** etc.

In the legal terminology, there is a special distribution of structural-conceptual, derivational, lexical units and functional parameters that have special features and patterns that are significant for the spheres of legal activity in which they function. The texts also use clichés that are characteristic of the legal language: **CP (Code of Procedure), D / P (documents against presentation), Fed. R. Civ. P. (Federal Rules of Civil Procedure), MTD (motion to dissolve), Reg. Jud. (Registrum Judicale).** Compressiveness is inherent in the legal text. It is characterized by abbreviations, brackets and numeric designations. Numbers are usually conveyed in words.The theme of the texts of legal discourse covers a wide range of legal concepts, such as: **exor. (Executor), pf (proof), plf, plff, pltff (plaintiff), l (law), LC (Law Court), mtg. (Mortgage), s. (Suit), s. (Successor), S.C. (Select cases), Sol. (Solicitor), etc.**

1.4 Abbreviations for Discourse of Service and Tourism

Considering the abbreviation as an ontological instance of social reality, an element of the terminology system of the discourse of service and tourism, it is necessary to emphasize its linguistic pragmatism. The situational sphere, which assumes the abbreviation performance of linguistic-pragmatic functions in the discourse of service and tourism, is limited to the norms of speech behavior, custom, ritual. The indicators of the content level of the abbreviations reflect the specificity of the extensional and abnormal abbreviations as a linguistic sign, which form its functional-semantic representation.

As modern researchers note, the reduction of the subject in modern discourse hinders understanding of the communicative processes taking place in modern society. In this regard, there is a need to create a kind of linguistic-touristic vertical - the theory of abbreviation at the level of the discourse of service and tourism from the perspective of a subject-oriented approach. In other words, there arises the need to manage the process of the formation of abbreviations of the sphere of service and tourism and their lexicographic fixation. Considering the abbreviations combined with the integral sign "service and tourism" with the purpose of creating a thematic classification, it can be stated that this conceptosphere is represented by macro-fields that break up into more fractional groups- micro-fields:

• Types of accommodation in the hotel. For example: **SNGL (single); DBL (double); TRPL (triple); QDPL (quadriple); BO (bed only).**

• Enclosure types. Example: **MB (main building);**
NB (new building); BGLW (bungalo);

• types of rooms. For example: **STD (Standard); STE (Suite).**

The study of abbreviations-terms in the discourse of service and tourism from the point of view of syntax, phonetics, and spelling (always capital letters) makes it possible to reveal regularities and predict the dynamics of further development of abbreviations of this type in the discourse of service and tourism.

The codification of abbreviations in the discourse of service and tourism occurs according to the following principles:

1) the traditional use of capital letters of the English alphabet is elevated to the level of the rule; **OV (Ocean view); PV (Pool view); RV (River view).**

2) the presence of numbers and signs as units of other semiotic systems in abbreviations-terms is a distinguishing feature from abbreviations of other types; **4 PAX (quarter); HB + (half board +, extended half board)** - extended half board - breakfast and dinner (buffet), drinks for lunch or dinner are included in the price, but for the rest of the time they are purchased at an additional cost;

3) the order of letters and numbers is strictly syntactically regulated in abbreviations-terms; **1 BDRM (bedroom)** - apartments with one bedroom; **2 BDRM (bedroom)** - apartment with two bedrooms;

The abbreviations in general and this group in particular are not always "created artificially because of linguistic savings", they elimi   nate the contradiction between the needs of thinking and the limited lexical resources of the language. Abbreviations-terms of the English language are the linguistic core of the discourse of service and tourism and clearly demonstrate the synergies of different semiotic systems: digital, sign, alphabetic.

1.5 Abbreviations - terms of Stock Exchange Discourse

Any economic phenomenon has a linguistic accompaniment. In the linguistic plan, the organization of new economic processes and phenomena is accompanied by a nomination process. The nomination of economic concepts of stock exchange discourse is characterized by abbreviations, since they are able to convey the maximum amount of information per unit of time, which contributes to the effectiveness of communication, and hence the speed of transactions. The discourse of the stock exchange is directly related to trade, including international trade, so it is not surprising that the vocabulary serving this sphere of human activity, is terminological, internationally identified and in addition to a meaningful explanation, often requires historical interpretations.

It is precisely the point of contact and fixation of knowledge of the economy that is of linguistic interest. The language of the economy is characterized by a large number of abbreviations. For example, **RTS** is the Russian trading system; **BSX (Bermuda Stock Exchange)** - Bermuda Stock Exchange city of

Hamilton; **SM (Stock Market)** - "Stock Exchange".

Ticker symbol is a short name for quoted instruments (stocks, bonds, indices) in the exchange information. It is a unique identifier within a single exchange or information system. It is used in order not to constantly print the full name of securities or other objects of trade in the summaries.

As the analysis of abbreviations-tickers has shown, the short name has from one to six characters and is assigned to a security when it is included in the listing. Traditionally capital letters of the Latin alphabet are used in tickers. Usually these are abbreviations or short names: **IBM (International Business Machines),** abbreviations or truncations of names **MSTF (Microsoft), RAEES of Russia - EESR.** Asian exchanges often use digital and alphanumeric tickers, adapted for international trade. For example, the ticker of the company **Toshiba** on the Tokyo Stock Exchange is **6502**. The combination of these figures is considered as an abbreviation. In this case, the abbreviation means neither quantity nor order, i.e. the figures are endowed with a linguistic meaning, have a certain semantic volume and realize their nominative function, which is not characteristic of a (digital) semiotic system.

Some companies have several different tickers that are used on different exchanges. For example, Wimm-Bill-Dann on the **NYSE** has a **WBD** ticker, and on the **RTS - WBDF**, that is, it is possible to speak about such a linguistic phenomenon as abbreviations synonymy. The company **Steinway Musical Instruments** uses the ticker **LVB (Ludwig van Beethoven) - "Ludwig van Beethoven"** in honor of the great composer and pianist. A ticker can be a phonetically consonant combination. Prior to the merger with **Mobil Oil**, the company **Exxon** had a ticker **XON**, and after the merger, **XOM**. **Southwest Airlines** has chosen the **LUV** ticker, consonant with the name of the company's airport - Love Field near Dallas, as well as the English word love.

Thus, the study of abbreviations-tickers of a stock exchange in terms of syntax, phonetics, spelling (always capital letters) allows identifying patterns and predicting the dynamics of further development of abbreviations of this type in the discourse of the stock exchange.

1.6 Abbreviations - the terms of Medical Discourse

One of the most ancient areas of human knowledge is medicine. Medical terminology reflects the history of development of the world civilization: the terms that have come down to the society through the centuries are the imprints of that culture, the picture of the world, the professional medical conceptosphere, within which they were a means of transmitting, perceiving and storing information about various medical phenomena.

Medical abbreviations can be attributed to a special cognitive complex of professional discourse. The English medical abbreviation "can be considered a complete unit of language if it acquires the same properties as the ordinary word: its own lexical meaning, word-formative activity and autonomy of use (regardless of the prototype).

EXAMPLES: **BH** - bundle of His; **ADSAD1** - accentuated decrease in systemic arterial pressure during inspiration; **ADEM**-acute disseminated encephalomyelitis; **REO** - respiratory enteric orphan viruses; **MOM - milk of magnesia (magnesium hydroxide); ADR** - advanced diagnostic research.

The number and quality of the abbreviations reflect the changing medical discourse and perform the following functions: nominative, stylistic marking function, the function of replacing the unfolded mark with the universal one, the text optimization function. In medical discourse, abbreviations are used in those cases where the abbreviation is more appropriate contextually than other methods of term formation. Classification by thematic groups allows disclosing the range of verbalized meanings of the medical conceptosphere, the relevance of certain conceptual features, as well as the specific features of medical discourse.

1.7 Abbreviations in Information and Technology Discourse

In modern science, a whole set of terms and concepts referring to one semantic series, but emphasizing one or another side of mass communication processes, such as the information space, the information environment, the information field, media environment, media landscape, info-sphere is used to refer to

this new virtual territory without state borders and tangible barriers. It is impossible to predict the development of the Internet abbreviation corpus because it is difficult to predict the future of such a dynamic system as the Internet.

When discussing the issues of spelling of abbreviations, it is necessary to pay attention to the Internet and sms language, as the latter "overflow" and penetrate into all spheres of life. The abbreviation in this discourse differs in stylistics. Abbreviations have a stylistic marking, they are spoken, even become slang. The SMS language is such an example. The Internet was born in the US and it is English that is the predominant language of communication `on the Internet. Therefore, all networked abbreviations have English-speaking roots. For example, **lol (laughing out loud); Cu; Rotfl (rolling on the floor laughing).**

These are the most common abbreviations, but they do not limit the number of abbreviations. There are hundreds of such abbreviations replacing long pattern phrases that are necessary in a decent conversation. The main reason for the appearance of such abbreviations is the specificity of communication on the Internet and the need to save one's own time and others' time wherever it is possible to act as euphemisms for units of reduced vocabulary. For example, **MF (motherfucker).**

Typical for SMS abbreviations, is the use of signs of different semiotic systems - letters, numbers, symbols, icons (emoticons). For example: **U (you); 2U (to you); U2 (you too); L8R (later); B4 (before); 2Day (today); YDAY (yesterday); XMAS (Christmas); BD, BDAY (birthday); SUM1 (someone); 4U (for you); 2nite (tonight); M8 (mate); 10x (thanks).**

Thus, abbreviations become not just elements, constituent parts of sentences, and whole sentences can be syntactically constructed from abbreviations. In the official language, the abbreviation can be one member of the sentence, and in the SMS language the abbreviation can be a whole sentence. For example, **SAE, s.a.e. (Stamped addressed envelope / self-addressed envelope).** So, in hundreds of years, possibly these abbreviations will be perceived as words. The process of updating the language abbreviation corpus is constantly taking place. This process is as infinite as the process of language development.

Conclusion

Modern linguistic researches are oriented on practical and pragmatic implementation. Informational overload made people use abbreviations in different spheres and levels of communication. Abbreviations illustrate synergetic processes that are connected with self-organization both in language and communicative systems. Abbreviation is complex and constantly developing systematic phenomenon that is connected with the theory of communication. Poly discourse functioning of abbreviations contributes to development of such linguistic universals as synonyms, antonyms, homonyms. Semantic processes of word meaning changing in abbreviation are continuous and permanent ones both in the general system of language and in its subsystems under the influence of linguistic and extra linguistic factors. Systematic approach and complex methodology is applied in the research. Contextual analysis of abbreviations and analysis of abbreviations in terminological, law, service and tourism, stock exchange, medical, ICT discourses are undertaken.

Our factual material showed that the abbreviations are extremely active, mobile, changeable and constantly renewing. So the clarification of particular regularities of abbreviation development and functioning helps to establish general regularities of the lexical system.

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Verbal Aggression in Virtual Environment

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Abstract
The article deals with verbal aggression in the virtual environment that has become an essential part of modern life. Verbal aggression is caused by several reasons: decreasing of speech, lexical, ethical controlling norms and standards. It is accompanied with the low level of social, psychological background of internet users. The Internet creates illusion of full freedom in this connection some people behave irresponsibly and uncivilized. Like any phenomenon that was borrowed by virtual environment from real one, language acquires additional features. So, unlike real environment, the speech of virtual environment has only written realization that excludes additional connotation which can be expressed by the body language, emotions, speakers' behavior, etc. but it acquires compensatory opportunities in the form of smileys, emoji codes, icons and emoticons. One of manifestation cases of verbal aggression in the Internet is active use of invective lexis. The problem may be treated from two approaches that are closely connected with each other: verbal aggression in the Internet as the public phenomenon and verbal aggression in the Internet as the speech phenomenon. The main challenge of verbal aggression from social view is in underestimation of its danger for public consciousness. From the linguistic view it is in ability for transforming language as means of communication and saving information because it transforms the process of communication itself, complicates exchange of information, slows down perception and understanding of interlocutors and makes it impossible to elaboration the general strategy of interaction. Complex methodology and inter discipline approach are applied.

Keywords: verbal aggression; cyber bulling; language; virtual environment

Introduction
Modern ICT, the increase of computer literacy within society transform not only the lifestyle, but also the language in general and communication in particular. Nowadays the greater part of communication takes place in virtual environment that brings qualitative changes into the process and particularly into its linguistic part.

Modern philological challenges are concentrated in the area of contact between a man and a machine that is why in recent years linguistic interpretation of the virtual world is of particular relevance.

Methodology
Complex methodology and inter discipline approach are applied.

The pragmatic significance of the question being investigated is determined by its applicative educational quality as far as one of the components of professional competence of a modern specialist is the ability to detect a destructive content and act adequately in order to neutralize it, and also to form the psychological resistance to linguistic violence and linguistic manipulation. Addressing these issues requires a complex interdisciplinary approach.

Thus, the language training, the ability to use and assess sufficiently language and verbal means, to distinguish between functional styles of language and communication, the psycho-pedagogical training, aimed at formation of resistance of an individual to negative effects of verbal aggression, become an integral part of professional competence of a wide range of contemporary experts in different fields in the development of personality.

1.1 Verbal Aggression
"Language, as a means of transmitting information, improves human intelligence which creates new

texts that have some valuable information and facilitate the information exchange including the valuable meaningful conceptual information. One of the socio-pedagogical implementations of this process is netiquette." (Chusavitina & Zerkina, 2015)

One of the destructive problems of the modern virtual space that is connected with netiquette is linguistic aggression or verbal aggression, which refers to all types of negative or critical attitude of the speaker to the addressee, expressed by language means.

This phenomenon is investigated by Russian experts (Bykova O. N., Dankovsky H., B. J. Sharifullin, Skovorodnikov A. P.) from different positions, and is defined as "linguistic (speech, verbal, wordy/literal) aggression," "linguistic violence". Foreign linguists use the terms "verbal abuse" (Patricia Evans), "verbal aggression" (Professor Reinhold Amon), "cursing" (Timothy Jay). But all agree that linguistic aggression or verbal aggression has become a part of the virtual space and manifests itself in different types of cyber crimes, as far as the "main "weapon" of cyberbullying is the language in which correspondence is carried out, and thus formed a negative information field around the kid, developing a negative social evaluation of his personality, which can cause mental or emotional disorders of a child."

Linguistic aggression is a part of the human aggression nature, which is thoroughly discussed in psychology, pedagogy, sociology. Linguistic aggression is carried out using the whole arsenal of exposure methods of both direct and indirect nature: the use of abstract concepts, scientific terms and foreign borrowings, feathered vocabulary, idioms, euphemisms and dysphemisms, emotive structures and evaluative statements, metaphorization and mythilogical, gradation, parallel syntactic constructions, false presuppositions, choice of synonyms, epithets etc.

"Invectiveness can be implicit, veiled. The verbal aggression has linguistic means of realisation.

Grammatical means. One of the ways of grammatical expression of implicit aggression is the use of the imperative. The next one is the use of a question, in addition to its direct function – the request for information, it has many indirect rhetorical uses, one of which is an implicit expression of aggression.

Lexical means. Lexical means of expression of implicit aggression are much more numerous in the language, as compared with grammatical ones. One of such techniques is the use of hyperbole. The next common technique of implicit expression of aggression is the use of particles. The particles that convey the implicit aggression are often used in combination with syntactic structures which function to express indirect aggression, such as the pseudo-imperative or a question" (Zerkina & Lomakina, 2016)

Linguistic aggression, aggressive verbal behaviour, their consequences, causes and preconditions are of great interest to professionals for many centuries, but the transfer of the problem from the "real" into the virtual space requires new approaches when solving this problem.

Verbal aggression is the area of verbal behaviour that is motivated by the aggressive status of the speaker. It is possible to speak about two variants of verbal aggression expression in the texts. First, the author openly encourages the recipient to aggressive actions. Second, the author causes or supports an aggressive state of the addressee by the submission of the speech subject.

Linguistic aggression of the virtual space is being somewhat aggravated by the environment of its existence. Like any other phenomenon borrowed by the virtual space from the real one, the language takes on some additional characteristics and features. For example, unlike the real space, the virtual space has only the written implementation, and therefore eliminates the additional connotative shades, which can be expressed by facial expressions, emotions, behaviour, speaking etc., but has compensation in the form of emoticons and pictograms. Moreover, the communication within the virtual space abounds with pragmatically-dyed particles expressing some arrogance or austerity in relation to the addressee, reproach, disappointment, doubt upon the veracity of the addressee, irritation and threat, besides, the communication in virtual space has no real possibility of visual evaluation of communicants, behind the avatars there are often "hidden" not those who are in them. A hypothetical opportunity to be recognized provokes dialogue which in the real visual communication a person cannot afford because of social and moral norms and subsequent punishment.

Thus, the language of aggression in the virtual space can be defined as the expression through language negative emotional and evaluative harsh attitude to someone or anything in social networks,

forums, other virtual space communities, frequently violates the idea of ethical and aesthetic norm, but also a glut of the text with verbally expressed negative information, vocabulary which contains negative connotations, insulting pictograms, causing a painful impression at the recipient. Linguistic aggression happens for many reasons, including reduced control over the observance of speech, vocabulary, ethics; social and psychological background; the fall of the cultural level of the population.

1.2 Intentionality. Effectiveness. Norm – Humiliation

Very often in everyday life, aggression of the word is not recognized by public consciousness as completely unacceptable and indeed dangerous. In this regard, this concept is replaced by unreasonably reduced or even distorted definitions: "verbal incontinence", "harshness of expressions", etc. The very formulation of this problem is possible and necessary in two aspects: social (verbal aggression as a social phenomenon, where there is the correlation "language-society") and a communicative one (verbal aggression as a phenomenon of speech).

Linguists distinguish the following three features of verbal communication:
1. Intentionality (the presence of specific motive and purpose).
2. Effectiveness (match result with the intended target).
3. Norm – Humiliation (social control over the course and results of the act of communication).

During the verbal aggression all these three signs are violated or not taken into account. Intentionality is manifested through linguistic manipulation, which can be defined as a kind of hidden speech influence on internet users via the ICT potential, which is aimed at implementation in the world model of internet-users the new knowledge, opinions, attitudes or modifying the existing ones through various strategies.

There is some complexity of the verbal manipulation description in virtual space it is not always possible to unravel the true objectives and motives of the manipulator, to identify and consider all paralinguistic and extralinguistic factors in a speech situation of the virtual space — the pragmatic components of speech that make each item unique and unrepeatable. One remark in the network in different circumstances may have completely different impact on the psyche of the addressee, to have a various communicative status. Speech manipulation in the virtual space can be carried out both in interpersonal communication and in mass communication. Advertising, election political campaigns, ideological propaganda are areas where the voice manipulation is often aggressive in nature and aimed at a mass audience of certain tastes, needs, beliefs, prejudices, stereotypes of consciousness, beneficial for the manipulator. Verbal manipulation of public consciousness using the media of the virtual space is one of the most pressing and least studied problems of the modern culture of verbal communication, which is closely related to verbal aggression of the virtual space.

Fully 73% of adult internet users have seen someone be harassed in some way online and 40% have personally experienced it, according to a new survey by the Pew Research Center.(Pew Research Center)

Those who have personally experienced online harassment said they were the target of at least one of the following online:
- 27% of internet users have been called offensive names
- 22% have had someone try to purposefully embarrass them
- 8% have been physically threatened
- 8% have been stalked
- 7% have been harassed for a sustained period
- 6% have been sexually harassed . (Duggan 2014)

The study programm "Children of Russia Online" about 2050 children and adolescents were interviewed and the research showed that one in five children who use the Internet has been a victim of cyberbullying for at least once, while 11% of children are subjected to this almost every day (Soldatova & Zotova, 2011)

To ensure safety, first and foremost, it is necessary to educate children, adolescents and their parents about the threats of the Internet of aggression and its impact on real life. This work should address

various social organizations, particularly schools. Educational work should clearly demonstrate to children and teenagers what they might face during the Internet surfing and interaction with the participants of social networks. It is necessary to provide parents of teenagers with information on how to help their child to cope with the effects of the Internet of aggression and as well as how to secure the use of Internet technologies at the technical level.

Speech aggression manifests itself in internet communications in the following forms

- sticking different labels
- evoking negative associations,
- playing on the name of the object of aggression
- focusing on unpleasant and/or offensive to anyone details,
- direct / indirect insult, etc.

The degree of "intensity" of verbal aggression can be divided into two main types: strong, or open, forms of verbal aggression: swearing, swearing, direct censure; weak or sore forms: an indirect condemnation of the hidden reproach

There has developed a whole system of signs of aggressive forms of communication Inside the Internet community and the best known forms are trolling and flaming (or flame). The study of trolling and flaming today is the subject of many sociological, psychological and linguistic studies related to the problems of Internet communication

The term trolling is used for Internet communication and speech is viewed as a provocation which is aimed at escalation of a communicative conflict. These are the methods used in trolling aggressive, abusive or provocative comments and posts, specifically written in order to annoy and frustrate the opponent. Users who do this are called trolls. Using the trolling they assert themselves and draw attention to themselves. The network intensified astroturfing that is a paid form of trolling, which aims to create an artificial public opinion through bogus users. As "trolls on the payroll" are the specialists who are familiar with the mechanisms of trolling, who are able to engage in discussion in a special way (usually in the form of comments), taking into account psychological peculiarities of representatives of a particular community. Operators of astroturfing require an operational response to certain events, knowledge of the trolled personality and its weak points.

Flaming represents an agonal dialogue or polylogue, the meaning of which is a polemical process itself, i.e. the dispute for the sake of argument, in which all means are for good. Starting mechanisms of such a dialogue or polylogue in the Internet communication is typically a remark-trolling that is flaming and this is the result of an effective verbal provocation. Flaming game specifics is that in a rhetorical understanding the flaming is not an argument, since the general subject of discussion in this dispute is usually absent, trivial or minor. Flaming is, in fact, mutual trolling, where the main and almost the only technique previously mentioned is argumentumadpersonem – go personal.

Another form of cyberagression is cyber-bullying (an aggressive, intentional act perpetrated by a group of (people) or a single person using electronic forms of contact, repeatedly repeated and prolonged in time, against the victims that cannot easily defend themselves) (Smith et al., 2008). Cyber-bullying (from the English. bull — a bull, with related meaning of "pick up, pick on, hound") - a kind of virtual terror, but, unlike trolling where the aggression varies from a hidden provocation to outright insults, this phenomenon differs in pronounced anti-social, forced action: blackmail, threats of physical and psychological safety, theft of personal data, bullying, etc. This phenomenon attracted attention of many foreign and domestic researchers in the field of Internet aggression, as it has disastrous consequences for the security of the person. Cyberbullying becomes a problem that threatens the mental, emotional and sometimes physical health of Internet users, with a wide range of consequences from avoiding social contacts in real life, reducing academic achievement of students, to eating disorders, the emergence of depressive states and even suicidal intentions (Gable, Snakenborg & Van Acker, 2011). Typically, cyberbullying is widespread in adolescent and youth Internet environment and not specific for older users of cyber space, both the initiators and victims equally be teenagers (Gable, Snakenborg & Van Acker, 2011),(Heirman & Walrave, 2011), (Maher, 2008)

According to Krawford, people who are engaged in cyberbulling either commit deviant acts or once were exposed to violent Internet attacks and bullying in real life; as noted by Sarah Nicole, "these are their own problems, the Internet does not create hooligans". (Maher, 2008)

It is noted that those who are engaged in cyberbullying, underestimate the degree of delinquency of their actions and taking into account their possible anonymity do not assume any responsibility for their actions

The effectiveness of language aggression manifests itself in various forms of cyber crimes. "In the context of globalization of society and development of modern info-communicative technologies the thread of a new form of extremism – electronic extremism as it is called cyber extremism – is increasing. (Chusavitina & Zerkina, 2015)

Cyberbullying is expressed in humiliation, harassment, stalking mostly teenagers, using digital technology online through social networking, file sharing (video, photos), blogs, e-mail, SMS, MMS, instant messaging. Thus, the virtual world creates real intractable problems.

Norm – Humiliation. Evidence of the use of verbal aggression are the active use of invective vocabulary, a violation of the phonological features of the speech, violation of order of replicas (interrupting the interlocutor), encompassing a taboo or personal topics. In addition, in a situation of verbal aggression, there is a rapid culmination of emotional tension that grips almost everyone, even the participants who have non aggressive verbal intentions to communication process. The situation of offensive communication, the characteristic feature of which is the extreme inaccuracy of the realization of the communication goals makes it impossible to accomplish the first two conditions for effective verbal communication - intentionality and effectiveness.

So, the case of verbal aggression is a kind of substitution or distortion of the original communicative intentions of one or more communication participants. For example, the discussion initially with a positive communicative orientation - proof of their own point of view, or a joint search for truth easily turns into an altercation, verbal altercation, the purpose of which is stung opponent. This occurs as soon as in the speech of at least one of the opponents there outlined the signs of verbal aggression: the rising tone, the sharp finality of judgments, "make smth. personal", etc.

One of the most common forms of verbal aggression manifestation is abusive language.That is why it is necessary to distinguish the groups of invective and noninvective vocabulary. The first is the vocabulary, which includes in its illocutionary potential that is the intention to offend the addressee or a third party; the second one may contain an aggressive component, but it does not carry a pragmatic orientation.

Basing on the types of invective vocabulary is possible to identify some of its types that occur in the speech of adolescents:

1) zoosemantic metaphors (in Russian and Ad litteram курица (a chick), осѐл (asshead), баран, овца,(a ram, a sheep);

2) words with expressive-negative vocabulary of someone's personality (in Russian and Ad litteram стерва (bitch), тупица stupid валенок (a duffer), идиот (an idiot);

3) verbs with a condemning meaning (in Russian and Ad litteram придуривается play the fool, сожрал -gobbled up).

There must be noted that when establishing the status of a particular statement, it is important to take into account the specific situation of the activity, its speech context and individual differences in the speech experience, affective and sociolinguistic factors that determine the choice of linguistic means from a number of potentially possible ones in accordance with the nature of the interrelationship of the interlocutors. Invective vocabulary is widely used in the speech of adolescents.

Among the most encountered invective speech genres, there could be distinguished the following:

1) insults (in Russian Фу, какая уродлина! Ну ты и баран! Овца тупая! - Ad litteram What an ugly fellow! Well, what a ram you're! Stupid sheep!);

2) threats (in Russian Скажи своей мымре, чтобы не доставала меня, а то плохо ей будет!- Ad litteram Tell your bitch to not hassling me, then it will be bad for her!);

3) attacks (*Иди, стукнись головой об стенку – может, поумнеешь!*- Go knock your head against the wall – maybe you will get wiser!);

   4) rebuke (in Russian *Ну, как можно так одеваться!* Ad litteram How can you dress like that!);

   5) claims (in Russian *Достал уже – всѐ время у меня сдуваешь!*- Ad litteram I am sick and tired of you – You're blowing it off all of the time!);

   6) irony (in Russian *О, едва ли кто польстится на такую красавицу!* - Ad litteram Hardly anyone will fall for such a beauty!).

1.2 Results of Students' Questionnaire on the Problems of Verbal Aggression

The active use of modern Information and Communication Technology (ICT) in contemporary informative society raises ethical problems. Nowadays there is a negative trend, in which the use of scientific and technological progress runs in the opposite direction from the moral values. The process acquires threatening speed. (Chusavitina & Zerkina, 2015)

Only students who study English took part in the Questionnaire as **"**Languages of international communication, and English is among them, are encouraged to be not only a means of communication, but also a guide to general human values, a means of development of a tolerant attitude to values of the foreign world." (Zerkina, Lomakina, & Kostina, 2015)

When studying the phenomenon of verbal aggression on the Internet, we conducted a survey among 320 students from 17 to 22 years old. At the end of the study, we obtained the following results.

Students are active users of social networks and spend a lot of time in the Internet. 72% of respondents somehow encountered manifestations of verbal aggression in social networks, mainly with insults, threats or pejorative statements, as well as harassment. To the question "Did you participate in trolling yourself?" 30% of the subjects answered positively.

The variety of forms of cyber aggression, their degree of danger for a virtual society are determined by the goals pursued by the Internet aggressors, their motivations and attitudes, as well as by such factors as anonymity and a sense of impunity. We are convinced that the roots of cyber aggression are related to deviance in real life.

One of the promising areas for further work is the study of the nature motives, attitudes and characteristic traits of cyber aggressors as predictors that cause the emergence of socially dangerous forms of behavior in the Internet space., There is a need of a new approach to the study of the aggressive personality, taking into account the specifics of people's interaction in social networks including the development of appropriate psycho diagnostic tools, as well as effective methods for correcting and preventing cyber aggression.

Conclusion

The process of online communication, like any communication, requires adherence to the norms of verbal interaction. Linguistic aggression finds its reflection in the online reviews through the use of invective speech genres, and thus becomes a form of social anxiety and aggressive communication in virtual groups contributes to the formation of extremism among members of the virtual community.

From a linguistic point of view, in case of language aggression in the virtual world there are some violations of the language norms at different levels: stylistic, syntax, spelling.

The problem attracts attention of different specialists as is very important not only for linguists, teachers and IT specialists but for the society in general.

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Perception of Human Values in Higher Education

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Abstract
This paper presents a multi-criteria approach regarding the significance of human values in higher education. Nowadays, there is concern and expectation if the inclusion of a value structure would help the institution management. Although the effect is hard to measure and even though there have been some studies, this issue cause reasons for discussion and still there are questions to answer. It involves a formal and active commitment for the participants, as managers, administrative staff, academics and student families related to each institution. Everyone has diverse responsibilities within the organization and these should be in concordance with the institution values. This constitutes a major challenge for educational establishment since it is difficult and complex to ensure that the individual positions will come into close association. It has been explored a case study in the Chilean higher education, as a first approximation at public and private university faculties. The purpose of the research is to investigate human value priority that higher education institution should include in the institutional declaration aimed to the achievement of an integrated education. It is configured a multicriteria decision-making (MCDM) model applying the analytic hierarchy process (AHP) to recognize human values, based on stakeholders' statement and Schwartz´s value structure. Empirical data is collected from different participants. The process results highlighted the important function of academics and managers. Based on expert judgments we could verify the relative importance of educators in transmitting the agreed values by the higher education institution and the collaboration of stakeholders, demonstrating the need for the creation of a Value Community to carry out this initiative.

Key Words: Human Values, AHP, Higher Education

Main text
A major challenge for a higher educational institution is concerning the incorporation of a human value structure. This has become a complex and difficult task since it is necessary a formal engagement within de organization to legitimize the educational institution values that go beyond the classroom. Some studies indicate that depend on a consciousness value environment and that every unit member is responsible to create this environment (Gandhy, 2014). Each educational institution has actors with own values, goals, interests and perceptions that individualizes them in the institutional work. . These values come into conflict in itself, given that; some actors perceive the institution from the perspective of their own interests and objectives. Each actor has different responsibilities within the organization and these should be in concordance with the institution values. Hence, some questioning come about, such as, what values should be instilled among students, how and what actions could be taken. The problem lies in establishing a set of agreed human values leading to promote changes in education for the benefit of the educational institution and for each member. Through previous work, the authors have detected influence of academic activities in primary and university education (Oddershede et al., 2014, 2015). Therefore, with the purpose to obtain guidelines concerning the values to integrate in an academic program, it is conducted a case study. For the examination of the problem situation, a multicriteria approach, is used to identify the priority values from the perspective of the institution members. In this paper, we used the Analytic Hierarchy Process (AHP) (Saaty, 2008). The AHP has proven to be a support for multicriteria decision-making (MCDM) by incorporating subjective data, empowering decision makers and the organization, get an evaluation and the importance of alternative, objectives and / or solutions. The AHP is proposed in the literature as an emerging approach to analyze decision problems of considerable size, complex and with multiple objectives. Applying , AHP, data were obtained from two types of higher education institutions, public and private, who agreed on the same value structure

even though private managers declare to have different aspirations in comparison to public service. The next subsection provides a literature review regarding human values in education. In the Section 2, the system and methodology is described. Section 3 the model analysis and results are presented. In Section 4 some conclusions are provided.

1.1. Literary Review

Literature shows that there have been many studies concerning values. Locke (Bermudo, 1983) outlines the first model on values that allow us to understand human behaviour. Refers to value as a preference or priority, interest, like or dislike of an object, event, or situation. Each individual integrates all values in a hierarchical system of priority. This system of values includes the variation in the importance from each personal value within a set. The values regulate the attitudes from those elaborated by the individual throughout his life from the values system, under the influence of social context and its reference groups. One of the key features of value theories are that emphasizes the cognitive aspects from human being. The values represent rational choices that are achieved through thought processes. Studies of values in social processes begin to emerge at the beginning of the twentieth century; however, they become important in response to changes from a traditional society to a liberal society.

The contributions of Milton values (Rokeach, 1973), documented in his book "The Nature of Human Values" form the basis of the value model proposed by Schwartz (Schwartz, 1992). One of the great contributions of Rokeach is the differentiation of the value concept from other constructions such as attitudes, interests and personality traits in addition to the development of the first instruments to measure values. Schwartz consolidated the theoretical approaches of Rokeach. Rokeach defines values as individual goals, interrelated and hierarchically structured general and internally coherent beliefs, Schwartz refers to values as concepts or beliefs relating to intentions or behavior, which transcends the specific situations, serve as a guide for the selection and evaluation of behaviors that are prioritized according to their relative importance.

A theoretical model to understand and investigate the relational structure of values-based motivations was proposed in 1990 (Schwartz & Bilsky, 1990). They propose 10 universal values: safety, power, achievement, hedonism, stimulation, self-direction, universalism, benevolence, conformity, and tradition, which were agreed by researchers from five continents, in more than 60 countries. These 10 values proposed were tested with data collected in 63 countries with about 60,000 people and grouped into four broad categories: Self-transcendence, Self- enhancement, Conservation and Openness to change. The UNESCO report of the International Commission on Education for the twenty-first century (Delors, 1996), expresses and establishes that "Education" is the instrument to face the challenges of the 21st century: peace, freedom and social justice. Two years later, the World Conference on Higher Education, held at UNESCO in 1998, tried to find an answer to the question: how science and higher education will determine the well-being of individuals and nations in the future? The institutionalization of the European Union and the reforms proposed in the Bologna Declaration in 1999, recognizing the fundamental principles of autonomy and diversity of the member countries of the Union, establish the Tuning project (Tuning, 2007). This project proposes a new paradigm for higher education based on the development of teaching, learning and evaluation skills and methods, and it is in the perspective of competences that emphasis on values and virtues. Considering the European educational transformations supported by the European Commission, the Latin American countries were able to install the Alfa Tuning Latin America project (Tuning Lating America Project, 2007). Formation in values becomes the challenge for institutions of higher education, which through this activity promotes knowledge. Teaching positions the educator as the main actor, not only in the transmission of knowledge but also about how his role is played.

A study about the importance of values in higher education followed in India, pointed the need and importance to develop a way to instill values. In their analysis, they indicate that the actual society is living in a materialistic era (Sindhwani & Kumar, 2013). Nevertheless, through the education system, the human values could be infused between the students. Other study (Gandhy, 2014), proposes that the way to develop values is not only through teaching. There exist an association between the values and the

individual affective domain.   The report argues that higher education is the main instrument for development and change.

Under this context, and noticing the lately interest in discussing the role of higher education in introducing human values indicate that further   efforts can be made for creating actions for its implementation . Therefore, a methodology to identify the degree of importance of the dimensions from the perspective of the participants becomes essential.

2. System description and methodology

 The research is focused on higher education with the purpose to investigate the significance of human values and to identify the priority values for the institution. The study takes place at university institutions. Initially, the research is concentrated in distinguishing the main actors. For this study, they were arranged into four groups, as managers, administrative staff, academic and students. Then, the effort focuses on setting up a panel of experts.   This panel will contribute with their knowledge and experience regarding the dimensions of human values considered in Schwartz (Schwartz, 1992) model categories. These categories include objective and subjective elements that can influence the appreciation of them. Following, the task is dedicated in characterizing the leading actors, the roles that each plays, and the categories of human values that through their roles they exhibit. As a result, a multiplicity of factors and conflicting objectives appears. Under this context, the multicriteria approach is appropriate to meet conflicting goals and purposes. According to the AHP method, a hierarchy structure is built involving the main actors, incorporating their roles and/or activities they perform, the categories and correspondingly values. The object of a hierarchy is to assess the impact of the elements of a higher level on those of a lower level or alternatively the contribution of elements in the lower level to the importance or fulfillment of the elements in the level above. This type of assessment is made by paired comparisons responding to an appropriately posed question eliciting the judgement. Saaty gives the mathematical definition of a hierarchy. (Saaty, 2008).

2.1. Structuring the problem situation

The AHP engages decision-makers in breaking down a decision into smaller parts, proceeding from the goal to criteria to sub-criteria down to the alternative courses of action. Decision-makers then make simple pair-wise comparison judgments throughout the hierarchy to arrive at overall priorities for the alternatives.   This approach provides the structure and the mathematics for helping decision-makers make rational decisions. A rational decision is one that best achieves the multitude of objectives of the decision

A three level hierarchy structure model is designed. Each level has a number of nodes against where the nodes on the next level are compared. The first level takes into consideration the involved actors´ perspective. The second level comprise the role performed by the actors and would have an effect on each of them. Since the study is based on Schwartz broad categories: self-transcendence, self- enhancement, conservation and openness to change, the third level consists of the human value categories that each role should reflect.   Figure 1, depicts a basic simplified hierarchy structure proposed.

Level 1: Agents

Level 2: Roles

Level 3: Human Value

Categories

Fig. 1: hierarchy structure

Where, the categories and the associated values with the respective description are provided in table 1.

Table 1. Schwartz typology of human value

Category   Value   Motivational Goal
Openness To Change   Self-Direction   Refers to an independent thought and action; choosing, creating, exploring; excitement, novelty and challenge in life; and pleasure and sensuous gratification for oneself.

        Stimulation
        Hedonism
Conservation
Safety
Refers to a restraint of actions, inclinations, and impulses likely to upset or harm others and violate social expectations or norms; to a respect, commitment, and acceptance of the customs and ideas that traditional culture or religion provide the self; and to a safety, harmony, and stability of society, of relationships, and of self.
        Conformity
        Tradition
Self- Enhancement
Power
Refers to a personal success through demonstrating competence according to social standards; to a social status and prestige, control or dominance over people and resources; and pleasure and sensuous gratification for oneself.
        Homing
Self-Transcendence
Universalism
Refers to an understanding, appreciation, tolerance, and protection for the welfare of all people and for nature and preserving and enhancing the welfare of those with whom one is in frequent personal contact (the 'in-group')
        Benevolence

2.2. Pairwise comparison process
The next stage is to prioritize the different criteria. The object of a hierarchy is to assess the impact of the elements of a higher level on those of a lower level or alternatively the contribution of elements in the lower level to the importance or fulfillment of the elements in the level above. This type of assessment is usually made by paired comparisons responding to an appropriately posed question eliciting the judgement. Applying AHP´s methodology, a pairwise comparison process is carried out based on decisive factors and expert panel judgments.

2.3. Priority discrimination
Setting priorities in a hierarchy requires that we perform measurement throughout the structure. We must then synthesize these measurements to obtain priorities for the bottom level alternatives. The AHP is based on ranking activities in terms of relative ratio scales. In the paired comparison approach of the AHP, one-estimate ratios by using a fundamental scale of absolute numbers in comparing two alternatives with respect to an attribute, one uses the smaller or lesser one as the unit for that attribute. To estimate the larger one as a multiple of that unit, assign to it an absolute number from the fundamental scale. This process is done for every pair. Thus, instead of assigning two numbers w_i and w_j and forming the ratio w_i / w_j we assign a single number drawn from the fundamental 1-9 scale to represent the ratio $(w_i / w_j) / 1$. The absolute number from the scale is an approximation to the ratio w_i / w_j. The derived scale tells us what the w_i and w_j are.This is a central observation about the relative measurement approach of the AHP and the need of a fundamental scale. The scale of absolute values for judgments is shown in table 2.
        Table 2. The fundamental scale

Importance
Intensity   Definition
1   Equal Importance
3   Moderate Importance
5   Strong Importance
7   Very strong or demonstrated Importance
9   Extreme importance
Reciprocals
of above
          If activity i has one of the above nonzero numbers assigned to it when compared
with activity j, then j has the reciprocal value when compared with i

In agreement with the described basic hierarchic structure, a pairwise comparison is made, in such a way that all the elements of a same level are compared and weighed to each other. The expert panel went through the hierarchical structure and derived a priority matrix for each level.
Let W be a matrix (1) whose row elements are ratios of the measurements wi of each of n items with respect to all others.

$$(1)$$

The numbers in the matrix express the intensity dominance of the criterion in the column heading over the criterion in the row heading. The ratio scale of the matrix is reciprocal, the numbers which are symmetric with respect to the diagonal are inverses of one another, $a_{ij} = 1 / a_{ji}$. In general, n (n-1) / 2 comparisons are needed if n is the number of elements being compared in the triangle above the diagonal ones. The team of experts judgements are entered in the matrix in response to the question: How much more important is one element or criteria on the left side of the matrix compared with another at the top of the matrix? Once all the pairwise comparisons of the expert team group are completed, a scale of relative priorities is derived from them. The final step involves applying the weights to the measured attributes of each activity to derive a ranking about the priority value from the actor's perspective. This procedure is repeated for all the elements of the structure, obtaining a ranking, reflecting user perception.
3. Priority Results
The results highlighted the important function of academics and managers in incorporating human values as seen in table 3. Regarding the categories we could observe that as a whole, globally openness to change has the greatest priority followed by self-transcendence. This may be understandable since society expects that a higher education institution would have universal values. From the actor's perspective, we could observe that each role was involved within a category. The relative ranking for roles regarding students show that the students' activities would have more effect than task development and to study and learning in developing values. Through these activities, they would include an independent thought and decision-making, creativity and exploration. The student activities are mostly concerned about the self-transcendence category with benevolence, preserving and enhancing the welfare of those with whom one is in frequent personal contact.
Table 3 relative priorities for actor's roles and global value category priority

Actor's relative priority.		Categories	Global value category results, (%)	
Priority roles	%	Actors value categories priorities	%	
Academic				
63,8 %	Lecture			
Research & Development				
Consulting	47,9			
10,9				
5,0	Openness to change			
Self- Transcendence				

Conservation
Self Enhancement
      39,1
30,4
16,3
14,1   Openness to Change
40,9 %

Self- Transcendence
30,9 %

Self Enhancement
15,3 %

Conservation
12,9 %
Manager
24,5 % Leadership
Directive
Planning   18,4
 4,2
 1,9   Openness to change
Self Enhancement
Self- Transcendence
Conservation
      53,7
19,7
18,7
 7,9
Administrative Staff
6,8 %   Student Support
Academic Support
Manager Support   5,0
 1,4
 0,5   Self- Transcendence
Openness to change
Self Enhancement
Conservation
      36,8
27,3
18,3
17,6
Student
4,9 %   Students Activities
Task Development
Study & Learning   3,2
 0,8
 0,8   Self- Transcendence
Openness to change
Self Enhancement Conservation

43,7

40,0

11,8

 4,5

Regarding academic perspective, we could evidence the importance of the lectures over the other roles. We could appreciate that the category openness to change was mostly important for lecturing. However, even though research and development has a secondary priority, the category value openness to change revealed to be important for this activity as well.   The last column, displays the synthesis of the global priorities for all the actors. In this table, we may appreciate that the students have lower impact in transmitting values even though they include values as safety, conformity and tradition.

4. Conclusions

  As a first approach, through the study it was possible to recognize the importance of the main activities the leading actors develop for instilling values in a higher education institution. We could verify the relative importance of educators in transmitting the agreed values by the higher education institution and the collaboration of stakeholders, demonstrating the need for the creation of a Value Community to carry out this integration. The application of a scientific decision method, AHP was valuable to identify the high dimension values; it helped the experts to be aware about the different aspects and perspective. Academic developers should organise programs to prepare the students to understand the importance of strengthening human values in society and stick to values.

Acknowledgements

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Literature shows that there have been many studies concerning values. Locke (Bermudo, 1983) outlines the first model on values that allow us to understand human behaviour. Refers to value as a preference or priority, interest, like or dislike of an object, event, or situation. Each individual integrates all values in a hierarchical system of priority. This system of values includes the variation in the importance from each personal value within a set. The values regulate the attitudes from those elaborated by the individual throughout his life from the values system, under the influence of social context and its reference groups. One of the key features of value theories are that emphasizes the cognitive aspects from human being. The values represent rational choices that are achieved through thought processes. Studies of values in social processes begin to emerge at the beginning of the twentieth century; however, they become important in response to changes from a traditional society to a liberal society.

The contributions of Milton values (Rokeach, 1973), documented in his book "The Nature of Human Values" form the basis of the value model proposed by Schwartz (Schwartz, 1992). One of the great contributions of Rokeach is the differentiation of the value concept from other constructions such as attitudes, interests and personality traits in addition to the development of the first instruments to measure values. Schwartz consolidated the theoretical approaches of Rokeach. Rokeach defines values as individual goals, interrelated and hierarchically structured general and internally coherent beliefs, Schwartz refers to values as concepts or beliefs relating to intentions or behavior, which transcends the specific situations, serve as a guide for the selection and evaluation of behaviors that are prioritized according to their relative importance.

A theoretical model to understand and investigate the relational structure of values-based motivations was proposed in 1990 (Schwartz & Bilsky, 1990). They propose 10 universal values: safety, power, achievement, hedonism, stimulation, self-direction, universalism, benevolence, conformity, and tradition, which were agreed by researchers from five continents, in more than 60 countries. These 10 values proposed were tested with data collected in 63 countries with about 60,000 people and grouped into four broad categories: Self-transcendence, Self- enhancement, Conservation and Openness to change. The UNESCO report of the International Commission on Education for the twenty-first century (Delors, 1996), expresses and establishes that "Education" is the instrument to face the challenges of the 21st century: peace, freedom and social justice. Two years later, the World Conference on Higher Education, held at UNESCO in 1998, tried to find an answer to the question: how science and higher education will determine the well-being of individuals and nations in the future? The institutionalization of the European Union and the reforms proposed in the Bologna Declaration in 1999, recognizing the fundamental principles of autonomy and diversity of the member countries of the Union, establish the Tuning project (Tuning, 2007). This project proposes a new paradigm for higher education based on the development of teaching, learning and evaluation skills and methods, and it is in the perspective of competences that emphasis on values and virtues. Considering the European educational transformations supported by the European Commission, the Latin American countries were able to install the Alfa Tuning Latin America project (Tuning Lating America Project, 2007). Formation in values becomes the challenge for institutions of higher education, which through this activity promotes knowledge. Teaching positions the educator as the main actor, not only in the transmission of knowledge but also about how his role is played.

A study about the importance of values in higher education followed in India, pointed the need and importance to develop a way to instill values. In their analysis, they indicate that the actual society is living in a materialistic era (Sindhwani & Kumar, 2013). Nevertheless, through the education system, the human values could be infused between the students. Other study (Gandhy, 2014), proposes that the way to develop values is not only through teaching. There exist an association between the values and the individual affective domain. The report argues that higher education is the main instrument for development and change.

Under this context, and noticing the lately interest in discussing the role of higher education in introducing human values indicate that further   efforts can be made for creating actions for its

implementation . Therefore, a methodology to identify the degree of importance of the dimensions from the perspective of the participants becomes essential.

2. System description and methodology

The research is focused on higher education with the purpose to investigate the significance of human values and to identify the priority values for the institution. The study takes place at university institutions. Initially, the research is concentrated in distinguishing the main actors. For this study, they were arranged into four groups, as managers, administrative staff, academic and students. Then, the effort focuses on setting up a panel of experts. This panel will contribute with their knowledge and experience regarding the dimensions of human values considered in Schwartz (Schwartz, 1992) model categories. These categories include objective and subjective elements that can influence the appreciation of them. Following, the task is dedicated in characterizing the leading actors, the roles that each plays, and the categories of human values that through their roles they exhibit. As a result, a multiplicity of factors and conflicting objectives appears. Under this context, the multicriteria approach is appropriate to meet conflicting goals and purposes. According to the AHP method, a hierarchy structure is built involving the main actors, incorporating their roles and/or activities they perform, the categories and correspondingly values. The object of a hierarchy is to assess the impact of the elements of a higher level on those of a lower level or alternatively the contribution of elements in the lower level to the importance or fulfillment of the elements in the level above. This type of assessment is made by paired comparisons responding to an appropriately posed question eliciting the judgement. Saaty gives the mathematical definition of a hierarchy. (Saaty, 2008).

2.1. Structuring the problem situation

The AHP engages decision-makers in breaking down a decision into smaller parts, proceeding from the goal to criteria to sub-criteria down to the alternative courses of action. Decision-makers then make simple pair-wise comparison judgments throughout the hierarchy to arrive at overall priorities for the alternatives. This approach provides the structure and the mathematics for helping decision-makers make rational decisions. A rational decision is one that best achieves the multitude of objectives of the decision

A three level hierarchy structure model is designed. Each level has a number of nodes against where the nodes on the next level are compared. The first level takes into consideration the involved actors´ perspective. The second level comprise the role performed by the actors and would have an effect on each of them. Since the study is based on Schwartz broad categories: self-transcendence, self- enhancement, conservation and openness to change, the third level consists of the human value categories that each role should reflect. Figure 1, depicts a basic simplified hierarchy structure proposed.

Level 1: Agents

Level 2: Roles

Level 3: Human Value

Categories

Fig. 1: hierarchy structure

Where, the categories and the associated values with the respective description are provided in table 1.

Table 1. Schwartz typology of human value

Category	Value	Motivational Goal

Openness To Change   Self-Direction   Refers to an independent thought and action; choosing, creating, exploring; excitement, novelty and challenge in life; and pleasure and sensuous gratification for oneself.

Stimulation
Hedonism
Conservation
Safety
Refers to a restraint of actions, inclinations, and impulses likely to upset or harm others and violate social expectations or norms; to a respect, commitment, and acceptance of the customs and ideas that traditional culture or religion provide the self; and to a safety, harmony, and stability of society, of relationships, and of self.

Conformity
Tradition
Self- Enhancement
Power
Refers to a personal success through demonstrating competence according to social standards; to a social status and prestige, control or dominance over people and resources; and pleasure and sensuous gratification for oneself.

Homing
Self-Transcendence
Universalism
Refers to an understanding, appreciation, tolerance, and protection for the welfare of all people and for nature and preserving and enhancing the welfare of those with whom one is in frequent personal contact (the 'in-group')

Benevolence

2.2. Pairwise comparison process

The next stage is to prioritize the different criteria. The object of a hierarchy is to assess the impact of the elements of a higher level on those of a lower level or alternatively the contribution of elements in the lower level to the importance or fulfillment of the elements in the level above. This type of assessment is usually made by paired comparisons responding to an appropriately posed question eliciting the judgement. Applying AHP´s methodology, a pairwise comparison process is carried out based on decisive factors and expert panel judgments.

2.3. Priority discrimination

Setting priorities in a hierarchy requires that we perform measurement throughout the structure. We must then synthesize these measurements to obtain priorities for the bottom level alternatives. The AHP is based on ranking activities in terms of relative ratio scales. In the paired comparison approach of the AHP, one-estimate ratios by using a fundamental scale of absolute numbers in comparing two alternatives with respect to an attribute, one uses the smaller or lesser one as the unit for that attribute. To estimate the larger one as a multiple of that unit, assign to it an absolute number from the fundamental scale. This process is done for every pair. Thus, instead of assigning two numbers w_i and w_j and forming the ratio w_i / w_j we assign a single number drawn from the fundamental 1-9 scale to represent the ratio $(w_i / w_j) / 1$. The absolute number from the scale is an approximation to the ratio w_i / w_j. The derived scale tells us what the w_i and w_j are.This is a central observation about the relative measurement approach of the AHP and the need of a fundamental scale. The scale of absolute values for judgments is shown in table 2.

Table 2. The fundamental scale

Importance Intensity	Definition
1	Equal Importance
3	Moderate Importance

5   Strong Importance
7   Very strong or demonstrated Importance
9   Extreme importance
Reciprocals
of above
        If activity i has one of the above nonzero numbers assigned to it when compared
with activity j, then j has the reciprocal value when compared with i

In agreement with the described basic hierarchic structure, a pairwise comparison is made, in such a way that all the elements of a same level are compared and weighed to each other. The expert panel went through the hierarchical structure and derived a priority matrix for each level.
Let W be a matrix (1) whose row elements are ratios of the measurements wi of each of n items with respect to all others.

$$(1)$$

The numbers in the matrix express the intensity dominance of the criterion in the column heading over the criterion in the row heading. The ratio scale of the matrix is reciprocal, the numbers which are symmetric with respect to the diagonal are inverses of one another, $a_{ij} = 1 / a_{ji}$. In general, n (n-1) / 2 comparisons are needed if n is the number of elements being compared in the triangle above the diagonal ones. The team of experts judgements are entered in the matrix in response to the question: How much more important is one element or criteria on the left side of the matrix compared with another at the top of the matrix? Once all the pairwise comparisons of the expert team group are completed, a scale of relative priorities is derived from them. The final step involves applying the weights to the measured attributes of each activity to derive a ranking about the priority value from the actor's perspective. This procedure is repeated for all the elements of the structure, obtaining a ranking, reflecting user perception.
3. Priority Results
The results highlighted the important function of academics and managers in incorporating human values as seen in table 3. Regarding the categories we could observe that as a whole, globally openness to change has the greatest priority followed by self-transcendence. This may be understandable since society expects that a higher education institution would have universal values. From the actor's perspective, we could observe that each role was involved within a category. The relative ranking for roles regarding students show that the students' activities would have more effect than task development and to study and learning in developing values. Through these activities, they would include an independent thought and decision-making, creativity and exploration. The student activities are mostly concerned about the self-transcendence category with benevolence, preserving and enhancing the welfare of those with whom one is in frequent personal contact.
Table 3 relative priorities for actor's roles and global value category priority

Actor's relative priority.		Categories	Global value category results, (%)
Priority roles	%	Actors value categories priorities	%
Academic			
63,8 %	Lecture		
Research & Development			
Consulting	47,9		
10,9			
5,0	Openness to change		
Self- Transcendence			
Conservation			
Self Enhancement			
39,1			
30,4			

16,3
14,1   Openness to Change
40,9 %

Self- Transcendence
30,9 %

Self Enhancement
15,3 %

Conservation
12,9 %
Manager
24,5 %   Leadership
Directive
Planning   18,4
 4,2
 1,9   Openness to change
Self Enhancement
Self- Transcendence
Conservation
          53,7
19,7
18,7
 7,9
Administrative Staff
6,8 %   Student Support
Academic Support
Manager Support   5,0
 1,4
 0,5   Self- Transcendence
Openness to change
Self Enhancement
Conservation
          36,8
27,3
18,3
17,6
Student
4,9 %   Students Activities
Task Development
Study & Learning   3,2
 0,8
 0,8   Self- Transcendence
Openness to change
Self Enhancement Conservation
          43,7
40,0
11,8
 4,5

Regarding academic perspective, we could evidence the importance of the lectures over the other roles. We could appreciate that the category openness to change was mostly important for lecturing. However, even though research and development has a secondary priority, the category value openness to change revealed to be important for this activity as well. The last column, displays the synthesis of the global priorities for all the actors. In this table, we may appreciate that the students have lower impact in transmitting values even though they include values as safety, conformity and tradition.

4. Conclusions

As a first approach, through the study it was possible to recognize the importance of the main activities the leading actors develop for instilling values in a higher education institution. We could verify the relative importance of educators in transmitting the agreed values by the higher education institution and the collaboration of stakeholders, demonstrating the need for the creation of a Value Community to carry out this integration. The application of a scientific decision method, AHP was valuable to identify the high dimension values; it helped the experts to be aware about the different aspects and perspective. Academic developers should organise programs to prepare the students to understand the importance of strengthening human values in society and stick to values.

Acknowledgements

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