

The Third National Conference on Current Issues of English Language Teaching and Learning, Literature, Translation and Linguistics

سومین کنفرانس ملی بررسی مسائل جاری آموزش و یادگیری، ادبیات و مترجمی زبان انگلیسی و زبان شناسی

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The International Conference on Current Issues of Languages, Dialects and Linguistics

کنفرانس بین المللی بررسی مسائل جاری زبان ها، گویش ها و زبان شناسی

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2-3 February 2017 , Iran-Ahwaz

۱۴ - ۱۵ بهمن ۱۳۹۵ ، اهواز

Book of Abstracts

کتاب چکیده



Pazhoeshgaran Andishmand



TELL



English textbooks and even some countries have developed their localized versions of such textbooks. As a response to such dissatisfactions, leading international publishers have published localized versions of their successful international editions under the strategy of rebranding. Mosaic 1 Reading (Middle East Gold Edition) published by McGraw-Hill is an example of such localized books. The present study aimed at assessing the degree of cultural appropriateness of the above mentioned book to its target setting (the Middle East). In order to fulfill this goal, the researchers investigated the book at two levels. At the first level Mosaic 1 ME was compared to Mosaic 1 International edition to evaluate the degree of difference between the localized edition and its international counterpart. At the second level, Mosaic 1 ME was itself investigated in search of cultural elements that made it unique to the Middle East. The results indicate that Mosaic 1 ME can be considered as a rebranding of the international franchise, but the degree of localization is not enough and further steps need to be taken in localizing its material.

**LinkedIn as a Platform for Learning EFL Writing: Its Effects and Students' Perceptions**

Moein Shokri (English Language Department, Kermanshah Branch, Islamic Azad University, Kermanshah, Iran) & Dr. Hadi Salehi (English Department, Najafabad Branch, Islamic Azad University, Najafabad, Iran)

We are witnessing a growing interest in the use of LinkedIn as a popular Social Networking Service (SNS) among which are post graduate EFL students. The present study was twofold. Firstly, it aimed at investigating the impact of Iranian post graduate EFL students' LinkedIn membership on their writing skill improvement. Secondly, there was an attempt to figure out about students' perceptions on learning writing skill via this platform. Participants included 12 Ph.D. candidates selected through the convenience sampling method. They were assigned into experimental and control groups. Next, a writing pretest was conducted for ensuring both homogeneity of the groups and determining participants' initial level of writing proficiency. Participants in the experimental group were LinkedIn members who received their instruction virtually. However, in the control group the routine procedure for teaching writing skill was followed. Finally, a post test was conducted. The comparison of participants' scores on their pretest and posttest revealed their amount of progression on each group separately. In addition, using a questionnaire, students' perception on the impact of LinkedIn as a platform for EFL learning was explored. The findings showed that (as we are analyzing the obtained data, we do not know what the results will be until after data analysis and interpretation).

**A Study of Emotional intelligence in Relation to Gender and Vocabulary Learning**

Afsaneh Mohammadi, Department of English, Falavarjan Branch, Islamic Azad University, Isfahan, Iran

This study aimed at examining the relationship between Emotional Intelligence and learning English vocabulary as well as the effect of gender on Emotional Intelligence and vocabulary learning. The male (N= 15) and female (N= 15) participants who were randomly selected from Jihad Daneshgahi Center were asked to complete an English version of an emotional intelligence (EI) questionnaire and take a vocabulary test. A Pearson Product-Moment correlation analysis and two independent-samples t-tests were run on the collected data. The results of the study showed no significant correlation between the students' emotional intelligence and vocabulary