



A Framework for Controlling Dishonesty in Open and Distance Learning (ODL) in Higher Education <i>Ansie Minnaar</i>	1–13
Culturally Diverse Student Perceptions of Collaborative Learning in Tertiary Education Towards Attaining Workplace Esoteric Skills <i>Hui Thia and Christopher Keane</i>	15–22
Results of Using LMS to Solve Problems in Using Gerunds and Infinitives in Unit 7: Body in English 2 of Second Year Civil Students at Rajamangala University of Technology Srivijaya, Songkhla <i>Jutaporn Parapob</i>	23–26
Systematic Phonological Variation in a Trilingual Community: Evidence from Hong Kong <i>Cecilia Yuet Hung Chan</i>	27–38
Teaching and Learning Approaches for Design Education <i>Kika Ioannou Kazamia and Marianna Meletiou</i>	39–45
Using Sentence-Combining to Develop Syntactical Fluency Skills in English Writing of ESP-Engineering Students <i>Clifford D. Emerson</i>	47–51
Harnessing ICT, Transforming Mother Tongue Languages Learning: 10' CMT in Action <i>Phang Yuh Koon</i>	53–62
The Effect of a Perceptual-Motor Intervention Programme to Enhance Learning Readiness for Grade R Learners from Deprived Environments <i>Myrtle Erasmus, Ona J van Rensburg, Anita E. Pienaar and Suria Ellis</i>	63–67
Exploring the Causes of Academic Achievement of Secondary and Elementary School Teachers' Children – A Case Using TIPED and TEPS Datasets <i>Hung-Chang Lee, Yi-Chan Tu and Mei-Ru Chou</i>	69–84
The Contexts of English Language Teaching at Primary Level in Indonesia <i>Mochamad Subhan Zein</i>	85–90
Information Structure at both the Sentence and Supra-Sentence Levels <i>Salah Abu Nawas</i>	91–112
Differentiation Between the Executive Directors' Positions in a Higher Education Institution – Reliability and Utility of a 270° Approach <i>A. Grobler and V. Singh</i>	113–128

Teacher Perceptions of Teaching English for Specific Purposes (ESP) Programs: A Qualitative Study of Problems and Facilitative Strategies <i>Huong L. Pham and Aniello L. Malvetti</i>	129–142
What is the Experience of Migrant Nurses in Attempting to Meet the English Language Requirements for Registration in Australia? <i>Tiffany Lynch, Judy Magarey and Rick Wiechula</i>	143–149
Culture Synergy: Exploring Mutual Adaptations for Mismatched Expectations Between Host Teachers and International Students <i>Julie Chuah Suan Choo and Thomas Chow Voon Foo</i>	151–160
Developing Learner Autonomy as a Way of Accommodating Individual Differences in Learning Styles <i>Zorana Vasiljevic</i>	161–172
Endorsing CMC Approach in EFL Teaching: Performance and Perception of Undergraduate Students <i>Khagendra Raj Dhakal</i>	173–185
Compound Adjectives in Medical English <i>Milan Smutný</i>	187–199
The Use of English as a Lingua Franca in Kazakhstani Business Contexts <i>Aliya Aimoldina</i>	201–211
The Development of Blended E-Learning Application for EFL Classroom at a Local University in Thailand <i>Nutprapha Kongphet Dennis</i>	213–223
The Effect of Chinese Dialects on English Pronunciation of High School Students in China <i>Junfang Han, Baoying Yu and Wei Zhang</i>	225–230
Creating Verbs on the Go Through Object-Incorporation <i>Yuhuan Wang</i>	231–239
On Exposure and Creating Linguistic Environment as Major Components Enhancing Students' Second Language Proficiency <i>Elena Kozhevnikova</i>	241–245
Macedonia's Role in the Creation and Dissemination of Ancient Written Signs and Alphabetical Systems Through the Ages <i>Krste Iliev, Natalija Pop Zarieva and Marija Krsteva</i>	247–252
Critical Thinking in the Greek Educational System <i>Kyriaki Theodosiadou</i>	253–259
A Study of the Relationship Between Creativity of Iranian EFL Learners and Their Lexical Reception and Production Knowledge <i>Hadjilou Yassamin and Shokrpour Nasrin</i>	261–278
A New Paradigm in ESP Teaching and Learning <i>Fatemeh Fazeli</i>	279–287
Audiovisual Translation as an Educational Tool <i>Anna Klein</i>	289–295

Micro Discourse Skills Development of Amaiu-B ESL Learners as Reflected in the Narratives <i>Danilo A. Tabalan</i>	297–302
But What’s on the Screen? A Subjective Academic Narrative Addressing Visual Literacy in E-Curriculum <i>Josie Arnold</i>	303–313
Social and Cultural Aspects of Loans: English via Russian <i>Olena Tatyanchenko</i>	315–318
Interdisciplinary Approach to Fiction <i>Elena Rokhlina</i>	319–327
American English versus British English Lexicons in Thailand’s National Tests and Textbooks <i>Payung Cedar and Kanokkratch Tokird</i>	329–344
Critical Reading and Intercultural Communicative Competence in Foreign Language Education <i>Monika Kusiak</i>	345–353
The Effects of Mnemonic Strategies on Students’ Success in Science and Technology Teaching <i>Ş. Kiroğlu and R. Şeker</i>	355–358
The Potential Promise and Pitfalls of Technology-Based Global Collaboration Projects <i>Thomas Lechner</i>	359–364
Proposed Instructional Strategies for English Listening Comprehension of Student Teachers <i>Sujin Nukaew</i>	365–369
The Roles of L1 in L2 Writing <i>Mahani Stapa</i>	379–387
Haiti: The Politics of Language <i>Jean-Robert Cadely</i>	389–394
The Effects of Strategy Training on English Learners’ Listening Competence: A Mixed Methods Study <i>Ghazal Loffi</i>	395–406
Specialized Bilingual Dictionary in Print and Broadcast Media: The Philippine Setting <i>Christian George C. Francisco</i>	407–415
Socio Cultural Impact on Second Language Learning <i>Shirin Al Abdulqader</i>	417–424
On Methods and New Implications in ELT <i>Gennady Medvedev</i>	425–429
Structural Priming as Learning: Evidence from 2 nd Language Acquisition <i>Dong-Bo Hsu</i>	431–439

Collaborative Short Story Writing: An Innovative Language Learning Project <i>Tulika Bathija</i>	441–450
The Efforts of the Arab Linguists in the Authorship of Dictionaries: "Lisan Al-Arab" (the tongue of the Arabs) Dictionary as a Model <i>Hamed Kassab Ayyat</i>	451–457
A Pedagogical Perspective on the English Split Infinitive: A View from Language Corpora <i>Supakorn Phoocharoensil</i>	459–464
Functioning of Symbols and Images in Language Structures <i>Rashit Z. Zagidullin and Aliya A. Zagidullina</i>	465–469
Author Index	471–471

Journal of Teaching and Education is not responsible for the content of the individual manuscripts.

All correspondence should be mailed to the Editors, International Journal Group, 55 Farm Drive, Cumberland, Rhode Island 02864-3565, USA.

The manuscripts contained in this volume were double blind refereed.