Sociology and Language Learning/ Teaching
English as an International Language and Intercultural Communication

Zohreh R. Eslami

Texas A&M University

English has become a global resource. The number of nonnative users of English far exceeds the native English speakers (McKay, 2009). Thus, it does not owe its existence or the safeguard of its essence to any one nation or group. English is the possession of every individual and every community that in any way uses it, regardless of what any other individual or community may think or feel about the matter (McArthur, 1992). Communicative effectiveness is the ultimate goal in English as an International Language (EIL) interactions. Assuming that English is owned by every community who uses it (McArthur, 1992), and bearing in mind the heterogeneous socio-cultural background nature of L2 learners, renders pragmatics as rules of appropriateness obsolete in such contexts. Hence, there is compelling reason for the curriculum of an EIL to reflect the set of pragmatic norms and cultural values proper to the users of EIL and the pragmatic strategies that need to be adopted to accomplish successful communication (Meirekord, 2000). EIL users should, as Mierekord (2000) recommends, be able to negotiate the norms for every individual interaction depending on the specific cultural particularities of the interlocutors. Conveying information along with establishing and maintaining relationship through using different pragmatic and communication strategies is the primary goal of EIL users. Accordingly, we need to focus on what pragmatic strategies are to be adopted in meaning negotiations by EIL users. Thus, there is a need to dedicate more consideration to the teaching of pragmatics in English as an international language (EIL) classrooms based on a context-sensitive view of pragmatics. In order to make this argument, the paper begins by reviewing several central tenets of EIL and the spread of English taking into account the implications that such literature has on the notion of native speaker, ownership and inter-cultural pragmatics and relating these to pragmatic strategies used in EIL communications. Then an argument is made for recognizing the hybridity and fluidity of EIL interactions. This is followed by a summary of existing research in the area of EIL interactions and pragmatic strategies used by EIL users to effectively communicate with each other.

Keywords: English as an International Language; Intercultural communication; Pragmatic strategies
Towards a Coherent National Academic Literacy Curriculum: The Missing Links between Literacy Education in Farsi and Academic Literacy Education in English

Mahmood Reza Atai
Kharazmi University

Academic literacy education is an interactive process that integrates a host of social, linguistic, cultural and local factors. Following the shift of attention to the interplay between language use and disciplines and parallel with the pragmatic uses of language for academic purposes, academic literacy education has established itself as a dominant trend in both first language and second/foreign language mainstream curricula. Likewise, academic literacy education is a booming educational part of university and college education worldwide. The economic and sociopolitical changes of the late 20th century as well as the current position of the English language as the dominant medium of dissemination of science and technology has pushed this movement in English language teaching (ELT) systems. Iran is a marked context with a relatively long history of implementing English for Specific Academic Purposes (ESAP) at university level. The existing research highlights the significance of academic literacy education as a developmental process beginning with L1 and extending to L2. In this talk, I will briefly introduce the theoretical background related to the concept of academic literacy and multiple literacies students need to acquire in order to survive in their mainstream disciplinary education. Then, references will be made to academic literacy education as social practice involving stakeholders over and above ESAP policy makers, teachers and students. Accordingly, the significance of coherent academic literacy education will be discussed and based on our research in foreign language academic literacy education the missing links will be elaborated. I shall conclude the talk with suggestions for designing a national academic literacy education curriculum as a road map for spotting goals and objectives of primary and secondary mainstream language education as well as university literacy courses in English and Farsi.

Keywords: Academic literacy; Literacy education; Multiple literacies; ELT
EFL Teacher and Learner Attitudes toward an Ideal Proficiency Model

Zia Tajeddin
Allameh Tabataba'i University

Masoumeh Kafshgar
Kharazmi University

The global spread of English and its use as a lingua franca for communication among non-native speakers has made researchers reexamine certain prevailing assumptions in ELT, one being conformity to native speaker norms for pedagogical purposes (Canagarajah, 2006; McKay, 2003; Rajagopalan, 2004; Widdowson, 1994). For these researchers what is of importance is legitimizing different varieties of English and taking them all into account on their own right. On the other hand, there are some voices of concern regarding preventing EFL learners from conforming to the native speaker norms as, it is claimed, it might be their own purpose and preference to gain native-like proficiency (Cook, 1999; Jenkins, 1998; Timmis, 2002). To investigate these issues, this study aimed to explore teachers’ and learners’ attitudes toward the ideal language proficiency model and conforming to native speaker norms regarding two components of language, namely grammar and pronunciation. To this end, two modified versions of a questionnaire (Timmis, 2002) were distributed among 253 English students and 76 English teachers. Then, 20 students and 15 teachers were randomly selected and interviewed to find out the reasons behind their responses. The results from qualitative and quantitative analyses of the questionnaires and the interviews revealed that a considerable number of EFL learners (above 80%) expressed their strong tendency to conform to native speaker norms regarding pronunciation and grammar. As for the teachers, about 57% expected their students to have intelligible accent rather than exclusively conforming to the native speaker model; however, regarding grammar, a majority (about 70%) of the teachers preferred to expose their students to the native speaker model. This study has implications for the extent and necessity of native-model-oriented grammar and pronunciation activities which can inform policy makers, curriculum designers, materials developers, and teachers in their ELT materials adaptation and evaluation for the Iranian context.

Keywords: Ideal proficiency model; Native speakers; Grammar; Pronunciation
Indirectness and Politeness in Iranian EFL Learners’ Discourse

Hossein Askari  
*Allameh Tabataba’i University, Tehran, Iran*

Mohammad Ali Mansoorian  
*Yasuj University of Medical Sciences*

“Requests are the clearest examples of face threatening speech acts” (Browns & Levinson, 1999, p. 324), and in order to minimize the threat and to avoid the risk of losing face, there is a preference for indirectness on the part of the speakers. However, the relationship between this preference and face and politeness seem to be an area which has not been thoroughly elucidated. This study focuses on both the realization and politeness perception of requests made by Iranian EFL learners and more practically, it investigates the possibility that the Persian speaking English learners’ pragmatic performances in L2 may have been affected by pragmatic transfer from their L1 (Persian). There are few attempts to examine request behavior and negotiation of face during request interaction in case of L2 learners, and most of the studies conducted so far have paid attention to request strategies in mother tongue. To collect the data for this study an open-ended role-play instrument was used. The role-play instrument was selected because it has been theoretically and empirically shown that “role play data represent an approximation to spoken discourse” (Félix-Brasdefer, 2005, p. 68). 30 subjects from Azad University of Safashahr participated in this study; they produced a total number of 253 requests across the five situations presented to them. The results showed that in situations displaying +Power or +Distance, conventional indirectness was the most widespread means of making a request. However, in situations in which the interlocutors were relatively less bound to constraints of Power or Distance, they tended to be more direct for requesting. Regarding the external modifications of the requests, giving reasons and showing positive politeness were the most chosen modifications which are possibly due to the subjects’ pragmatic transfer from their native tongue (Persian).

**Keywords:** Conventional indirectness; Non-conventional indirectness; Politeness; Face; Pragmatic transfer
Gender and Text Messaging in an Iranian Context

Amer Gheitury
Neda Gohardehi

Razi University of Kermanshah

The different ways in which men and women use language to construct identity constitutes a very significant theme in almost all modern concerns, including language and society. The issue might become particularly interesting in a modern Iranian context where messaging presents itself as a very widely-used means for communicating information, expressing emotions, telling jokes, and doing other such activities. Focusing on four major linguistic domains, that is, purpose/manner of communication, volume of use, preference for local dialects, and politeness, the present study aims to explore how gender is reflected in the way language is used in messages produced by two groups of Iranian high school students. A corpus of 2116 text messages produced by 277 students, female and male was analyzed to spot linguistic features. The participants were also asked to fill out a questionnaire concerning their use of text messages. The Cronbach's alpha coefficient was \( \alpha = 0.884 \), indicating strong reliability. Quantitative data were examined using SPSS and categorical variables were investigated using non-parametric chi-square test (observed valued/expected values) to compare between genders. Significant differences were found between males and females. As far as function is concerned, while texts produced by females were for the most part relational, involving a personal and emotional language, and often longer and more complex, males frequently employed text messages for informative-transactional functions which were often less wordy and in an authoritative, competitive type of language. In addition, males were significantly more likely than females to employ their local language and forms considered less polite.

**Keywords:** Gender; Text messaging; Persian; Linguistic domains
Age Differences in Production of Conjunctions of Story-telling
In Junior and Senior High School Students

Leila Sayah
Ferdowsi University of Mashhad

This study investigated age differences in the use of conjunctions of story-telling in junior and senior high school students of Ahwaz. Thirty junior and senior high school female students were chosen and divided into five groups. To assess the narrative performance of the students and the frequency of conjunction, storytelling and retelling as mediums of instruction were selected. The findings show that the four types of conjunctions (additive, temporal, casual, adversative) had same acquisition order but emerged in different students due to individual variation. There was no significant medium effect of story-retelling on types and proportion of conjunctions used in narratives. The findings suggested that story telling is an effective medium in eliciting the use of conjunctions in narratives, and the macro-structure and familiarity of the story and interpretability of the pictures affect the production of conjunctions.

Keywords: Story-telling; Narrative performance; Conjunctions
A Socio-pragmatic Contrastive Analysis of Iranian and Chinese Intercultural Communication Strategies in Guiding Tourists

Somayeh Heidari Beni
Islamic Azad University of Khorasgan Branch

Reza Biria
Islamic Azad University of Khorasgan Branch

Communication with people from different cultures makes you learn more about their ways of life, history, values, habits, personality and behaviours by which the nations are able to introduce themselves to the whole world. The present study aimed to explore contrastive strategies of Iranian and Chinese tour guides in intercultural communicative settings. For this purpose, five Iranian professional English-speaking tour guides in Isfahan city were randomly chosen to investigate the ways they guided the tourists from different cultural backgrounds assigned to them. To collect the related data, different techniques such as semi-structural interview, observation and other analytical method obtained by the analysis of the corpus were selected based on Alptekin’s (2002) model. The results clearly indicated that the values cultural backgrounds of Iranian and Chinese tour guides made them choose the most appropriate strategies in a special context based on the role, values, identities, and relationships. Evidently, the findings may have insightful in training English tour guides and developing the tourism industry.

Keywords: Intercultural communication; Strategies; Tour guides; Context; English teaching
Emotional Intelligence and Language Proficiency in Deculturation among Iranian EFL Learners

Zahra Shahi
Alzahra University

The major aim of this study was to examine the role of emotional intelligence and language proficiency in deculturation of Iranian EFL learners. The participants were 190 students from four universities in Iran. They were asked to answer actual TOEFL test, emotional intelligence inventory (EQ-i), and home culture attachment questionnaire. The results showed that language proficiency, emotional intelligence, and its sub-constructs except for adaptability had no relationships with deculturation. The results of independent t-test of higher and lower groups in EQ, its sub-constructs and language proficiency with deculturation showed that the more total EQ, adaptability and stress-management, the less deculturation becomes. Finally, the results were discussed in the context of emotional intelligence and culture in second language learning.

Keywords: Emotional intelligence; Language proficiency; Home culture attachment; Adaptability; Stress-management
Evidence of Sociocultural Transfer in Iranian Culture:
A Case of Suggestion Act

Maryam Sharafadini
Ferdowsi University of Mashhad

This study is an investigation into sociocultural transfer employed by Iranian learners of English as a foreign language while making suggestion acts. To this end, 150 Persian natives and 150 Iranian English learners participated in this study and a Discourse Completion Task (DCT) of six situations was applied to extract learners’ suggestion responses. The Iranian EFL learners’ suggestion performances were compared to those of Persian natives to detect whether sociocultural language transfer has occurred. In fact, this study investigates similarities and differences between English and Iranian culture. The study findings indicated evidence of sociocultural transfer especially in regard to cultural respects.

Keywords: Culture; Sociocultural transfer; Speech act; Suggestion speech act
Dominant Role of English for the Students of Religion

A. R. Sadeghi  
Semnan University

A. S. Hosseini  
Science and Research University of Semnan

The purpose of this study was: (a) to investigate the dominant role of English for the students of religion, this study attempted (b) to examine the extent to which knowledge of English can help in disseminating religion. To this end, 56 male and female students of Semnan university majoring in religion, were randomly selected to answer a questionnaire with 13 items on a five point scale ranging from strongly agree, agree, strongly disagree, disagree and neither agree nor disagree and they were asked to state their comment as the last item. According to the answer provided in the questionnaire 49 out of 56 students (87.5%) confirmed the importance of English and as comment they pointed out that English as a prerequisite factor for disseminating religion is not concerned well in the universities and it could be better not to be taught in GTM method, finally they suggested that it would be more beneficial to be taught in communicative way. The results show the vital role of English for the students of religion and ascertain the positive role of language knowledge on disseminating religion and exchanging culture.

Keywords: English; Religion; Language knowledge; Disseminate
The interplay between language and religion has been neglected by linguists and researchers in Iran. Language and religion have a significant relationship among people. This study is going to present whether language is at the service of religion or there is a separate category namely religious language. It aims at expanding upon this point and intends to scrutinize different viewpoints about language and religion. We established a basic framework of ground rules for discussions according to "Language Religious" written by Peter Donovan and "Religion and the Making of Society" written by Charles Davis. This argumentative topic is discussed in three main points in this study. A compendious description on the necessary facts about the epistemological and ontological aspects of language and religion has been provided in the first part. A compilation of different articles and books has been reviewed to elicit different perspectives on language and religion in relation each other. It was done through explaining the factual and fictional, meaningful and meaningless differences in this area. The other section discusses diverse strategies used in theological texts and religious languages and their impact on the transmission of religious ideologies. The way religious language can inspire and arouse feelings in people is the main argument in this section. In the last part of the paper, the aims and purposes of religious assertions and texts have been challenged through the analysis of their discourses based on the framework of ideological discourse analysis of Van Dijk.

**Keywords:** Language; Religion; Linguistic; Religious; Ideology
Obstacles to Being Critical in ELT Classes: A Psychoanalytic Perspective

Rahman Sahragard
Elyas Barabadi
Ali Arfa
Shiraz University

Central to the critical works in general (Fairclough, 2010; Giroux, 1988) and critical approaches to TESOL (Kanpol, 1999; Pennycook, 1999) is the notion of “transformation”. In order to transform the inequitable and undemocratic social conditions, teachers need to get involved in what Pennycook calls “pedagogy of engagement” as a way of responding to differences (cultural diversity). However, according to Merryfield (2002), this way of looking at differences would result in contradictions between the teachers own cultural values and those of their students. Consequently, resolving those contradictions demands teachers to deconstruct their previously held assumptions. Looked at from Lacanian notion of “thanatos”, this dissonance in the teacher’s mind is inevitable no matter how mindful she tries to work toward social inclusion (Dunn, 2011). With thanatos being the end of all tensions in the human nervous system and an unconscious desire to extinct all the drives, the teachers are susceptible to have extreme propensities towards ignoring students social backgrounds, desires and histories. Since death drive is active in the domain of the unconscious, it is almost impossible for the teachers to come to terms with the existence of such an unconscious drive which impedes the process of being critical. Because the teacher’s mind is unconsciously in favor of fewer tensions, it is only able to cover a limited amount of them which leads to the waste of a huge amount of novelty and energy. Although much has been said on the conscious plane of the teachers with regard to being critical, which is only the tip of the iceberg, not enough attention has been paid to their unconscious desires that are actively involved in their teaching practices. This paper though, aims at drawing attention to the teacher’s unconscious, and tries to make her aware of the existence of a drive called thanatos which is very detrimental to their efforts to be critical.

Keywords: Critical pedagogy; Transformation; Dissonance; Thanatos and unconscious
Intelligibility and Listeners' Attitude in the EIL Context

Maryam Golkar
Mohsen Nazary

Ferdowsi University of Mashhad

According to Smith and Nelson in World Englishes (Kachru, 2006) and reiterating Matsuura paper (2007), intelligibility, comprehensibility and interpretability are different concepts which are used interchangeably. Intelligibility refers to word or utterance recognition while comprehensibility refers to meaning and interpretability refers to discoursal level—pragmatics. Besides, the role of attitude in intelligibility is undeniable; in 1967, Mehrabian and Ferris concluded that only 7% of the judgments an informant makes upon hearing a speaker comes from message content. This paper examines the intelligibility of eight different Englishes, USA, UK, Farsi, French, Korean, Chinese, Turkish, and Russian, to two groups of Iranian students—with Turkish and Farsi as their native language. Variables taken into account were students' sexes, language background, attitude toward these Englishes, awareness or unawareness of the Englishes (speakers' nationalities) being spoken and financial status. The findings indicated that being aware of the English speaker's nationality changes the attitudes of the listeners; also, there was correlation between language proficiency and intelligibility. Although Kenworthy (1987) found that people had higher opinion of their own English, surprisingly Farsi and Turkish listeners were not so biased toward their accents as Kenworthy had noted.

Keywords: Intelligibility; EIL; World Englishes; Language variety
Attitudes of Tourism Graduates on Presenting Iranian Culture in English

Aram Raza Sadeghi
Semnan University

Zahra Mohammadi
Islamic Azad University, Semnan Branch

English and its training has always been the main feature in global communication. The importance of this language has shown in industries such as tourism which is based on extensive cultural interactions. This paper sought to examine attitudes of tourism graduates on presenting Iranian cultural concepts in English. In this regard, a questionnaire including 10 questions was prepared and offered to 44 undergraduate and postgraduate tourism students of Semnan Tourism Faculty to find out their perspective on importance of English, their abilities in this language and especially in introducing concepts of their own culture. Results revealed that, despite their interest in learning English and conveying Iranian cultural concepts, educational services are not responsive to students’ needs and tourism community. Finally, some recommendations were presented.

Keywords: Tourism; English language; Cultural interactions
Exploring the Role of Gender in Metaphorical Competence among L2 Learners

Mahmood Hashemian
Faranak Forouzandeh

Shahrekord University

Crossing more effortlessly from the pebbly river of language, thought, and cognition, learners should tackle head on the river’s pebbles of challenging the task of delineating, illuminating, and appreciating metaphors—a widespread concept in daily life. In recent years, gender as a significant dimension of social relations, culture, and individual life is also highlighted in academic success. In academic achievement, gender differentiations have been investigated by numerous researchers. In light of these views and lack of empirical study, the present study was undertaken to shed more light on whether there are any association between L2 learners’ metaphorical competence and gender. A total of 126 (51 males and 75 females) upper-intermediate M.A. TEFL and B.A. English Literature/Translation at several Iranian universities participated. To collect the data, a metaphor test was administered among the participants. The $t$ test results demonstrated that there was a significant difference in the males’ and females’ metaphorical competence level. The finding suggests that L2 instructors should pay more attention to L2 learners’ gender to arrange L2 classroom schedules, tasks, and techniques so as to smooth the progress of L2 learners’ learning.

Keywords: Metaphor; Metaphorical language; Metaphorical competence; Individual differences; Gender
Communication is one of the important functions of language. From a sociolinguistic point of view, speakers transfer meaning and intention through linguistic interactions. Narrative ability is considered as a part of language communicative proficiency and by examining this ability some aspects of communicative function can be tested too. In Iranian educational system, teaching and practicing the ability to narrate have somehow been neglected and no significant improvement is seen in primary school students through their school career. In this article, the total narrative ability is divided into two categories: Narrative Style and Grammatical Accuracy. Narrative Style includes such features as narrative coherence, core plot components, and engagement, while Grammatical Accuracy entails such items as using appropriate conjunctions, dominant aspect, and relevant lexical items. The instrument used to produce the story is Mercer Mayor’s book (1960), known as “The Frog Story”. It is a wordless story which consists of 24 pictures. In this article, some students of both genders at Ilam primary schools (2nd and 4th graders) are compared from a communicative standpoint. The results show that female students seem to be more proficient in narrating the story than their male counterparts. In other words, the story produced by female students is more coherent; besides, the lexical items used by female students seem to be more relevant. This shows that gender has a profound impact on the students’ narrative skill.

Keywords: Communicative function; Narrative ability; Narrative style; Grammatical accuracy
Examining the Predictive Power of Cultural Intelligence on Iranian EFL Learners’ Performance on IELTS Speaking and Writing Modules

Behzad Ghonsooly
Seyyed Ehsan Golparvar

Ferdowsi University of Mashhad

This research effort examines the relationship between Iranian EFL learners’ Cultural Intelligence (CQ) and their performance on the IELTS Speaking and Writing Modules. In addition, this study tries to find out Iranian EFL learners’ level of CQ. Finally, this research explores the predictive power of the four subscales of CQ on EFL learners’ speaking and writing ability. Around one hundred EFL learners, both male and female, will participate in this project. Cultural Intelligence Scale, IELTS Speaking Module, and IELTS Writing Module are going to be used in this study. After administrating the IELTS test and conducting IELTS interviews, the Cultural intelligence Scale will be administered to those test takers who are willing to take part in this study.

Keywords: Cultural intelligence; Speaking ability; Writing ability
Conversation Analysis of Online Chat

Elaheh Zaferanieh

Payam-e-Noor University, Mashhad Branch

Conversation analysis which is a naturalistic observational discipline dealing with the details of social actions aims to describe, analyze, and understand talk as a basic and constitutive feature of human social life. As an approach to the study of features of discourse in interactions, there has been quite a lot of work on conversation analysis interaction; however, the studies that relate the principles of conversation analysis to a specific kind of interaction such as online chat are rare. This paper examined some dominant discourse features of online chat. Using the methods of Conversation Analysis (CA), it examined the discourse strategies chatters used to maintain conversation and manage turn-taking, repair and adjacency pairs. These principles were quietly effective in the situation of online chat while sometimes problematic especially due to absence of extra linguistic features. So, interactions in this context needed specific discourse skills different from that of written or spoken discourse.

Keywords: Conversation analysis; Chat; Discourse strategy
A Narrative Identity Analysis of In-service Training Teachers in Public and Private Schools in an EFL Situation

S. M. Reza Adel

Ferdowsi University of Mashhad

The purpose of this study was to analyze the identities language teachers may have by narrating the story of their career. To this end, 37 teachers from public and private schools who took part in an in-service training program were chosen and they were given a task to narrate their stories and a questionnaire to fill out. After the analysis of their written reports, the data were categorized and the themes were extracted. The results showed that narrative inquiry is a useful method of identity analysis revealing the hidden selves. The themes were discussed in regard to the dialogical theory of Bakhtin and some pedagogical recommendations were also given.

Keywords: Identity; In-service training program; Language teachers; Dialogical theory
Social Networking: Using Facebook in Teaching English Idioms

Dara Tafazoli
Islamic Azad University, Science & Research Branch

Web 2.0 technologies are the fruitful tools in teaching and learning foreign and/or second language. Social networks are web tools which very common in these days. This study aims to investigate the effect of social networking on learning English idioms. The participants of the study were 12 TEFL university students and Facebook users. Data gathering was done by pretest, treatment and posttest. The researcher posted 5 idioms each week on the Facebook group named “Learn English via FB”, and the participants had to find synonyms, translation and example sentence and on each idiom and then share them in group. The researcher hypothesized that social networking has positive effect on learning English idioms.

Keywords: Social networking; Facebook; Web 2.0 technologies; English idiom; Teaching Foreign /Second language
Intergenerational Conflict between Adolescents and Their Parents: Bridging the Gap through Religious Identity and Language

Saeedeh Behrooznia

Islamic Azad University, Mashhad Branch, Iran

Recently, there has been a growing concern about issues which divide the older and younger generations. The conflict between adolescents and their parents increases during adolescence which in turn, has created parallel gaps in language and religion, making it difficult to communicate across. Respectively, as new generations seek to define their identities apart from the old, they adopt new lingo and slang, as well as new patterns of religion, allowing a generation to create a sense of division from the previous one. Nonetheless, considering the paucity of research in Iran, little is known about the very nature of intergenerational communication. The purpose of this study is to investigate intergenerational conflict among Iranian families; meanwhile, studying the effect of religious identity and language as predictors or mediators of the conflict. Through stratified random sampling, the subjects of the study comprised of 245 Iranian adolescents living with their parents or grandparents. While it is believed that the more religious parents and their adolescent children are, the less conflict is going to be expected, the effect of one’s religiosity is not always a clear-cut issue. When there is a gap in religious beliefs between the adolescent child and his/her parents, the child’s delinquency increases. Therefore, religion can act as a cohesive factor when it is internalized and shared between parents and their adolescent children; meanwhile, taking into account the social context in which it is experienced. On the other hand, as each successive generation of society struggles to maintain its own unique identity among its predecessors, it seems that generational gaps provide a large influence over the continual change and adaptation of slang, and the more parents and their adolescent children try to share the specific aspects of their language, the more successful they become in bridging the generation gap. Therefore, the findings of this study may shed light on improving the effective communication between parents and children, lack of which is assumed to be the main cause of the intergenerational conflict.

Keywords: Adolescents; Intergenerational Conflict; Language; Religious identity
Psychology and Language Learning/Teaching
Dominant Intelligences in ESP Textbooks: Multiple or Single?

Reza Rezvani
Tayebe Amiri

Yasouj University

Diversity in learners’ intelligence profiles was heralded by the advent of Multiple Intelligences (MI) theory. Textbooks as the main curriculum plans and guides in Iran’s educational system are expected to recognize and cater to the diverse students as individuals and hence their intelligences. This study was motivated by a query as to whether ESP textbooks published by Samt Organization accommodate intelligence diversity or they are an exclusive province of linguistic intelligence. To this end, a sample of eight ESP textbooks was selected randomly from among 34 ESP textbooks published by Samt according to Biglan’s (1973) eight academic task areas. Activities in each textbook were extracted and evaluated using a detailed checklist. The evaluation indicated that textbook activities generally involved four intelligences; verbal/linguistic, intrapersonal, logical/Mathematical and Spatial/Visual. Thus, as regards intelligence diversity, it seems that Samt ESP textbooks are not responsive to this diversity and verbal/linguistic, intrapersonal, logical/Mathematical intelligences prevail dominantly in the textbooks regardless of the academic area of study. Spatial/Visual intelligence was represented in only 1% of the activities and other activities uniformly involved just verbal/linguistic, intrapersonal, logical/Mathematical intelligences. Although, the textbooks were developed for students of different academic areas, there are not any differences in these textbooks with respect to the intelligences they engage. The findings carry the implication for the policy makers and materials developers in general, and SAMT in particular, that a variety of intelligences should be engaged in textbooks.

Keywords: ESP textbooks; Multiple intelligences theory; Textbook evaluation; SAMT
Autonomous Learners or Authoritative Teachers

M. Raouf Moini
Mina Asadi Sajed

University of Kashan

Language learning studies have become increasingly interested in psychological studies on language learners stressing learners' role in their own learning process. Agency, as an emergent concept in language pedagogy, highlights the issues of learner autonomy, inhibition or anxiety and the power relations between teacher and learners to foster the former and reduce the latter. This paper attempts to contribute to a fuller understanding of learners’ agency and the role of classroom environment in fostering agency in EFL majoring students. Among factors which contribute to learner agency such as self regulation, motivation, learners' self concept, and the power relation between teacher and students, the focus of this study is on learner autonomy, and anxiety and teacher authority in learners’ agentic participation at university. Relying on the socio-cultural framework or complex dynamic system and mixed method research, we report on the results of interview and questionnaire grounded investigation of Kashan university EFL students attitudes toward agency and the effect of educational environment on reducing anxiety and the instructors’ role in fostering agency and finally the relationship between students’ will and capacity to act (i.e. agency) and their scores.

Keywords: Learner; Teacher; Autonomy; Anxiety; Authority
A Quantitative and Qualitative Study of Verbal and Practical Performance and General IQ of Iranian Pre-schoolers with Respect to Their Gender

Nassim Golaghaei

Islamic Azad University, Roudehen Branch

This study attempted to scrutinize any possible relationship between the children’s verbal and practical ability in general as well as their short-form cognitive ability recommended by Wechsler and their full scale IQ. Furthermore, it tried to pinpoint any distinctions among children in case of their verbal and practical ability and knowledge of vocabulary with reference to the factor of gender. The Wechsler Preschool and Primary Scale of Intelligence (WPPSI) and the transcripts obtained from oral interviews were the measurement devices employed in this piece of research. The obtained results in using Pearson's correlation coefficient supported the hypothesized positive relationship between the practical and verbal scores. Moreover, there was a significant positive correlation between the children's cognitive ability and their IQ in general. However, the obtained t-test result evinced no significant difference between boys and girls neither in terms of their verbal performance nor in reference to their practical capabilities. The final t-test analysis of the study indicated no significant difference between the same groups of boys and girls in reference to their knowledge of vocabulary. In addition, no significant difference could be detected between the same 6-yearold boys and girls with respect to their knowledge of concrete and abstract concepts.

Keywords: Verbal ability; Practical ability; IQ; WPPSI; Gender
The Relationship between Language Anxiety and Psycho-Physiological Responses to Oral Performance: A Study on Iranian EFL Students

Javad Hayatdavoudi
Zohreh Kassaian

University of Isfahan

The present study aims at investigating the correlation between language anxiety and perceived psycho-physiological responses to oral performance in Iranian female EFL learners. The population of the study consisted of all elementary and intermediate female EFL learners. Using simple random sampling, a number of 50 EFL learners were selected as the participants. A modified version of Foreign Language Classroom Anxiety Scale (FLCAS) and a researcher-made psycho-physiological questionnaire were used to collect the data. Both descriptive and inferential statistics including Pearson correlation formula and independent t-test were run to analyze the data. Statistical analysis was conducted using SPSS 18. The results showed a significant positive correlation between language anxiety and psycho-physiological responses to oral performance in either group. Accordingly, students with higher levels of language anxiety experienced higher levels of psycho-physiological tensions in oral performance. The results of independent t-test revealed that intermediate students were more language anxious than elementary students. They also experienced higher levels of both psychological and physiological tensions in oral performance.

Keywords: Language anxiety; Psycho-physiological responses; EFL learners; Oral performance
Relationship between Iranian EFL Learners’ Perceived Social Self-Efficacy and Their Foreign Language Classroom Anxiety

Hadi Farjami  
Semnan University

Mohammad Amerian  
Semnan University

In language learning and education, psycho-social variables are of utmost importance. These variables can highly affect the learners’ performance and their achievement level, especially when they learn in a community of peers. One of the most influential social domains in language pedagogy is Social Self-Efficacy; “an individual’s confidence in his/her ability to engage in the social interactional tasks necessary to initiate and maintain interpersonal relationships” (Smith & Betz, 2000). This study aimed to investigate the relationship between Iranian EFL learners’ Perceived Social Self-Efficacy (PSSE) and their Foreign Language Classroom Anxiety (FLCA). The participants were B.A. and M.A. students of English at Semnan University, Iran (N = 151). The data were gathered through the application of two questionnaires; the Scale of Perceived Social Self-Efficacy (SPSSE; Smith & Betz, 2000) and Foreign Language Classroom Anxiety Scale (FLCAS; Horwitz et al., 1986). To determine the relationship between PSSE and FLCA, correlational analysis was employed. The findings indicated a significant negative relationship ($r = - .164$, $p<0.05$) between PSSE and FLCA among the subjects, which shows that increase in respondents’ perceived social self-efficacy may considerably result in decrease in their foreign language classroom anxiety. Based on the findings of the study, perceived social self-efficacy seems to play a key role in foreign language learners’ anxiety and a vital parameter in a full-functioning, efficient and desirable learning which contributes to a much better performance in language classes.

Keywords: EFL learners; Perceived social self-Efficacy; Foreign language classroom anxiety
The Interplay between EFL Teachers’ Self-reflection Enhancement and Their Students’ Satisfaction Level

Zohreh Goonib Shooshtari
Zahra Ahmadpour Kasgari

Shahid Chamran University of Ahwaz

Over the years in EFL domain, various methods have been utilized to promote reflective practice (Rodgers, 2002). However, the methods of self-reflection and narrative investigation have been shown to be practical tools for teachers professional development (Lazaraton & Ishihara, 2005). The current study focuses on analyzing the impact of using digital video recording as an innovative process tool on improving novice teachers’ performance; it also seeks to examine the effect of this process on level of students’ satisfaction toward their respectable teachers. Four non-native novice teachers between ages 22 to 27, with no more than four years of teaching experience participated in the experimental group and two non-native novice teachers in control group. A total of 120 EFL students at pre-intermediate and intermediate levels, from 6 different classes participated in this study, too. To ensure and verify that the teachers are watching their performance each session, they were asked to write diaries and reflect on their classroom performance based on the recorded film. Later, to find out students’ satisfaction level two questionnaires were distributed among them before and after the study. The results of the t-test analysis showed that the students of classes with video recording tool (experimental group) were satisfied more with their teachers than those in the control group (t = -5.33, p < 0.05). The findings suggested that the video-enhanced reflection process had a positive impact on teachers’ reflective abilities due to its help to critique more vividly their teaching practice; and hence this increase in teachers’ awareness affected students’ level of satisfaction as well.

Keywords: Reflective teaching; Reflective thinking; Critical thinking; Video-enhance reflection
On the Effect of Self-Efficacy on Vocabulary Size

Mortaza Aslrasouli
Shabnam Alamshahi

Islamic Azad University, Maragheh Branch

Self-efficacy is one of the considerable factors of Individual Differences in Second or Foreign Language Acquisition. Numerous researches have been conducted to find out the relationship between self-efficacy and language related issues in Applied Linguistics. This study is an attempt to investigate the relationship between self-efficacy and vocabulary size of English as a Foreign Language Students. The participants of this research study were students whose English language competences were in intermediate level (N = 83, 34 male and 49 female students). Two instruments were used: Self-efficacy questionnaire developed by Gahungu (2009) including forty items; and Vocabulary Size Test (VST) developed by Nation (2007). Pearson Correlation test was run to measure the relationship between self-efficacy and VST. The results showed that there is no significant relationship between these two variables (r = 0.136). To investigate the relationship between gender and self-efficacy, Independent Sample t-test was run. Again, no statistically significant difference was shown in this part (r = 0.60).

Keywords: Self-efficacy; Vocabulary size; Language learning
The Relationship between Personality Factors and Success of EFL Teachers

Shaghayegh Shayesteh

Ferdowsi University of Mashhad

The current paper, first of all, drew links between teachers’ success and their aspects of 16 personality factors; thereafter, it examined the association between personality factors and each 12 components of teachers’ success questionnaire. To this end, we chose 10 non-native English teachers of Mashhad Jihad-e-Daneshgahi and 147 students of them. Teachers and learners were given Cattell Sixteen Personality Factors Test (16PF) and Characteristics of Successful EFL Teachers Questionnaire, respectively. In the light of the results obtained from this study, a significant relationship was observed between teachers’ success and personality factors A (Warmth), F (Liveliness), H (Social Boldness), O (Apprehension) and Q4 (Tension). Furthermore, all the factors of teachers’ success, excluding factor 11 (Class attendance), were found to have a meaningful correlation with a couple of personality factors. A great many of them were explored to be highly correlated with personality factors A (Warmth), H (Social Boldness) and Q4 (Tension). Consequently, our successful teachers were characterized to be warm, sociable, friendly, adaptable, self-confident, energetic and relaxed.

Keywords: Teacher success; Personality; EFL teachers
On the Relationship between Emotional Intelligence and Teacher Efficacy

Safa Evazzadeh
Tarbiat Modares University

Nahid Royaie
Payam-e-Noor University

The present study intends to investigate the relationship between Emotional intelligence (EI) and the sense of self-efficacy belief among Iranian EFL teachers. To this end, 70 EFL teachers from four language institutes located in Tehran and Mashhad were asked to fill out the 41-Revised Emotional Intelligence Scale (Schutte et al., 1998; Austin et al., 2004) as well as Teacher Self-efficacy Scale (TSES) developed by Tschannen-Moran and Hoy (2001). Data were analyzed using a variety of statistical techniques such as Pearson product moment correlation coefficient, multiple regression, and independent sample t-test. The result revealed a significant relationship between EFL teachers’ EI and their self-efficacy belief. The regression showed that among the components of emotional intelligence, mood regulation and appraisal of emotion could predict a significant amount of variability in teacher efficacy components. Moreover, the finding indicated that experienced teachers felt more efficacious in making use of instructional strategies compared to their novice counterparts. The findings also revealed that experienced teachers scored highest in utilization of emotion, but lowest in appraisal of emotion. Last but not least, teachers with English related academic majors were found to enjoy higher sense of efficacy for classroom management and appraisal of emotion than those who had non-English-related degrees. The finding of this study can be useful if we want to help teachers develop and improve their emotional intelligence so as to be more efficacious, considering the connections recognized between constructs in this study.

Keywords: Emotional intelligence; Teacher efficacy; Teaching experience
The aim of the study is threefold; first, it seeks to investigate the relationship between English as a Foreign Language teachers’ pedagogical success, as is reported by teachers’ students, with both their emotional quotient (EQ) and burnout. It also examines the correlation between EQ and burnout. To this aim, 80 EFL teachers of both sexes are chosen from two language institutes in Mashhad, a city in north-eastern Iran. They are asked to fill in Bar-On’s ‘EQ test’ together with a burnout questionnaire. At the same time, a questionnaire on characteristics of successful EFL teachers, which has been designed by Moafian and Pishghadam (2009), is completed by the students of these teachers in the absence of the teachers in order to evaluate the teachers’ performance. The subsequent data analyses and conclusions are discussed later in this paper.

**Keywords:** Burnout; Emotional quotient; Teachers’ success
On the Relationship between Perfectionism and Burnout in EFL Teachers

Simindokht Rahmani
Semnan University

Many teachers suffer from stress and burnout. Perfectionism is one of the personality characteristics associated with increased stress, maladaptive coping, and burnout. This study aimed at identifying the associations between three dimensions of perfectionism (self-oriented, other-oriented, and socially prescribed) and three components of burnout (emotional exhaustion, depersonalization, and reduced personal accomplishment) in EFL teachers in Iran. To carry out such a study, a sample of 100 teachers of EFL working in language institutes, universities and public schools from different cities in Iran completed a battery of questionnaires including The Maslach Burnout Inventory and Multidimensional Perfectionism Scale. Pearson product moment correlation and Multiple Regression Analysis were used for data analysis. Results confirm the hypothesis by indicating that there is a correlation between perfectionism and burnout in EFL teachers – we claim no causal relationship since this is a psychology-based correlational study. The implications of this study would, both directly and indirectly, be of great assistance to EFL teachers and educators in general through extending the literature on both burnout and perfectionism, and the relationship between the two.

**Keywords:** Perfectionism; Burnout; EFL teachers
Multiple Intelligences in Locally Designed ELT Textbooks in Iran

Seyyedeh Mina Hamedi

Ferdowsi University of Mashhad

The present study aims at investigating the extent to which English textbooks which are exclusively designed for the Iranian high school students would reflect Multiple Intelligences (MIs) on the one hand, and to testify the appropriateness of these textbooks for the individuals regarding their degree of multiple intelligences on the other hand. In particular, the purpose of the study is to evaluate how far MI theory has been implemented in the high school educational program by investigating to what degree the content of the textbooks represents multiple intelligences. To this end, 120 high school students are selected based on available sampling from various high schools in Mashhad to undergo the Multiple Intelligences Developmental Assessment Scale (MIDAS) Questionnaire. Furthermore, depending on the framework of Multiple Intelligences theory, a checklist is developed to examine each textbook with regard to different intelligences as reflected through various activities and tasks. Finally, descriptive and chi-square statistics are used to analyze data quantitatively, and content analysis is used to analyze the representation of all types of intelligences qualitatively in the English textbooks. The subsequent data analysis and the statistical implications of the findings will be discussed.

Keywords: English textbooks; High school students; Multiple intelligences theory; Educational program
On the Relationships among Emotional Intelligence, Affective and Social Strategy Use, and Academic Achievement of Iranian EFL Learners

Mina Rastegar
Malihe Karami

Shahid Bahonar University of Kerman

The present study was an attempt to explore any significant relationships among Iranian EFL learners' emotional intelligence (EI), their affective and social strategy use, and their academic achievement. 106 junior and senior students majoring in English Translation and English Literature at Shahid Bahonar University of Kerman took part in this study. To obtain the required data, the following questionnaires were utilized: Emotional Intelligence Scale (EIS) developed by Schutte et al. (1998) to measure EI, and the Strategy Inventory for Language Learning (SILL) designed by Oxford (1990) to determine the frequency of affective and social strategy use. The participants' GPAs were also used as a measure of their academic achievement. The results of this study revealed that there were significant positive relationships between the following pairs: EI and affective strategy use; EI and social strategy use; EI and academic achievement; and affective and social strategy use. However, no significant relationships were found between the participants' affective and social strategy use and their academic achievement. This study recommends that EFL learners increase their use of affective and social strategies which will help them improve their EI, which, in turn, will lead to greater academic achievement.

Keywords: Emotional Intelligence (EI); Affective strategy use; Social strategy use; Academic achievement
Relationship between EFL Teachers' Personality / Success and Students' English Achievement

Parisa Mirjalili

Ferdowsi University of Mashhad

The lack of investigation in the possible relationships between English language teachers’ personality and their success was a strong motive to start the study. The major purpose of this study was to investigate the relationship between EFL teachers’ personality and their success or effectiveness. This study took this relationship into account to see if the Big Five personality dimensions (Agreeableness, Extraversion, Conscientiousness, Openness to Experience and Neuroticism) have any significant relationship with the Characteristics of Successful English Language Teachers. To this end, 118 English language teachers who were teaching English in four levels of pre-intermediate, intermediate, upper-intermediate and advanced were chosen from ten private English language institutes in Mashhad, Iran. They were asked to complete the NEO-FFI and the second group of participants, consisting of 1260 English language learners who were the students of the same teachers completed the Characteristics of Successful English Language Teachers questionnaire. Moreover, students’ final exam scores were also utilized to find the relationship between students’ English achievement, EFL teachers’ personality and EFL teachers’ success. The Pearson product-moment correlation was used to calculate the correlation between these sets of scores. The results have revealed that except for Agreeableness that does not have any significant relationship with teacher success, there are significantly positive but weak relationships between the other four factors of the Big Five and the Characteristics of Successful English Teachers. There are implications for those involved in foreign language teaching, research and education.

Keywords: Big Five; English achievement; NEO-FFI; Personality; Teacher success
Field-Dependence / Independence Cognitive Style and Performance on the IELTS Listening Comprehension

Shiva Zeynali
Ferdwosi University of Mashhad

The present study explored the relationship between field-dependence/independence cognitive style and listening comprehension ability. Although some researches have been done up to now to explore the effect of FDI on language skills, there is no research that examined the impact of FDI cognitive style on the IELTS listening comprehension. Participants were 200 English students enrolled in universities and language institutes in Mashhad, Iran who responded to the Group Embedded Figures Test (GEFT) and the IELTS listening comprehension. They were divided to field-dependent and field-independent groups according to the scores gained in the GEFT. The results of the study suggested that test-takers’ cognitive styles resulted in statistically significant difference in listening test and task performances. Field-independent participants outperformed field-dependent participants on the IELTS listening comprehension and all the listening tasks. The finding also indicated that field-independency correlated more positively with the successes on IELTS listening comprehension than field-dependency. More specifically, field-independency correlated more significantly with fill-in-the-gap questions, i.e., form-completion, note-completion and sentence completion, than field-dependency. Field-dependency, however, correlated more significantly with multiple choice and matching questions than field-independency. The implications of these findings are discussed with a foreign language testing context. Since the type of listening task has considerable effect on the performance of field-dependent and field-independent participants in different ways, the result of this study can help the test takers to choose the most appropriate test considering their cognitive styles and also the test designers to provide a test, involving both cognitive styles.

Keywords: Field-Dependence/Independence; Cognitive style; Listening comprehension; IELTS; Listening tasks
Exploring the Relationship between Creativity and Burnout and Their Interaction with Stability and Variability in Class: A Case of Iranian EFL Teachers

Behzad Ghonsooly
Ali Raeesi

Ferdowsi University of Mashhad

Teachers’ levels of burnout and creativity are considered as variables which affect the quality of both teaching and learning in almost any educational context. The present study aimed at investigating the relationship between creativity and burnout among Iranian EFL teachers and their relationship to degrees of class dynamism. In so doing, an exploratory/descriptive study was applied with a sample size of 100 male and female classroom teachers. A survey was given to English language teachers in 11 English language institutes from all over the city of Mashhad. Weak correlations were found between creativity and the two dimensions of burnout, i.e., emotional exhaustion and depersonalization. However, a fairly significant correlation ($r = .371$) was observed between creativity and reduced personal accomplishment. Further, by running two-way ANOVA it was revealed that gender did not influence the relationship between reduced personal accomplishment and the creativity index. As with the qualitative section of the research, the concept of ‘variability around stability’ in the domain of chaos/complexity theory proved to have direct connections with creativity levels of the participants together with a reverse relationship with depersonalization aspect of burnout.

*Keywords:* Burnout; Creativity; Variability and stability in complex systems
Iranian EFL Learners’ Beliefs about the Role of Rote Learning in Vocabulary Learning Strategies

Hossein Shams Hosseini

Department of English, Quchan Branch, Islamic Azad University, Quchan Iran

This study sets out to investigate Iranian EFL learners’ beliefs about the role of rote learning (RL) in vocabulary learning strategies. The focus of the study is Iranian EFL learners’ culturally-influenced beliefs about their preference for RL strategies as opposed to other memory strategies (MSs). Based on the literature, there is a widely held belief that Iranian EFL learners rely on RL and that they are passive learners. This study has four main aims: (1) to promote a concrete understanding of the concept of RL in the literature; (2) to explore Iranian EFL learners’ culturally-based beliefs about their preference for RL strategies; (3) to offer a challenge to widely-held beliefs that Confucian culture is a negative influence on learning; (4) to offer guidance to EFL teachers/researchers who are interested in Iranian EFL learners’ memory strategy choice and use.

The data for the study are obtained through three instruments—questionnaires, interviews and an English vocabulary test. The subjects are 100 Iranian learners in the English department at a large university in the Northeast area of Iran. The data are analyzed using descriptive analysis: Kendall’s W, and triangulation. The main hypothesis is that Iranian EFL learners believe that RL strategies are preferable to other memory strategies for learning and memorizing vocabulary. They may hold positive beliefs about RL, because they consider RL strategies to be consistent with traditional Iranian culture and values.

Keywords: Rote learning; Vocabulary learning strategies; Memory strategy
Exploring Sources of English Language Teacher Motivation

Seyyed Mohammad Alavi
Zohreh Mehmandoust

University of Tehran

This study aimed to investigate some sources of motivation of English language teachers in Iranian public and private language schools. To achieve the purpose of this study, a unique Language Teacher Motivation Source (LTMS) questionnaire was developed on the bases of the related literature. The LTMS examined seven sources of motivation, i.e. economic, social, emotional, educational, intrinsic, altruistic, and subject matter motivation. The LTMS questionnaire was piloted and validated. Then, it was administered to 200 male and female EFL teachers who were classified in terms of their academic degrees and their years of language teaching experiences. Both parametric and non-parametric statistical analyses were performed. The results showed that a hierarchy of language teacher sources of motivation as subject matter, altruistic, economic, social, intrinsic, emotional and educational motivation. The sources of motivation were not similar among language teachers. In terms of teaching experiences, there was a significant difference in intrinsic, altruistic and subject matter motivation while there was no significant difference in extrinsic motivation. Moreover, there was no significant difference in the sources of motivation in terms of language teachers’ level of education. It was also found that there was a significant difference in emotional, educational, and altruistic motivation between the views of language teachers in private and public schools. This study suggests authorities to pay close attention to the similar sources of language teacher motivation to improve the quality of English language and support language teachers.

Keywords: Motivation; LTMS; English language teachers
The Fine-tuning of EFL Reading Anxiety Instrument (EFLRAI):
An Exploratory Factor Analysis

Masoud Zoghi
Islamic Azad University, Ahar Branch

Marziyeh Alivandivafa
Islamic Azad University, Science and Research Branch of East Azarbaijan

The EFL reading anxiety instrument (EFLRAI) was originally designed to be applicable across a broad range of EFL reading courses across various disciplines at tertiary education and to provide a common framework for comparative analysis. In this study, the processes of investigating the factor structure of the EFLRAI and its psychometric evaluation will be discussed. Various statistical procedures were employed to explore the factor structure (exploratory factor analysis) and to provide an indication of the internal consistency (reliability) of the measurement instrument. The empirical results emphasized the importance of assuming a multi-dimensional approach to EFL reading anxiety. The study also revealed that Top-down Reading Anxiety, Bottom-up Reading Anxiety, and Classroom Reading Anxiety are important dimensions for measuring EFL reading anxiety. Finally, implication for further research and limitations of the study are provided.

Keywords: Reading anxiety; Exploratory factor analysis; EFL reading; Instrument
Inadequacies observed in static assessment have motivated the emergence of a new approach of assessment and testing in education, labeled dynamic assessment (DA). It is believed that DA provides more accurate information about individuals' learning abilities. The objectives of this paper are to review the drawbacks of static assessment, to present the theoretical foundations of DA, to introduce different methods of applying DA, and finally to discuss advantages and disadvantages of DA.

**Keywords:** Dynamic assessment; Static assessment; Zone of Proximal Development (ZPD)
The Relationship between Emotional Intelligence and the Choice of Reading Strategies of Iranian EFL Learners

Maliheh Khodabakhshi

Hakim-e-Sabzevari University

The major aim of this study was to determine the relationship between Iranian EFL learners’ emotional intelligence (EI) and their choice of reading strategies. In addition, frequency of reading strategies used by learners and their English language proficiency were explored in terms of EI. For this end, a total of 126 participants were chosen from female intermediate and advanced EFL learners of Kish institute in Mashhad and M.A students of Hakim-e-Sabzevari university majoring in English Language Teaching in Sabzevar. A series of instruments were used to obtain the related data including Michigan test of English Language Proficiency (MTELP, 1979), Bar-On Emotional Intelligence Questionnaire (Bar-On EQ-i, 1997) and Strategy Inventory for Language Learning (SILL, 1990). Both structured reading strategy interview and emotional intelligence interview were conducted to gain more insights on learners’ use of strategies, reading habits and their emotional capabilities. The results obtained through Pearson Product-Moment Correlation showed that there were significant positive correlations between overall EI and the choice of metacognitive and affective strategies. On the contrary, no significant relationship was observed between overall EI and the choice of memory, cognitive, compensation and social strategies. It was also found that there was a positive significant correlation between total EI and the frequency of strategies used by Iranian EFL learners. Total EI also correlated significantly with English language proficiency of learners. Subsequent data analysis via regression revealed that total EI is the significant predictor of metacognitive and affective strategies. Moreover, overall EI predicted significantly both the frequency of strategies used by learners and their English language proficiency. The results of interview were also used to support and complement the results obtained through quantitative instruments.

Keywords: Emotional intelligence (EI); Bar-On EQ-i; Reading strategies; SIL; Proficiency
Narrative Intelligence and Learning Strategies

Nahid Royaei
Payam-e-Noor University

Safa Evazzade
Tarbiat Modarres University

The present study aims to investigate if there is any relationship between NI (narrative intelligence) and the kind of strategies used by Iranian EFL learners. To this purpose, 130 students were given the SILL (Strategy Inventory for Language Learning) questionnaire. Also they were asked to write about the story of their first day of the New Year (task1) and look out the strip picture and develop their story in written mood (task2). For measuring task 1 & 2 NIS (Narrative Intelligence Scale) was used. The results of the research revealed that there is a significant correlation between students NI scores and the patterns of their strategy use. Moreover, finding from Step-wise Regression Analysis indicated that Generation, Emplotment, and Thematization are best predictors of memory, metacognitive and compensatory, and cognitive strategies respectively. Finally, the results were discussed in details and implications were provided.

Keywords: Narrative intelligence; Learning strategies; EFL learners; Regression
On The Effect of Background Knowledge and IQ on Reading Comprehension and Recall Process of a Group of Iranian Advance Students

Mahboobeh Khosrojerdi
Sabzevar Branch, Islamic Azad University, Sabzevar, Iran

The study reported here sought to find further evidence of the role of background knowledge as well as IQ in EFL reading comprehension and recall. The study was conducted in three succeeding phases. First, 90 subjects took the TOEFL test. The results enabled the researcher to select 20 subjects in advance level for the study. In the second phase, an IQ test was administered to measure the intelligence level of the subjects. In the third phase, a questionnaire and four reading comprehension texts were administered. The students were supposed to read the questions on the questionnaire and answer them to decide their level of familiarity with the texts. Then, based on their answers two texts were considered familiar and two unfamiliar. The subjects were supposed to read the texts and write their recalls on a separate sheet of paper. Finally, the recall protocols were analyzed. The result of the t-tests showed that background knowledge had effects on reading comprehension and the recall of the texts. The correlation procedures further showed that IQ and recall were correlated but it was not significant.

Keywords: Background knowledge; Reading comprehension; Recall process; IQ
The Impact of Argumentation on Critical Thinking Ability and Proficiency of EFL Learners

Saeedeh Behrooznia

Islamic Azad University, Mashhad Branch, Iran

The present study investigated the impact of argumentation as a pre-reading strategy on critical thinking (CT) ability and proficiency level of EFL learners. The study used an experimental design with 32 participants in the control group and 38 participants in the experimental one. In so doing, a TOEFL test of proficiency, as well as the ‘Watson-Glaser Critical Thinking Appraisal’ (CTA) was employed to evaluate the students’ proficiency level, and their CT ability. The results of the pretest confirmed the homogeneity of the participants in the two groups regarding their proficiency level; besides, their critical thinking ability. The participants in the experimental group were instructed how to use argumentation strategies and its premises while reading passages. The post test results indicated that argumentation strategies had a positive significant effect on critical thinking ability as well as the proficiency level of the participants. The conclusions and implications of the research have been further pointed out with reference to foreign language teaching context.

Keywords: Argumentation; Critical thinking ability; Proficiency
L2 Learner Interlanguage Pragmatic Development within ZPD Activated Proximal Context

Maoud Rahimi Domakani
Setareh Felfelian
Shahrekord University

Recent models of pragmatic competence (Bachman, 1990; Bachman and Palmer, 1996, 2010) have attracted SLA researchers’ attention to the neglected area of L2 pragmatics, and this has in turn spawned a bulk of research on assessing or teaching second language pragmatics. As to the instructional pragmatics, the related research has attempted to adopt the currently-used instructional models, such as explicit instruction or task-based instruction, to teaching L2 pragmatics. Yet, further research (such as this study) seems necessary to explore the applicability of Vygotsky-inspired ZPD-based models of instruction to the teaching of L2 pragmatics in proximal contexts. This study focused on the ZPD-based proximal contexts of equal and unequal peer interactions in comparison to the traditional modes of teaching. The participants’ performance was measured before and after the instruction using Discourse Completion Tasks. The results revealed that the ZPD-activated context facilitated and accelerated the student’s interlanguage pragmatic development. It is worth mentioning that learners found pragmatic instruction in ZPD-activated context beneficial and valuable. All in all, the result indicates the important role of ZPD-activated context in students’ interlanguage pragmatic development.

Keywords: Pragmatic competence; Interlanguage pragmatic development; Zone of Proximal Development (ZPD); ZPD Activated Proximal Context; ZPDbase Model
The Major Demotivating Factors among Iranian High School Learners

Parviz Alavinia
Reza Sehat
Urmia University

Only quite recently has the concept of demotivation (as a partially neglected facet of motivationally-oriented investigations) come to the foreground of attention of researchers and educationalists interested in psycho-affective foundations of learning. Though literature on psycholinguistic underpinnings of learning is laden with varied probes into different pedagogical aspects of motivation, and thereby lack of it, studies directly attending to the notion of demotivation still suffer from a considerable paucity. Thus, the researchers in the current study set out for a partially full-fledged journey through the main underlying reasons for the EFL learners’ demotivation. To come up with satisfactory answers to the major research question of the study, which tried to grapple with the demotivational bases of learning among Iranian EFL learners, a sample of 165 students from Maragheh high schools were selected as the participants of the study. The process of data collection and analysis was mainly carried out through the administration of a 50-item Likert scale demotivational questionnaire, and running t-test, chi-square, and one-way ANOVAs. The findings of the study revealed no significant difference among the classes, except for the items related to the effect of teacher’s personality and behavior, learners’ experience of failure and learners’ lack of success.

Keywords: Demotivation; Motivation; Demotive
Linguistics and Language Learning/ Teaching
Language Teaching and Iranian EFL Learners: 
Restrictions in Verb Selection and Errors

Marziye Rabieefar  
Payam-e-Noor University, Rasht Branch

Rajabali Askarzadeh Torghabeh 
Ferdowsi University of Mashhad

Iranian students, who learn English as a foreign language, make mistakes and errors in learning the skills of the new language. This paper tries to have a review of concepts and theories concerning error analysis and presents types of errors in which Iranian EFL learners make. It focuses on error analysis and studies written errors through subcategorization frame in Iranian EFL learners in elementary and intermediate levels. Seventy students from different institutes were asked to translate some sentences into English. The aim of this study is to find out whether lack of L2 subcategorizational information will cause errors in production of L2 and if increasing proficiency level eliminates the errors. Findings of this study is supposed to confirm that lack of L2 subcategorizational information would be a major cause of errors which are highly affected by proficiency level.

Keywords: Error analysis; Subcategorization; Iranian EFL learners; Proficiency level
The Effect of an Output Packet Practice on the Proceduralization of Grammatical Knowledge

Mehroos Fakharzadeh
Manijheh Youhanaee

Isfahan University

This study investigates the effect of a packet of practice tasks on the acquisition of English modals. The acquisition is measured in terms of evaluating the comprehension and production proceduralized skills. A pretest posttest and delayed posttest design was used where the procedural knowledge was specifically operationalized through the groups’ performance on a timed grammaticality judgment test, and a timed completion test. Two intact classes of intermediate EFL learners at Sheikhbahae University were randomly assigned to a treatment group and a control group. The treatment group, here the output group (n= 27) received a) explicit grammar instruction, b) a combination of three output tasks including dictogloss, individual text reconstruction, and L1-L2 translation, and c) preemptive/ reactive feedback. The control group (n= 25) were just exposed to the identical texts trough listening and reading tasks followed by some questions which were irrelevant to the target structure of the study. Results showed that on the posttest, administered 10 days after the last treatment session, the output group outperformed the control group in both measures of procedural knowledge. Forty days later, the output group’s performance was still significantly better than that on the pretest. This group also succeeded in retaining its outperformance on both measures of procedural knowledge delayed posttest in comparison to that on the posttest. The results may help language teachers design more effective activities for the learners considering the institutional constraints.

Keywords: Modals; Acquisition; Procedural knowledge
The Conceptualization of Fruit/Vegetable Distinction in Farsi and American English: A Contrastive Pragmatic Approach

Golnaz Jamalifar

Islamic Azad University, Khorasgan Branch

The insight of this research study comes from the confusion of fruits and vegetables distinctions. Using the prototype theory, this study aimed at finding the prototypes for fruits in Iranian and American societies. This research paper also worked on class as a social factor, geographical location and their probable effect on such categorizations. It also investigated the class categorization of watermelon and cucumber in both societies. And finally reasons for conceptualizing three kinds of fruit in both societies were investigated. To accomplish the objectives a questionnaire was designed in Farsi and English for Farsi Native Speakers and English Native speakers. From each target population a convenient sample of 28 were selected. The results revealed that prototyping is different for Iranian and American English speakers. It also showed that factors like social class and geographical location have effect on such categorizations. It showed that watermelon and cucumber categorizations in both speech communities were the same. Both groups agreed upon the fact that travel, the country you come from, export and import are all variables that can help you to conceptualize quince, date and lychee.

Keywords: Prototype theory; Conceptualization; Fruit and vegetable distinction; Contrastive pragmatic approach
Scaffolding a Generic-based Approach to Narrative Writing in Freshman Iranian EFL Learners

Marjan Abbasian

Islamic Azad University, Khorasgan Branch

Freshman students often have a partial control on their English writing and they often try to trust in their teachers to develop the linguistic resources necessary to express themselves effectively. Generic-based pedagogies have been developed which focus on learners’ language needs as well as explicit and systematic explanations of the way language functions in social context. One of these approaches, according to Halliday & Matthiessen’s (2004) specify the discourse and grammatical structures typically used in different social activities in which linguistic elements are subtly selected for material and particular social goals. However, few studies have investigated the effects of genre-based pedagogy on students’ writing development. The present study addressed the need by evaluating the functional approach to genre in an EFL composition course in Isfahan as college freshman students learned how to write a narrative text. The participants were 26 English major freshmen in the freshmen composition course in Islamic Azad University, Khorasgan branch. Results indicated that students’ essays exhibited large pre- to posttest gains in specific rhetorical moves (i.e. character’s problem illustration and struggle identification), in content development, in textual coherence and in language usage. These results confirmed the findings of previous studies on advanced L2 learners that explicit knowledge of genre sharpens students’ awareness regarding the content, organization and language use to generate the target genre.

Keywords: Genre; Narrative; Genre pedagogy; Systemic functional linguistics
Use of Different Cohesive Devices as a Discursive Mechanism in Different Genres: A Corpus-based Study

Ahmad Agha Ebrahimian
Allame Tabataba’i University

Sentences and words are not isolated, self-containing meaning-carrier entities which are to transfer meaning among interlocutors. Instead their functions and meanings are bind strongly to their rules in the texture of their surrounding text. They form an overall meaning out of a piece of text by making a series of semantic connections among themselves and other constituents of such a text. The way these constituents bind together is of interest of cohesion and coherence and how these two syntactic properties of a text act as a discursive device to foreground or background a chunk of text within a discourse is of interest of this study. This study aims to investigate the use of cohesive devices in two distinct genres and postulates based upon their different characteristics that the pattern of this usage should be deferent in these two genres. But first of all it is interested to prove that the density and multiplicity which is formed by embedding different cohesive devices in a text leads to strengthen the above mention semantic connection which itself leads to foreground a sentence in a text. For this aim after a brief review on the literature, these cohesive devices were introduced and extracted from an authentic corpus and then based upon these findings some results were extracted. This study shows that there is no meaningful distinction between different genres in terms of the use of cohesive devices. But it shows that cohesive devices do act as an important discursive device to highlight and emphasize on an idea in texts.

Keywords: Cohesive devices; Discursive devices; Genre analysis; Semantic network
Teaching Technical Words through Diglot Weave Technique to ESP Students

Sadegh Shariatifar
Zahra Masoumpanah

Technical and Vocational University, Khoramabad

This study was conducted to investigate the effect of teaching technical words through diglot weave technique on ESP students' technical vocabulary learning. In doing so, 60 female students majoring in Electronics at Technical and Vocational College for girls in Khoramabad were selected as the participants of the study. They were chosen based on their scores in General English course that ranged from 15 to 20 out of 20. They just took Technical English course (2 credits) in the first semester of the academic year of 1390-91. At the beginning of the term, a pretest was administered in both groups to make sure that the participants didn’t know the technical words. Then, they were randomly divided into two groups, namely experimental and control groups. The technical words were taught by the same teacher to the experimental group through the use of diglot-weave technique while the same words were taught to the ones in the control group through the conventional method common in Iranian ESP settings (i.e. translation). At the end of the term, the researcher administered a post test, validated and piloted before, which consisted of two parts: 30 multiple choice and 30 matching items on technical words. Then, a t-test was run to compare the significance of the difference between the means of the two groups. The findings revealed a significant advantage of using diglot weave technique over the conventional method of translation in teaching technical words to ESP students.

Keywords: Diglot weave; Technical words; ESP students
Language serves as an appropriate medium of interaction for society and society is a matrix in which the language is emerged so they have very close relationships. The terms bilingualism, language shift and language choice can indicate that in certain conditions different varieties of language are used. The way society members choose varieties of a language or switch toward another code can determine the influence of social factors on language choice (Freidoni & Jahandideh, 2010). A fact which is proven to be true states that the third generation of people who migrate to a different society have a predominant pattern which is to use -only- the spoken language of that particular society. Some of the factors influencing this pattern are: ethnicity, education, non-native parents and mixed languages. However, it seems to be of a different case with the Armenians in Iran- exactly the same factors seem to be helping Armenians maintain their bilingualism. After Tehran, Isfahan has got the second rank regarding the density of Armenian population. After approximately 400 years of the arrival of their first generation to Iran, we can still see that Armenians remain bilingual. According to our data analysis and the results obtained from questionnaires –distributed among 60 participants from different generations– the major factor which keeps younger generations of Armenians from quitting their mother tongue is that they actually value the factors which estrange other immigrants from their mother tongue as the means to characterize their ethnicity, originality and culture.

Keywords: Bilingualism; Language change; Language choice; Armenians; Social factors
The Effect of EFL Learners' Sleep Patterns on Their Application of Metadiscourse Features in Writing Academic Essays

Zeinab Sadat Nasseri
Ali Akbar Jabbari

Yazd University

Although the learner is the most crucial factor in language learning curriculum, it is sometimes the most forgotten one as well. Among all factors influencing the learner, his/her brain status plays a crucial role in any aspect of language learning, namely learner’s written production. Therefore, the complex process of language learning definitely requires well prepared brain mechanism (Jacobs & Schumann, 1992). The sleep pattern is considered as one of essential factors influencing brain functioning in essay writing. The present study sought to investigate the effect of learners’ sleep patterns on their interpersonal uses of language in academic essay writing. A total number of 30 male and female students majoring in English from different language faculties at Yazd University participated in this study. The instruments utilized in this study were a) a sleep status questionnaires to identify EFL learners’ sleep patterns, and b) Hyland’s (2004) model of metadiscourse taxonomy to analyze the corpus of 30 academic essays in terms of their metadiscourse features. To analyze the data collected, the results of learners’ sleep status questionnaire were compared with their application of metadiscourse features in their essays. The obtained data were subjected to correlation formula. The results showed that the more regular the sleep patterns of EFL learners, the more their application of metadiscourse elements in academic writing. Hence, the findings of this study indicate that if the language learners are deprived of enough night sleep, their brains will be incapable of effectively performing the writing task.

Keywords: Metadiscourse; Brain functioning; Sleep patterns; EFL
A Comparative Analytic Study of Metadiscourse Markers in the Master's Thesis

Atefe Sadat Mirshamsi
Hamid Allami
Yazd University

Metadiscourse markers are considered as a universal aspect of language. They help writers make coherent and reader-friendly texts. A considerable number of studies have been recently conducted on metadiscourse markers in various academic texts. The present paper aims to compare and contrast the use of metadiscourse markers in the discussion and conclusion sections of the Master's thesis of three categories: native (Iranian) speakers of Persian (L1), native (British) speakers of English (L1) and non-native (Iranian) speakers of English (L2). Following Hyland's (2005) metadiscourse taxonomy, a corpus of thirty Master's thesis was investigated per 4,000 words in a search for metadiscourse markers (both interactive and interactional). The results of the study indicate a significant difference between the distribution and types of metadiscourse markers in the three groups, which may result from cultural differences between them. This study may entail implications for teaching English as a foreign language as well as writing improvement in educational institutions.

Keywords: Metadiscourse; Cross-cultural; Master's thesis; Native vs. non-native; L1 vs. L2
The Contrastive Analysis of English and Kurdish Intonation Patterns and Its Effects on the Kurdish Speaking Students in the English Intonation Patterns in Iran

Hadis Parsa Mollaghi
Nouroddin Yousofi

Razi University of Kermanshah

This research tried to investigate the contrastive analysis exist between the English and Kurdish intonation patterns and the effect of Kurdish-speaking students’ first language in speaking English. The effect of first language always makes the EFL students face challenge in learning the second language, finding the areas of difficulty in any aspect of first and second languages can help us to overcome such barriers in second language learning. Intonation is one of the important suprasegmental aspects that maybe influenced by the first language system. The researcher tried to consider the effect of Sorani Kurdish which is spoken in a large area in Iran and Iraq, namely, Kermanshah, Sanandaj and Soleimaniyeh provinces so as to see whether there are differences between Kurdish and English language intonation patterns and its influences on students’ intonation when speaking English. The selected features between the two languages was defined in the paper briefly and then compared and contrasted together. And also the data was collected through precise voice recording and interview from the Kurdish-speaking students who are studying English language in Razi University. These differences between the students’ mother tongue and the second language especially in the language articulation area may lead the EFL students to fossilization wrong of pronunciation and intonation patterns. By helping the students with different first languages, such as Kurdish and Turkish, we can assist them to articulate the English pronunciation and intonation patterns correctly.

Keywords: Kurdish intonation pattern; English intonation Pattern; Contrastive analysis
The present study is an attempt to determine the degree to which English articles are problematic for Iranian learners. The study also aims to test Ionin’s (2003) Fluctuation Hypothesis which predicts that learners will fluctuate between the two settings of ‘definiteness’ and ‘specificity’ especially at the lower levels of proficiency. This fluctuation is predicted to end when learners are exposed to a sufficient amount of input. Forty three college students at three different levels of grammatical knowledge (elementary, intermediate, and highly advanced) took part in the study. Fifteen native American speakers were also included in as the control group. A grammaticality judgment test was used for data collection. The test consisted of 122 items that were designed to test every possible use of the articles in English. The results showed that Iranian learners had persistent problems with the definite article. While they could catch up with native speakers in the use of the indefinite article once they were at a high level of grammatical knowledge, they were still unable to use the definite article in a native-like fashion. Regarding the second research question, the elementary learners in our study did show fluctuation in their performance over the specific context as opposed to the non-specific one; thus, providing further support for Ionin’s fluctuation hypothesis. This study may have implications for the teaching of English articles to Iranian learners. For one thing, we found out that such learners are eventually able to use the indefinite article in contexts where a native speaker would use it. Still another, considering the fact that Persian lacks an overt definite article, it is possible to suggest a method for teaching the definite article which takes the first language features into account.

**Keywords:** Definiteness; Specificity; Article choice parameter, Fluctuation hypothesis
Lecturing is considered as an inevitable part of teaching practice in higher education. In non-native universities, lecturers need to be trained explicitly in how to use discourse markers (DMs) to make their speech comprehensible. To our knowledge, few research works focus on the pedagogical aspects of the use of these devices to make the unity and coherence of the speech explicit. This paper aims at comparing the English and Iranian EFL lectures’ use of discourse markers to identify the frequency of use and various types of discourse markers by means of a corpus linguistics analysis. For this purpose, a corpus of ten spoken lectures, half (5 North-American English lectures, NAC) taken from MICASE (Michigan Corpus of Academic Spoken English) and the other half (5 Iranian EFL lectures, IC) recorded at Najafabad Azad University, Isfahan, Iran is used. For analysis, the classification model proposed by Bellés-Fortuño (2006) was employed. The independent variable for the analysis was the language background of the lecturers and the dependent variable was the frequency rate of each pre-established marker in the two sub-corpora. Results of this comparative analysis showed that DMs were used more in the IC than in the NAC. An overall view on individual categories represented that micro-markers have got the highest rate in contrast with macro-markers and operators. This indicated that lecturers in both sub-corpora tended to express logico-semantic relations in their lectures explicitly. As a result, it could be said that in the discourse of lectures there was a need to convey lexical and descriptive meaning by using micro-markers. Analyzing collocational DMs illustrated that micro-markers tended to cluster with other markers more than macro-markers or operators. The reason could be due to the fixed and less variable structure of micro-markers, in contrast with the unsteady and less permanent structure of macro-markers.

**Keywords:** Corpus linguistics; Discourse markers; Micro-markers; Macro-markers; Operator
Emergentism is the name that has recently been given to a general approach to cognition that stresses the interaction between organism and environment and that denies the existence of pre-determined, domain-specific faculties or capacities. Emergentism offers itself as an alternative to modular, ‘special nativist’ theories of the mind, such as theories of Universal Grammar (UG). However, providing a critical analysis, the present paper argues that emergentism and connectionism proposals suffer from significant shortcomings both at the theoretical and methodological levels. Providing the following criticisms as 1) False neural advertising; 2) Unjustified backpropagation; 3) Catastrophic forgetting; 4) No mental representation; 5) Gradualism; 6) Distributive fallacy; 7) Pseudo-learnability; 8) Training independence; 9) Encapsulation; 10) Innate representation; and 11) Explanatory burden of an emergentist account, the present paper reasons how both emergentism and connectionism failed to take into account Chomskian theory of UG and the notion of poverty of stimulus argument. Moreover, the present paper tries to corroborate the legitimacy of Chomskian theory of language acquisition and provide a supportive position in this regard.

Keywords: Emergentism; Connectionism; Nativism; UG
Impoverished Input vs. Degenerate UG: Rethinking Theories of First Language Acquisition and Seeking Implications for Second Language Education

Amin Naeimi
Department of English, Yazd Branch, Islamic Azad University, Yazd, Iran

Mohammad Amin Mozaheb
Young Researchers Club, Tabriz Branch, Islamic Azad University, Tabriz, Iran

Mainly inspired by Chomsky, Forder and Pinker, nativists put an end to the scientific predominance of empiricists by underpinning the existence of an innate predisposition as the source of linguistic competence. Nativists persuasively emphasized the limitations of the primary linguistic data available to the child as impoverished. Prone to challenge, yet, they were as social interactionists revealed important issues missed in nativists’ arguments as how, and whether, Language Acquisition Device (LAD) suffices in imbuing us in the course of language acquisition. Although interactionists have also been criticized as not precisely specifying the role of external and internal factors in language development, their contributions worth the effort of a careful scrutiny which certainly proves useful in yielding insights for second language teaching and learning. As such, the present study is aimed to recast the heated issue of first language acquisition as taken hold by various, sometimes sharp, pendulum swings in linguistics, psychology and education. The study, specifically, evaluates influential studies on the role of the triggering input and the genetically determined learning capacity.

**Keywords:** UG; Input; First language acquisition
Processing English Compound Words by Persian L2 Learners

Mahshid Taheri
Mohammad Javad Rezai
Yazd University

Investigating compound words, which are frequently occurring in all languages, yet their interpretation needs extra – linguistic information, has long been the topic of interest in psycholinguistic studies. A variety of models have been proposed concerning the lexical representation of compound words. “Maximization of computational efficiency”, based on which compounds are stored in the mental lexicon as whole items. “Maximization of storage efficiency”, which claims that compounds are stored as a combination of morphemes in the mental lexicon, and “Maximization of opportunity” in which known compounds are stored as whole items, whereas unknown ones are stored and retrieved by their constituents. The present research was carried out to investigate the role of semantic transparency in the processing of two – word English compounds by Persian L2 learners. In particular, this study is an attempt to present a model of lexical representation for compounds in the mental lexicon. To this end, 30 advanced Persian learners of English were selected to participate in a self-paced-reading task. The participants read 140 sentences including 60 sentences containing two-word compounds and 80 fillers on the monitor screen. The reaction times of the participants were recorded using E-Prime software package. The initial results showed that semantic transparency of constituents in compound words influences the reaction time of the participants. The result of this study can be in line with “Maximization of opportunity” model, with regard to the lexical representation of two-word compounds.

Keywords: Compound words; Maximization of computational efficiency; Maximization of storage efficiency; Maximization of opportunity
The Effect of Teaching Critical Reading through Critical Discourse Analysis on High School EFL Learner's Reading Comprehension

Naser Rashidi
Roghayeh Asgharzadeh

Shiraz University

This study tried to demonstrate the impact of critical reading through critical discourse analysis on reading comprehension ability of the female high school learners in Kermanshah. To do this, a proficiency test of forty items chosen from the book series by Tajik (2005) was administered to 100 students, and 50 of them who got the highest scores were randomly divided into two homogeneous classes. The control group class was taught reading through the traditional approach, and the experimental group class through the critical reading approach based on a model provided by Cots (2006). Three intermediate level reading comprehension texts were chosen from Selected Reading by Linda Lee and Eric Gundersen (Oxford University Press, 2001). The subjects were given two reading comprehension tests to test the effect of the treatment. The subject's performance on the tests was analyzed by the use of an independent t-test. The results showed that the experimental group scored significantly higher than the learners from the control group.

Keywords: Critical reading; Critical discourse analysis; Reading comprehension
A Reexamination of the Ontology and Epistemology of Formulaic Language Units

Hesamoddin Shahriari Ahmadi

Ferdowsi University of Mashhad

Research into the nature of formulaic language has been conducted for many years, and countless papers and edited volumes have been dedicated to this area of language. However, almost all discussions on this topic address the disagreements among specialists in defining, and even naming, the construct in question. The considerable rate of attention directed towards these units is indicative of their existence, and pivotal role in language use; however, the lack of a clear and coherent operational definition suggests that further attempts are needed to arrive at a consistent interpretation of this unit of language. The present paper argues that the way formulaic sequences are defined is closely related to the method through which they are extracted from a corpus. That is to say, one possible reason underlying why there are so many different definitions of language formulae is that we are depending on different methods of analysis. In this presentation, the most common methods of extraction and the resulting units are reviewed and a detailed discussion into the close link between the ontology and epistemology of formulaic units will be presented.

Keywords: Formulaic units; English language; Epistemology of formulaic language
Focus on Syntactic Systematicity: Developmental Sequences of Negation

Mostafa Morady Moghaddam
University of Tabriz

Jalil Salari
University of Guilan

This study aimed at investigating the developmental sequences of negation sentences in EFL learners of Persian. To this end, two kinds of questions were given to learners to find out the patterns of negative structures. The first one was a production test which was given to learners through writing and they were required to write about the topic in which making negation sentences was a prerequisite. Another test was a multiple-choice test in which negation structures were tested. The results showed that learners’ developmental sequence of negation is different regarding the way they accomplish comprehension and recognition tests. Through these findings, it was revealed that learners show different stages in negation irrespective of what the literature proves. We can conclude that negation may not be distributed equally to all proficiency levels universally.

Keywords: Syntactic systematicity; Interlanguage; Developmental features; Negation
Inferential Demands of Different Anaphoric Ties in Expository Texts: Anaphoric Resolution among Undergraduate EFL Learners

Zohreh Yousefvand
Ahmad Reza Lotfi

Young Researcher Club, Khorasan Branch, Islamic Azad University, Khorasan

Reading skill is crucial since so much of what is needed to be known, especially in academic context, is communicated via the written mode. Accordingly, one of the major concerns of teachers particularly in second/foreign language setting is reading comprehension practice. Graesser, Millis, and Zwaan (1997) stated that understanding a text consists of constructing a coherent representation of its content. To do so, readers have to understand the relations, which exist between different parts of a text. According to Vonk and Noordman (1990), the computation of this implicit information is referred to as inferencing. An important aspect of this inference making process is anaphoric resolution. This enables the readers to identify anaphoric devices and trace them back by finding the appropriate antecedents, and by doing so integrate new information with given information. In this study, anaphoric resolution is defined as a reading strategy, which is used by readers to interpret the anaphoric devices that have the same meanings as other elements in the texts (Paterson, Sanford, Moxey, & Dawydiak, 1998; Walsh & Johnson-Laird, 2004). A typical problem in the resolution of anaphoric devices is the presence of more than one candidate for the antecedents of the anaphoric devices. Through reviewing the related literature, the present study supposes that anaphoric devices occur on a continuum based on their hierarchy of difficulty (Kaiser, Runnerb, Sussmanc, & Tanenhausd, 2009).

Keywords: Anaphoric devices; Anaphoric resolution; Inferential demands; Expository texts; Language proficiency
Psychometrics and Language Learning/ Teaching
Different Stakeholders' Transformative or Reproductive Practices in Relation to the Impacts of High-stakes Testing Practice in Iran

Azizullah Mirzaei
Nooshin Tanbakooei
Shahrekord University

Messick's conceptualization of consequential validity and the advent of critical language testing have raised a critical awareness to scrutinize the educational, social impacts of high-stakes testing practice on tests takers’ future careers and lives, on the one hand, and the stakeholders’ actions that perpetuate or transform these impacts and the testing status quo, on the other. This critical impact study set out to explore the transformative or reproductive practices different stakeholders (e.g., EFL teachers, learners, and parents) carry out in relation to the detrimental impacts of the Nation-wide University Entrance Test (NUET) in Iran in and out of EFL classrooms. The participants were 60 EFL teachers, a random sample of 180 pre-university students, and 15 parents in Isfahan, Shahrekord, and Tehran. A triangulation approach, using multi-faceted questionnaires for EFL students and teachers, a classroom observation checklist, and semi-structured interviews, was adopted to collect the data. The interpretation of the quantitative and interpretative analyses of the data attested to the reproductiveness of the stakeholders' NUET-related practices in Iran. That is, EFL teachers' and (last year) high school students’ actions and practices mostly reproduced the negative impacts of the NUET by teaching and learning to the test, practicing test-taking techniques, not using authentic materials, reviewing the previous NUET items, and using them in final/midterm test and quizzes. Finally, it is suggested that NUET stakeholders have to redefine their pedagogical practices in a way that will be able to transform the high-stakes testing situation and the related hazardous test impacts and result in fairer learning-oriented language assessment.

Keywords: NUET; High-stakes testing; Transformative practices; Reproductive practices
Language Tests’ Power and Class Management

Kioumars Razavipoor
Lorestan University

Akbar Abbasi Bagherianpoor
Valiasr University of Rafsanjan

On a macro level, tests have long served to promote the agendas of the powerful: politicians, bureaucrats, policymakers, educational authorities, etc. The emergence of the critical language testing field showcases the significance of language tests in exerting power and control (Shohamy, 2001). Tests can go so far as to establish de facto models of language proficiency in societies (Pishghadam & Kermanshahi, 2012). Despite attempts that have been made to uncover and expose the way language tests are frequently abused and misused to give voice to certain ideologies through silencing others, little has been done to examine how the power of language tests is drawn upon at local levels, i.e., classrooms. This paper constitutes an attempt to see the extent teachers resort to the power of their tests and their scores to establish discipline and maintain their authorities in their classes. Data for the study come from interviews and a couple of questionnaires. Results show that frequent but varying uses are made of tests’ power by teachers and professors to maintain order and discipline. As the stakes of tests go higher, i.e., in contexts where fail and pass have financial consequences, more use is made of the power of test scores for classroom management. Moreover, where little importance is accorded to test scores teachers complain of their threatened authority and lament the old good days. Finally, individual teacher characteristics seem to act as confounding variables in determining the way tests’ power function as tools at the disposal of teachers in handling their classrooms. The ethical nature and the legitimacy of wielding test score power for the purpose of control and management are further discussed.

Keywords: Tests’ power; Score power; Classroom management; Language tests
Examination has been an important issue in Iranian universities, among which medical schools are not exceptions. With the new trend of the international campuses emerging, some students have shown concern about the exams that are in English. This provided incentive for the present study to investigate the students’ exam anxiety in the international branch of Shiraz University of Medical Sciences. 139 students from three majors of medicine, dentistry and pharmacy participated. PHCC Test Anxiety Questionnaire (Nist & Diehl, 1990) was used, the reliability of which was measured 0.9. The students’ anxiety was checked in three modes: a) classes and tests are both in Persian, b) classes in Persian while tests in English, and c) classes and tests are both in English. The students’ gender, major, and the year of entrance were considered. Data were analyzed using Friedman and Mann Whitney tests. The results indicated that anxiety levels in three modes were significantly different; that is, the students had the highest anxiety in the third mode while having the least anxiety in the first mode. As to gender, male and female students’ anxiety did not show a significant difference. Inter-major analysis revealed a significant difference, however. In all three modes, pharmacy students had the highest level of anxiety, while the dentistry students suffered the least. The year of entrance showed no significant impact on the students’ anxiety. With regard to the mentioned result, it is concluded that language of instruction and examination can be a source of exam anxiety which may influence the students’ scores. Decisions, therefore, need to be made to alleviate exam anxiety. The findings of this study are of help for curriculum designers, educational planners, university students, professors, and all engaged in higher education affairs.

**Keywords:** Exam anxiety; Language of instruction; Language of examination
Investigating Academic Discipline Bias in UTEPT

Seyyed Mohammad Reza Amirian

Hakim Sabzevari University, Iran

The purpose of the present bias study was to detect the items performing differentially in the University of Tehran English Proficiency Test (UTEPT) using Mantel-Haenszel (MH) method. The participants of the study consisted of 1550 test takers with humanities and science and engineering academic backgrounds. MH method, as one of the most popular DIF detection methods, was employed to examine whether test taker’s academic discipline resulted in their differential performance. After identifying DIF items, a content analysis of the items with substantial effect size was conducted in order to uncover the underlying sources of the differential performance of DIF items. The findings of the study revealed that, overall, 13 items exhibited DIF. Moreover, the content analysis of DIF items with sizable magnitude demonstrated that only 4 items displayed academic discipline bias. As a result, it is concluded that UTEPT is fair to both humanities and science and engineering.

Keywords: Item bias; DIF; DIF effect size; UTEPT; MH
Double-Track True/False Items: A Viable Method to Measure Reading Comprehension?

Purya Baghaei
Islamic Azad University, Mashhad Branch

Omid Salavati
Semnan University

True-false (T-F) technique is an objective test format which can be considered a special type of multiple-choice (MC) format, i.e., MC with only two options. One of the advantages of T-F items is that, due to their ease of construction many TF items can be written and administered in a short period of time. Thus, T-F items tend to be used when a great deal of content has been covered, T-F questions take less time to construct, and scoring is easier with T-F items. The main disadvantages of T-F format is that they allow for a high degree of guessing. In fact the chances of guessing on a T-F item are 50% while on an MC item are 25%. In order to reduce the chances of guessing on T-F items a new scoring rule is suggested and examined for psychometric quality. Pairs of T-F statements are put together as one item and it is stipulated that test-takers have to get both statements right to get a point on the item. This procedure reduces the chances of guessing the correct answer to 25%, as much as the chance probability in a 4-option MC item. The procedure is named double-track true-false items. Eighty T-F statements (items) were written based on five reading comprehension passages. The 80 items were put in 40 double-track T-F items, putting two T-F statements in each item, and was given to 53 undergraduate students of English. The data were analyzed with the dichotomous Rasch model. Results showed good fit of the data to the model and good reliability indices. In a subsidiary analysis the data were analyzed with the Rasch partial credit model. That is, when the examinees got one of the T-F statements in an item right they were given a 1 and when they got both right they were given a 2. When none of the statement was right they were given a 0. This analysis yielded a slightly higher reliability and similar model-data fit. The results showed appropriateness of double-track true-false items for measuring reading comprehension of adult EFL students.

Keywords: True-false technique; Double-track true-false items; Rasch model
Assessment Practices: An Examination of Teachers' Perceptions of Classroom-based Language Assessment

Masoomeh Estaji
Allameh Tabataba’i University

Classroom-based language assessment is an integral part of language instruction where the teachers, as “agents” (Rea-Dickens, 2004), are the ones responsible for facilitating student learning and obtaining information about their progress and achievement. This study aims to investigate teachers’ perceptions, beliefs, and their practice with respect to classroom-based English language assessment; hence it examines the teachers’ current working principles of assessment and their practices. Four stages in teachers’ classroom-based assessment were examined; planning, implementation, monitoring, and recording and dissemination. A questionnaire was developed reflecting these stages; its findings were analyzed statically and qualitatively. Further, qualitative data was also collected and analyzed through interviews with volunteer participants. The results of the study revealed that the teachers hold and exercise their own firm beliefs regarding classroom-based assessment, and have a good knowledge of assessment or testing principles. It was found that teachers’ beliefs in language learning, their understanding of learning goals, their preconceived ideas regarding students, and their prediction of the students’ performance in the target language use domain influenced both their approach to planning assessment procedures and the actual implementation of assessment practices. Assessment “capacity” or “competence” has also been identified as a factor that affects teachers’ assessment practices, and the importance of language teachers’ professional training and development in assessment has been raised. However, it became evident that the teachers were constantly developing their skills and knowledge regarding assessment in order to address any possible challenges or tasks given to them. Finally, certain areas needing further investigation were identified.

Keywords: Language assessment; Teacher perceptions; Language learning
Do Different Stakeholders’ Actions Transform or Perpetuate Deleterious High-Stakes Testing Impacts in Iran?

Azizullah Mirzaei
Mahmood Hashemian
Nooshin Tanbakooei

Shahrekord University

Messick’s conceptualization of consequential validity and the advent of critical language testing have raised a critical awareness among L2 practitioners to scrutinize the educational, social impacts of high-stakes testing practice on tests takers’ future careers and lives, on the one hand, and the stakeholders’ actions that perpetuate or transform these impacts and the testing status quo, on the other. This critical impact study set out to explore the transformative or reproductive practices different stakeholders (e.g., EFL teachers, learners, and parents) carry out in relation to the detrimental impacts of the Nation-wide University Entrance Test (NUET) in Iran in and out of EFL classrooms. The participants were 60 EFL teachers, a sample of 319 pre-university students, and 15 parents in Isfahan, Shahrekord, and Tehran. A triangulation approach, using multi-faceted questionnaires for EFL students and teachers, a classroom observation checklist, and semi-structured interviews, was adopted to collect the data. The interpretation of the quantitative and interpretative analyses of the data attested to the reproductiveness of the stakeholders’ NUET-related practices in Iran. That is, EFL teachers’ and (last year) high school students’ actions and practices mostly reproduced the negative impacts of the NUET by teaching and learning to the test, practicing test-taking techniques, not using authentic materials, reviewing the previous NUET items, and using them in final/midterm test and quizzes. Finally, it is suggested that NUET stakeholders have to redefine their pedagogical practices in a way that will be able to transform the high-stakes testing situation and the related hazardous test impacts and results in fairer learning-oriented language assessment.

Keywords: Consequential validity; Critical language testing; Impacts of high-stakes tests; stakeholders; Transformative or reproductive practices
If we are to profoundly enhance education, it will require engaging students and getting them to think meaningfully and strategically about learning. Student-centered learning is an approach towards achieving this goal and portfolio development as a form of constructivist learning appears to show the greatest promise in enhancing diverse dimensions of learning and promoting learner engagement. A pretest [treatment] post test comparison group study was designed to investigate the effect of portfolio construction on EFL learners’ reading comprehension and engagement. For the purpose of this study two groups of English Literature students were given a TOEFL test and the results indicated the homogeneity of the groups (t value = 0.960). Therefore, they were randomly assigned to comparison and experimental groups. The comparison group was taught in the traditional teacher-centered manner and the experimental group (learner-centered) was given guidelines regarding portfolio development. The student developed portfolios were assessed by themselves, their classmates and the teacher in the middle and at the end of the course. At the conclusion of the term, a reading comprehension test based on the assigned textbook was administered and the results of a matched t-test (t value = 5.37, p < 0.001) indicated higher scores for the experimental group (Mean = 19.69, SD = 2.35) as compared with the comparison group (Mean = 17.07, SD = 1.86). An engagement questionnaire (including academic, behavioral, and affective engagement) was distributed among learners of both groups and the results of a matched t-test (t (122) = 3.57, p < 0.001) indicated higher engagement in the experimental group (Mean = 48.43, SD = 14.43) as compared with the comparison group (Mean = 39.91, SD = 11.71). The study came to the following conclusions: Portfolio construction increased students’ understanding of what, why, and how they learned throughout their studies; therefore, they are recommended as pedagogical tools in advancing learners’ comprehension and engaging them more profoundly in the learning process.

**Keywords:** Reading comprehension; Portfolio assessment; EFL learners
Every year, an exorbitant number of candidates enroll on preparatory courses for international high-stakes English language proficiency tests such as IELTS and TOEFL to prepare themselves to take the test for occupational, academic and other high-stakes purposes. IELTS, as the world’s proven English test, is taken by over 1.4 million candidates worldwide annually. Therefore, gaining an insight into the factors causing score variations on IELTS is of paramount significance for those involved in this internationally recognized test, specially for candidates who have always been striving for better band scores, researchers, teachers, institutes holding the test preparatory courses, etc. Thus, the current study was an attempt to investigate the relationships among selected cognitive characteristics of Iranian IELTS test-takers and their language performance on an EFL proficiency test through structural equation modeling (SEM) approach. To be more specific, two sub-categories of second factor of Bachman’s (1990) framework-language learning strategy use (in particular with regard to test-takers’ self-reported cognitive and metacognitive strategies) and self-efficacy beliefs as parts of test-taker characteristics were selected to explore how simultaneously they were related to each other and language test performance (LTP) on the International English Language Testing System (IELTS) via the application of SEM approach as a rigorous analytical analyses. The results revealed that the factors had diverse effects on the test-takers’ language test performance; some had direct significant positive effects on test performance, some affected the test performance indirectly and significantly, whereas others seemed to have no significant direct effect on their IELTS test performance.

**Keywords:** Cognitive strategy use; Metacognitive strategy use; Self-efficacy; Language test performance; Structural equation modeling
Life Sciences and Language Learning/ Teaching
Crossing the Threshold of Applied ELT: Construct Validation of a Life-responsive Language Teaching Beliefs (LLTB) Questionnaire for L2 Teachers

Reza Pishghadam
Ferdowsi University of Mashhad

Reza Zabihi
University of Isfahan

Momene Ghadiri
University of Isfahan

It goes without saying that learning life skills is a fruitful practice that helps individuals to deal effectively with everyday challenges of life. In effect, school can be an appropriate place for introducing life skills programs alongside other academic subjects (Matheson & Grosvenor, 1999). In this view, life skills are defined as “the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life” (WHO). The pivotal life skills emphasized by World Health Organization include psychosocial and interpersonal competencies such as, decision making, problem solving, creative thinking, critical thinking, effective communication, interpersonal relationship skills, self-awareness, empathy and understanding, coping with emotions, and coping with stress. Five antecedents of life skills education can be proposed for the importance of life skills education: (i) Humanistic education, (ii) philosophy of Education for Life (EFL), (iii) World Health Organization (WHO), (iv) the Targeting Life Skills (TLS) Model, and (v) the Human Development Paradigm (HDP). With the advent of Applied ELT as a new paradigm in second/foreign language studies, ELT has gained a new and contributory status among other disciplines (Pishghadam, 2011). As one of the first attempts at eliciting language teachers’ beliefs about the incorporation of life skills training into the ELT curriculum, the present study was conducted to construct a Life-Responsive Language Teaching Beliefs questionnaire in the foreign language context of Iran, making use of the defining indexes of life skills education proposed by WHO and validating it by conducting the Exploratory Factor Analysis.

Keywords: Applied ELT; Life syllabus; Life-Responsive Language Teaching Beliefs questionnaire
Teacher's Life-Preparatory Role in Applied ELT:
Myth or Reality?

Safoora Navari

Ferdowsi University of Mashhad

One may not presently believe the idea of language teacher’s absolute authority in the classroom to be utterly true but no one can gainsay his fundamental role in the outcome of a language class. As McIntyre (2000) puts, teachers simply act so as to facilitate learning. Holding concepts about the role of language teachers has largely shifted from traditional functions to more recent ones such as therapist and liberationist models of Fenstermacher and Solits (1992). Still, more humanistic roles can be attributed to teachers such as the one presented in ‘Applied ELT’ which recognizes the teacher as follower of a ‘Life Syllabus’. In fact, Pishghadam’s (2011) proposing of ‘Applied ELT’ and ‘Life Syllabus’ notions has opened a new window to the world of ELT, promising to deal with the problematic issues in language teaching. Based on one of the premises of Applied ELT, language teachers should start to make the optimum use of their teaching opportunities to alter their classes into the places suitable for dealing with the life related skills the students may require in life rather than just focusing on language related issues (Pishghadam, 2011). That is, teachers can find it productive to peruse a life syllabus in which the concern would be on more life-survival issues through language learning. However, by considering the informal and transitory nature of language classrooms, it seems mythical to assume that language teachers can have such ability to empower learners for out of classroom challenges simply by highlighting such in the process of language teaching. On the other hand, language teachers’ impact on learners is inevitable and can hopefully lead to feasible forthcoming changes in their future real life activities. That said, more research should be done in order to analyze the realistic features of this theory on the part of teachers.

Keywords: Applied ELT; Life syllabus; Teacher’s role
Among miscellany of ELT models, Applied ELT, proposed by Pishqadam (2011), holds a new perspective toward language teaching as an independent field, ready to be applied to other areas of knowledge and education. It goes beyond the mere teaching of language to develop psychological skills and life issues according to the “life syllabus”. Enlarging upon this paradigm, Applied ELT, by providing the “life syllabus”, aims at nurturing learner’s whole person and advancing student's life qualities such as critical thinking, self-confidence, motivation and creativity by making use of various types of contents. Overviewing Applied ELT brings to mind that whether this paradigm is another expansion of “Content-based and immersion programs”, relying on the basic idea that Content-based instruction is an approach to language teaching which integrates the learning of language with the learning of some other contents, often academic subject matters (Freeman, 2000). This study is going to shed light on similarities and differences between Content-based instruction and the newly developed paradigm called Applied ELT and the “Life Syllabus”.

**Keywords:** Applied ELT; Life syllabus; Psychological skills; Life qualities; Content-based instruction
Applied ELT and Freirean Emancipatory Education: Their Epistemological Discrepancies

Shima Ghahari

Ferdowsi University of Mashhad

The logic behind the newly developed notion of applied ELT is to emancipate the ELT profession from its dominated past and dependent present and to further it to a super-ordinate and independent future. Having already been enriched in its theoretical foundation and achieved an autonomous status, ELT is ready to export its ideas and contribute to other disciplines of knowledge (Pishghadam & Zabihi, 2012). Inspired by the philosophy of education for life supported by educational philosophers like Dewey (1897), Krishnamurti (1981), and Walters (1997), another significant aspect of applied ELT, according to Pishghadam (2011), is that it goes beyond the typical linguistic syllabus considering life issues as against linguistic matters as its top priority. This new syllabus is dubbed as life syllabus. In a similar vein, Freire’s (1972) critical pedagogy espoused the idea that any kind of pedagogy should challenge the ideological, sociopolitical, and historical forces with the aim of empowering learners to acquire the social skills to be able to function as critical agents in a society and emancipating them from the hegemony of dominant ideologies (Giroux, 1988). Such pedagogy strives not only to transmit linguistic knowledge and cultural information, but also to examine critically both the conditions under which the language is used, and the social, cultural, and ideological purposes of its use. Therefore, it requires that any particular approach to language teaching be analyzed in order to uncover its underlying socio-political messages. Postmodernism, anti-racism, feminism, post-colonialism, and queer theories all play a role in furthering critical pedagogy, with a primary focus on social class, religion, race, gender, sexuality, nationality, ethnicity, and age. The current study is an attempt to overview and contrast the recent idea of applied ELT and the traditional notion of critical pedagogy, suggesting that the former goes far and away ahead of the latter.

Keywords: Applied ELT; Emanicipatory education; Life syllabus; Critical pedagogy
The Role of Applied ELT in Globalization

Zeinab Azizi

Ferdowsi University of Mashhad

Globalization is profoundly recognized as a social structure that transforms the lives of people around the world and also links their lives to global interrelations. Today the world is called as a global village which described how the globe has been contracted into a village and how the instantaneous movement of information from every quarter to every point at the same time happened. In fact globalization as a concept refers both to the compression of the world and the intensification of consciousness of the world as a whole...both concrete global interdependence and consciousness of the global whole in the twentieth century. The role of life syllabus in globalization in all its diverse forms of worldwide interconnection is a crucial point in this research which tries to manifest how the process of globalization will be relieved by the aid of Applied ELT by focusing on the life syllabus in a variety of ways. Pishghadam (2011) introduced a new type of syllabus which directed English teachers to give priority to life issues rather than language in class. In fact, another significant aspect of applied ELT, according to Pishghadam (2011), is that it goes beyond the typical linguistic syllabus considering life issues as against linguistic matters as its top priority. This new syllabus is dubbed as life syllabus. It is also need to be understood in terms of how they operate in conjunction with one another to transform human life fundamentally. The current study is an attempt to see how Applied ELT helps globalization as something less monolithic, something that is being contested and reworked, something that ties the world together in a range of both constraining and empowering ways, something that is constantly changing, and something that therefore can also be changed.

Keywords: Aspects of globalization (social, cultural, philosophical); Imperialism; Advantages and disadvantages of globalization; Applied ELT
Educational Therapy: On the Importance of Second Language Communication on Overcoming Depression

Azar Hosseini Fatemi
Safoora Navari

Ferdowsi University of Mashhad

The notion that language learners bring with themselves cognitive and affective barriers to learning situation has long been acknowledged by different researchers. Many, especially in the field of Cognitive Psychology, have tried to find ways in order to alleviate such problems. However, language learners may carry the emotional problems that can be treated by teachers but by engaging in enjoyable activities in a second language learning environment (Naditz, 2007). Such glance at second language classroom is well understood in the notions of Psychodynamic psychology that emphasize the importance of emotional experiences. Language learning thus can be a suitable approach for employing the psychodynamic therapeutic techniques to relive various emotional problems of language learners under the realm of Educational therapy (Jarvis, 2005). Developed by Caspari in 1970s, Educational therapy makes use of psychodynamic principles and attempts to combine the psychoanalytic theory with teaching. Although this idea is supposed to be applied in the sessions of therapy, language teachers as some qualified therapists can devote more time and attention to emotionally problematic students and by highlighting the benefits of learning and communicating in a second language help those learners to overcome their emotional blocks such as depression. Many depressed learners may suffer from the senses of alienation and self-separation; however, it is thought that after spending some time in a second language learning classroom in which the teacher can probe into the emotional problems of a learner, depression state can be altered to that one of motivation to communicate in another language. This opening of unexpected doors to happiness that can occur through communicating in another language may not only help overcome the symptoms of depression but also lead to personal growth and a sense of fulfillment. Thus, it is most likely that following the psychodynamic principles of educational therapy, language teachers can turn the attention of depression suffering learners to the more beneficial and flourishing aspects of communicating in a second language.

Keywords: Depression; Educational therapy; Language teachers
Life Syllabus and its Probable Components

Paria Kermanshahi

Ferdowsi University of Mashhad

Following the introduction of the term Life Syllabus (Pishghadam, 2011) based on which, major issues of life are taken into consideration, this study intends to delineate the probable components of Life Syllabus. Pishghadam (2011) and Pishghadam and Zabihi (2012) held the view that English language learning classes must target at both life and linguistic syllabuses to deal with the notion of Applied ELT. Applied ELT (Pishghadam, Zabihi, & Norouz Kermanshahi, 2012) deals with the applications and contributions of ELT to other domains of knowledge in order to breathe new life into the field of English language teaching and learning by giving it a more contributory and life-changing status. In this study, I aim at looking into different components of Life Syllabus including, cultural, individual, psychological, sociological, political, etc., trying to throw more light on the concept. In the end, some suggestions are made for material developers to employ the concept while designing different textbook, and for teachers to raise their awareness of their vital role in English language classrooms in order to overcome being kept in the dark.

Keywords: Life syllabus; Applied ELT; Material design
Technology and Language Learning/ Teaching
The Impact of Using Movie Clips on Students' Vocabulary

Niloufar Zohdi

University of Technology, Malaysia

New vocabularies learnt by students tend to be forgotten as they are implemented through wrong methods while course books and movies designed for learners are not the authentic sources for them and they seem artificial and not so relevant to everyday life. When watching latest/ current/ blockbuster, etc movie as a tool for learning students will remember the words, seen and heard audio visually and properly worked on, later in any situation. In the class a movie titled "Wedding planner" was used as the class material. The teacher prepared a vocabulary list of every ten minutes of the movie and presented it to the class during the ten minute of students' watching the movie clip and explained the meaning after they had watched that part with their help, sometimes guessing the meaning from the context and sometimes form the co text. Comparing previewing activity and post viewing activity a significant growth in the learning of new words and expressions is clear which means the procedure worked well on this part. The students were also provided with movie subtitles. Therefore, they had a better understanding in listening part of the movie as they could see the words and sentences while watching the movie because subtitles can help comprehension of a second language in a regional accent. To conclude, students learn the vocabulary much better if they learn them in the process of watching a movie in the classroom with a teacher present to explain them and it is more likely that students remember the unknown and new words learned in the movie class.

Keywords: Movie clips; Vocabulary; Movie class
Portfolio assessment has been used for a very long time but the TELL-based e-portfolio may be the newest form of recording learning. A TELL-based e-portfolio assessment is a portfolio using any kind of technology/courseware of acquired learning – knowledge, skills and abilities acquired through formal, informal, accidental and incidental learning. Although most teachers might be aware of the importance of technology, say, computer/ software/ courseware, rarely do they use it for any kind of assessment. Thus, the current study aims at exploring the effects of TELL-based portfolio assessment on vocabulary learning and motivation of Iranian intermediate EFL Learners. In this study, 82 Intermediate EFL learners, both male and female aged from 18 to 23 studying New Interchange 3, were chosen from Simin Language Institute. They were divided into two forty-one-member groups. The experimental group was provided with Longman and Babylon computerized dictionaries and provided with teacher e-feedback. They used internet/ email to send their assignment to the researcher. The control group received no feedback, no special software and vocabularies were taught using the conventional ways. A standardized vocabulary pre-test was given to both groups. The aim of this test was to make sure that the students were not familiar with the words in advance. By pre-test /post-test comparison researchers found learners exposed to TELL-based e-portfolio assessment plus the computerized dictionaries scored higher than the control group. A 30-item likert scale motivation questionnaire by Clément, Dörnyei and Noels (1994) was also given to the students. The results showed that the participants of the experimental group were much more motivated in the process of English language learning. Both high-stake and low-stake holders can avail from the findings of the study.

**Keywords**: TELL; E-portfolio assessment; E-feedback; Computerized dictionary; Courseware
A New Approach toward Process Oriented Writing:
Wikis in EFL Classes

Shirin Sadaghian
Alzahra University

One of the purposes for which wikis are used in educational context is to promote writing. Till now the collaborative aspect of wikis was the focus of ESL teachers; however, the current research adds another dimension to the application of the new tool namely using wikis for promoting process-oriented writing. Comparing process and product oriented approach to writing the former reveals a focus on knowing for yourself, drafting and revising; whereas, the latter focuses on the final product. However, the implication of process-oriented writing in traditional classrooms is difficult because of the bulk of time consumption. The study took the advantage of wikis for process-oriented writing through both collaboration between students and students’ editing and revising of one another’s added texts to the given starting paragraph by instructor. The text has been edited by whole students enrolled in the course. The detailed study of final text along with interview with student writers revealed that students had real sense of collaboration while writing in their class wiki. The records of the edited texts also revealed that the writings were all accomplished as a process. Finally the study recommends teachers incorporate wikis in EFL courses in order to promote real collaboration in process-oriented approach.

Keywords: Wikis; Writing; Collaboration
Collaborative Writing and Modern Social Technologies: 
The Iranian Context

Mojtaba Heidary Bab Dahouee
Behnaz Sardouee
Ali Shahmoradi

Yazd University

The introduction of modern technologies, such as wikis and chat, into ELT domain has provided ELT practitioners with gadgets to cater to their students collaborating tasks especially for their writing skill. The extent to which learners’ writing skill may be improved by the use of these tools is only focused by a small number of studies. Focusing on learners’ individual and collaborative writing of 16 advanced students of English, we set out in this study to (a) explore L2 learners’ approaches to the writing task in the wikis, (b) examines learners’ collaborative interactions when discussing content, structure and other aspects related to the elaboration of the writing task, and (c) describes learners’ perceptions of individual and collaborative writing and their impressions of the use of social tools in the FL writing class. The results of the study showed that there is no significant difference in subjects’ individual and collaborative assignments. But there were evident trends that report on differences in learners’ interactions, individually or collaboratively, with the text. Further, an analysis of learners’ approaches to collaborative writing showed that wikis and chats allowed them to concentrate on writing components in a different, yet complementary, manner depending on whether they interacted in the wikis or in the chats.

Keywords: Collaborative writing; Chat; ELT
Utilizing Cell Phones in Language Learning: From Idea to Practice

Mehrdad Roohi Moghaddam
Masooma Mousavi

Iranian Schools in Damascus, Syria

Nowadays education is more and more taking advantage of Information Technology. One of the most recent and attractive technological devices is the mobile phone which represents a revolution in education, enhancing the quality of education and making the teaching-learning process more interesting and motivating. The traditional classroom, blackboard, and textbooks can no longer satisfy the needs of generations of students used to handle technological tools since their childhood. Today almost everybody use mobile phones. Other than being available, many are equipped with features including text messaging, blue tooth, internet access, audio and video recording and playing, and running games, software and multimedia programs which can improve the language learning skills. The present paper attempts to investigate the studies done in this domain and tries to review different attitudes on using mobile phones in the process of learning English language by outlining the merits and drawbacks of the application of mobile phones in classrooms. Then, it deals with some of the mobile phone features compatible with different language learning skills. Ultimately, the study suggests some innovative practical ideas on using mobile phones in the language classroom and analyzes the problems and challenges that the learners may face in using their mobile phones in an instructional setting. It also suggests some solutions removing the obstacles in order to pave the way for language learning. The paper concludes that mobile phones can provide the students with some good learning opportunities if language learners only handle them wisely.

Keywords: Cell phone; Language learning; Technology
Computer Integration into EFL Classes: Iranian Pre-service Teachers' Attitude

Sara Jalali
Vahid Panahzadeh
Ali Firouzmend
Urmia University

The use of computers in service of teaching and education has long drawn the attention of many researchers. Computer-assisted language learning (CALL) as the name suggests, is the realization of computers in schools and universities. The main purpose of this study was to explore the Iranian pre-service EFL teachers' differing attitudes toward computers and the implementation of CALL approach on their prospective teaching career. The design of this study lay in the realm of quasi-experimental research. A total of 30 male and female pre-service EFL teachers participated in this study. They were assigned to control and experimental groups. The participants in the experimental group received a treatment on how to use computers as a teaching tool in their classes. It was offered as a two-credit course for a whole semester. However, the course was not included in the control group’s curriculum. The data was collected through a questionnaire and semi-structured interviews. The results revealed the positive attitude of those participants who attended the experimental group towards CALL. The findings of the current study imply that the integration of CALL into the classroom in EFL context can be of paramount efficiency.

Keywords: CALL; EFL teachers; Attitude
The Effects of SMS on University Students’ Vocabulary Learning

Minoo Alemi
Zahra Lari

Sharif University of Technology

This study aimed to investigate the effectiveness of SMS on Iranian university students’ vocabulary learning. To this end, 30 freshman students were given vocabulary and reading comprehension tests to examine their vocabulary knowledge. They received 540 head vocabularies from Academic Word List (Coxhead, 2000) with their Persian translation and English synonym and example sentences through SMS two times a week. The result of t-test showed that their vocabulary knowledge and reading comprehension improved significantly in post-test compared to pretest. Given the importance of vocabulary, especially the academic ones for university students, this study tried to investigate the effectiveness of short message service (SMS) on Iranian university students’ vocabulary learning. To this end, 30 freshman students at Sharif University of Technology were chosen to take part in the experiment. Before the start of the experiment, they were given a vocabulary test and a reading comprehension test to examine their knowledge of vocabulary and their reading comprehension. During the experiment (which lasted for a full semester), they received 540 head vocabularies from Academic Word List (Coxhead, 2000 - which contains 3000 words) as well as their Persian translation, English synonym, and example sentences through SMS two times a week, each time 15 vocabularies. In other words, 3000 vocabularies were covered during this study. At the end of the experiment, they were given a vocabulary and reading comprehension test. Then, their pre and post test scores were compared using a dependent t-test. The result of t-test for reading (t= 9.26, p< .05) and vocabulary test (t =10.63, p<.05) showed that their vocabulary knowledge and reading comprehension improved significantly in post test compared to pre test. Moreover, the participants completed a questionnaire regarding their attitude towards mobile assisted language learning. Their answers showed that they had generally positive attitude towards this way of learning vocabulary. The result of this study can have pedagogical implication for language teachers, in that they can use SMS as a useful way of teaching large numbers of vocabularies.

Keywords: SMS; University students; Vocabulary learning
What Is a Blog? How Can It Be Used in Teaching/Learning in an ELT Context?

Golsa Faghihi

London Westminster University

Some years ago, the only place teachers and learners could interact was in the classroom; but as time passed, and with the technological development, learners can learn even when they are far away. Gradually, people used the computer to absorb different learning materials from around the world but they could not communicate simultaneously. Before the big invention, pedagogy was becoming monotonous, so teachers needed to cooperate from around the world to bring out new methods. Tolisano (p.1) says that “We still have a long way to go as we need to move forward from merely a one sided communication tool to an online learning space that encourages, fosters and supports students’ creativity and learning”. When the world is moving towards the digital age, the teachers and the class environment should be digital as well. Tolisano (ibid) also states that “Being able to read AND express yourself in a digital world is an important part of being literate in the 21st century”. It is hard to still teach the young generation with the old-fashioned method of teaching and teachers should try their best to be up-to-date. Some researchers even believe that struggling with the internet, even not knowing about English; can help to improve the foreign language. But still the basic knowledge and the means of interaction should be taught before using the internet. In this paper, one of the tools which ESL learners can use to improve their English is going to be discussed. The parts are:

- The definition of blog
- The use of this blog in teaching and learning in ELT
- Some activities which can be done with this tool
- The pros and cons of each activity

Keywords: Educational facilities; Media; Blog; Internet
Improving Complexity, Accuracy and Fluency in EFL Learners’
Oral Production through Computer-mediated Emotional
Intelligence Activities

Parisa Abdolrezapour

Isfahan University

Previous studies have shown that emotional intelligence (henceforth, EI) has a significant impact on important life outcomes (e.g., mental and physical health, academic achievement, work performance and social relationships). This study aims to gain more in-depth understanding of the possibility of enhancing EI through computer-mediated emotional activities and to see whether there is any relationship between EI and EFL learners’ oral production measured in terms of complexity, accuracy and fluency. The participants of the study consisted of 63 students studying Interchange 2 course in a language center in Iran. Participants in the experimental group received EI training, in the form of some movies with highly emotional content with the express purpose of inducing them to talk about their emotions and raising their emotional intelligence. However, in the control group, participants were taught under institute’s normal procedures that did not place any emphasis on activities with emotional content. Results showed a significant increase in EI scores of the experimental group and no significant change was observed in the control group’s EI scores. Moreover, learners of the experimental group were able to produce more accurate and fluent language than the control group. The difference between these two groups in terms of complexity measures, however, did not reach significance. In addition, the correlational analysis of the results indicated a positive relationship between EI and learners’ L2 oral performance as measured in terms of complexity, accuracy and fluency.

Keywords: Emotional intelligence; Oral production; EFL learners
Developing Iranian EFL Learners’ Critical Thinking Skill via Electronic Homeworking

Hamid Ashraf
English Department, Torbat-e-Heidarieh Islamic Azad University, Torbat-e Heydarieh, Iran

Mahmood Khosravani
English Department, Torbat-e-Heidarieh Islamic Azad University, Torbat-e Heydarieh, Iran

Saeed Ganji
English Department, South Khorasan Education Office, Birjand, Iran

SLA scientists and scholars search for procedures and techniques to make the students active critical thinkers. This study wants to investigate the effectiveness of electronic homeworking in EFL learners’ critical thinking skill. For this purpose, 60 EFL college students were chosen randomly. They were divided into two groups, one experimental group (n= 30) and one control group (n= 30). First, a pretest on critical thinking was given to both groups. Then, the teacher of experimental group gave different tasks and assignments in electronic format to the students during 8 sessions. The tasks and assignments were chosen based on some features such as novelty and having thinking holes, attractiveness for forcing students to think critically, relativity to their background, activating students’ creativity, etc. For example, students were supposed to think critically and search for a specific topic and write a summary based on their own background and interpretation. At the end, a post-test was given to the students in both groups. The students’ scores from the post-test were compared through t-test. The findings of the study revealed a significant relationship between using electronic homeworking and improving critical thinking skill. The results of the study can be beneficial for those who are interested in improving critical thinking skill through using electronic means of communication.

Keywords: E-learning; Critical thinking; Electronic homeworking; Electronic tasks
Pedagogy and Language Learning/ Teaching
Applied Linguistics as an Interdisciplinary Enterprise:
Implications for Research Methods

Mehdi Riazi
Macquarie University, Australia

It is now unanimously agreed that Applied Linguistics is an interdisciplinary area drawing on disciplines like linguistics, psychology, sociology, anthropology and so on to understand its disciplinary topics and to produce knowledge. Applied linguistics has benefited from and relied on other disciplines both in terms of content and methodology. Accordingly we can see a variety of research methods, from pure quantitative to pure qualitative, are used to investigate Applied Linguistics topics. This presentation attempts to elaborate on the following topics:

- Characteristics of academic disciplines as discourse communities
- Nature of Applied Linguistics as an interdisciplinary area
- Research methods and knowledge production in Applied Linguistics

The major focus of my talk will be on how knowledge is produced in Applied Linguistics as a matter of using different methodologies. I will therefore elaborate on research methods which are recognised in Applied Linguistics with an emphasis on the emergent methodology of mixed-methods and its implications for Applied Linguistics research.

Keywords: Applied Linguistics; Research methods; Interdisciplinary area
Can We Make Good EFL Teachers? A Reflection on the Current Teacher Training Programs in Iran

Khalil Motallebzadeh

Islamic Azad University, Torbat-e-Heydarieh Branch

One of the core principles included in any teacher training or education program is how to make a good teacher. To achieve such a goal, the program designers are required to determine two central questions: (a) What are the main qualities of a good teacher, and (b) How can we help people to become good teachers? The purpose of this study is to twofold: first to reflect on the construct of being a good EFL teacher in the Iranian context; and second to investigate the principles of the current teacher training courses and/or teacher education programs in Iran. To conduct this study, the researcher asked 341 adult intermediate EFL learners, 67 EFL teachers with more than five years of experience and 28 professional teacher trainers to complete an inventory on the qualifications of a good EFL teacher. Meanwhile, the researcher analyzed eight training programs to find out whether the training principles can develop such good-teacher qualifications. As the results showed, while qualities such as knowledge, fluency in English, encouragement, sense of humor, organization, patience, artistic skill, and creativity are mainly expected by the learners, most teachers rated innovativeness, teaching skill, resourcefulness, classroom management skill, and confidence as the essential qualifications. Moreover, teacher trainers considered good command of English, knowledge on teaching methodology, and confidence as the most effective features. Examining the training programs, the researcher found that major principles are developed based on the EFL teachers’ and teacher trainers’ preferences. The findings imply that teacher training or teacher education programs have a focal role in shaping the construct of good EFL teacher in the Iranian context and there is little left for the learners.

Keywords: Teacher education; Teacher training; Good EFL teacher; Teacher qualification
The Role of Resource Management Strategies on the English Language Learners' Achievement

Maryam Mohammadi
Islamic Azad University, Ardabil Branch

Afsar Rouhi
Payam-e-Noor University

Mehran Davaribina
Islamic Azad University

The purpose of this study was to investigate the relationship between students' resource management strategies and their academic achievement. The research method was descriptive-correlation. Statistical population was about 300 female and 200 male students in English literature majors from Islamic Azad University, Ardabil Branch who were freshmen and seniors. The sample included 81 females and 56 males who were selected randomly via Krejcie and Morgan table considering alpha = .05. The instrument of this research was the resource management strategies dimension of motivated strategies for learning questionnaire. Reliability of the questionnaire and its subscales was calculated using Cronbach's Alpha; so, consistency of subscales: time and study environment management was .77; effort regulation was .71; peer learning was .77; and help seeking was .71. The average of scores was scores that students received during all semesters. For this reason, researchers gave the notation above the questionnaire to ask from students their averages. The participants were asked to complete the questionnaire in their class at the same time. Gathered data were analyzed using Pearson product moment and regression, enter method. Regression analysis represented that 36 percent of variance for achievement of English learners could be explained by resource management strategies' subscales containing time and study environment management, effort regulation, peer learning, and help seeking; \( R = .60, \ R^2 = .36, \) adjusted \( R^2 = .33 \) and \( F_{(4,132)} = 18.05 \).

Keywords: English as a Foreign Language; Resource management strategies; Effort regulation; Help seeking; Academic achievement
On the Impact of the Role-Play Technique on the Development of FL Learners’ Pragmatic Competence before and after Formal Instruction

Nasser Rashidi
Sara Ramezani
Shiraz University

This study was an endeavor to investigate the difference between applying a Role play activity before and after the formal pragmatic instruction (RPBI and RPAI) on the development of Persian EFL students. For this purpose, 30 Persian EFL students of one English Foreign Language institute of Shiraz, Iran were assigned randomly. The learners were at the intermediate level of language proficiency. The participants were divided into 2 groups of 15. One group did the Role plays after the formal instruction while the other one did them before the formal instructions. Then, the statistical analysis of independent t-test was run on the post scores of the students to see if there is any difference between doing Role play before and after formal instruction on the development of students’ pragmatic competence. The results showed that there was a statistically significant relationship between the two groups. That is to say, the students who were in the RPBI group outperformed those in the RPAI one. The findings have some implications for language pedagogy.

Keyword: Pragmatics; Pragmatic competence; Role play; Formal instruction; Technique
The Relation between Paragraph Organization and Topic Progression in Paragraphs Written By EFL Students

Mohammad Ghazanfari  
Ferdowsi University of Mashhad

Sahar Zahed Alavi  
Hakim Sabzevari University

Drawing on Lautmatti’s (1978) framework, the study examines the types of topic progression techniques used in 120 paragraphs written by 40 Iranian undergraduate students. Each student was asked to write three types of paragraph, namely paragraphs of comparison and contrast, cause-effect and chronology, with two different types of organization, listing and time. That is, paragraphs of comparison and contrast and cause-effect are of listing organization, and paragraphs of chronology are of time organization. The present study investigates the relationship between the paragraph organization and the types of topic progression techniques used in them. It also examines the relationship between the types of paragraph and the types of topic progression techniques used in them. As the results of the Chi-square test show, there is a relationship between the paragraph organization and the types of topic progression techniques. Among four types of topic progression techniques—that is, parallel, sequential, extended parallel and extended sequential—sequential progression (37.2%) was the dominant type of topic progression technique in paragraphs with listing organization, and extended parallel progression (35.52%) and parallel progression (25.56%) were the dominant types of topic progression techniques in paragraphs with time organization. Moreover, according to the results of the Chi-square tests, there is a relationship between types of paragraphs and types of topic progression techniques. In paragraphs of comparison and contrast, sequential progression (38.44%) was the most frequently used type of topic progression. Similarly, in paragraphs of cause-effect, sequential progression (34.72%) was the most frequently used type of topic progression. However, in paragraphs of chronology, extended parallel progression (35.52%) was the most frequently used type of topic progression.

Keywords: Lautmatti’s (1978) framework; Topic progression techniques; Paragraph organization; Paragraph types
The Effect of Pedagogical Tasks in EFL Learners' Performance

Ali Sorayaie Azar
Raheleh Taheri Maragheh
Islamic Azad University, Maragheh Branch

Increasing learners’ motivation and performance has always been the primary concern of language teachers. The present study adopts a new approach, task-based learning (TBL) which is applied to a traditional classroom situation with the aim of finding solutions to certain problems such as poor learner motivation. In this study, EFL learners’ opinions about TBL are investigated through a questionnaire. These learners have been studying for their BA degree in English Language Teaching at the university level in Iran. The findings of the study reveal that implementing a TBL approach in EFL classes creates variety for the students. Moreover, it enhances their learning, since TBL tasks encourage student involvement and lead to significant improvements regarding their language performance. The research participants suggest that they do not like teacher-directed lessons where they cannot find enough opportunities to express themselves in the target language.

Keywords: Task; Task-based learning; Students' classroom performance
The Relationship between Teaching Experience and Teacher Competency and Learner Autonomy

Farnoush Khosropanah

Ferdowsi University of Mashhad

Learner autonomy, as a key concept in education, is created only by qualified and experienced teachers. These are teachers who can ensure learner autonomy in the classroom. Therefore, to create learner autonomy, in the first place, we should employ competent teachers who have acquired enough expertise to achieve this end. It has been claimed that teachers’ years of experience is directly related to the amount of teacher’s competency in the classroom and relatively to learner autonomy and success. In this study, we use English Language Teacher Competency Test (ELT-CT) which has been designed by Pishghadam, Baghaei and Shahriari (2010) as an indicator of teacher competency in order to find out if there are any relationships between teacher competency and teacher’s years of experience. We believe experienced teachers can generate an autonomous atmosphere in the class. So, we try to find out if there are any correlations between teachers’ experience of teaching and their competence and also their students’ autonomy and success. Moreover, findings of the relationship between teacher competency and learner achievement would be provided to support our hypothesis. In the end, the results are discussed in the context of teacher education and some suggestions are made to guarantee learner autonomy and success in the classroom.

Keywords: Autonomy; Teacher competency; Learner success
The aim of this study is to consider a way of developing and enhancing the process of reflective teaching. It is worth mentioning here that there are various ways of promoting reflective teaching in a teacher development program like journal writing, action research, diary writing, teacher development groups and class observations. But since all of these procedures treat reflective practice largely as an individual, introspective process; peer coaching as a way of collaborative thinking as well as bilateral coaching with its dynamic nature allowing its participants high degrees of dialogical negotiation; therefore, it seems to outweigh the aforementioned inquiry-based model of reflective practice. As a result, the present paper both argues and illustrates that how engaging reflective practice in such a model leads to more fruitful and beneficial insights due to the fact that new insights are constructed as a result of dialogical inquiry.

**Keywords:** Peer coaching; Reflective practice; Bilateral coaching
A Comparison between the Two Newly Common English Teaching Series in Iranian Language Institutes:
Top Notch and World English

Zeynab Sadat Peyambarpour
Alzahra University of Tehran

Maryam Savadi
Ferdowsi University of Mashhad

Saeid Teimuri
Islamic Azad University, Garmsar Branch

Zahra Mehranpour
University of Qom

The present article is a case study on the differences between Top Notch text book series and World English text book series. Since there are many controversies in whether which text book is more practical in Iranian language institutes, the researchers found recently these two books more common. Therefore, every detail of the two textbooks is examined and differences are revealed including: the covers, warm ups grammars, readings, conversations, vocabulary definitions, listening, discussions, writings, unit reviews, and finally practicality. In this study, we observed that vocabulary definitions and examples are more productive in Top Notch than in World English. Moreover, Top Notch series feature numerous practical model conversations which are welcomed by each learner both communicatively and socially. In the advanced level of Top Notch series, "Summit", all activities are optional and not needed for a complete course. On the whole, units in "Summit" contain a preview"+1" level for students to have access to some prior knowledge. They are not expected to "learn" or "produce" all language in "preview". The most noticeable part of "Summit" is "sound bites" in which you can find some terms not available in other textbooks ordinarily. All conversations and grammar focuses are directed toward listening and reading with the focus on free discourse. On the other hand, the unique design of World English, holding the examination and giving its international certificate to the students in Iran, considering the customs of Middle East and its effort to present a respectful view of all cultures can be named as some exclusive advantages of World English. The findings of this study may have practical applications in teaching for TEFL or TESL teachers.

Keywords: Top Notch; World English; Teaching English
Designing and Developing a Nativized Checklist to Evaluate General English Course Books in Iran and Comparing It with Other Existing Checklists in the World

Hafez Shatery
Department of English, Sirjan Branch, Islamic Azad University, Sirjan, Iran

Maryam Azargoon
Department of Linguistics, Tarbiat Modarres University, Tehran, Iran

Textbook evaluation and design has turned into a very important area in English Language Teaching, ELT (Shatery, 2012). In this regard, a plethora of checklists each comprising a set of categories has been developed to evaluate the appropriateness of textbooks for a particular teaching-learning situation. However, none of these checklists has taken into account the cultural, social and even political particularity and peculiarity of the educational milieu in which teaching and learning occurs. As such, the present study intends to design and develop a nativized checklist to evaluate General English course books in Iran and compare it with other existing checklists in the world. The participants of the present study were 100 Pre-university as well as General English teachers in Islamic Azad University (IAU) - Region Seven. Joshua Mikeley's checklist, which has been specifically designed to evaluate General English course books, was given to the teachers in questions and they were asked to rate different categories of the checklist as appropriate or inappropriate for the Iranian context. At the end, they were interviewed for their suggestions on inclusion of new categories in the checklist. The findings of the survey revealed that the new checklist was meaningfully different from Joshua Mikeley's one and a perfect fit for the cultural, social and even political particularity and peculiarity of the teaching learning in an Iranian context.

Keywords: Social and political factors; Nativized checklist; General English course books
English Language Teachers’ Perceptions of Educational Supervision in Relation to Their Professional Development: A Case Study of Iran

Zargham Ghapanchi
Marjan Baradaran

Ferdowsi University of Mashhad

This study indicates the nature of instructional supervision carried out in SAFIR English Language Academy and Ferdowsi university Of Mashhad- Iran. It followed the qualitative method involving questionnaire and interview. The paper commences with theoretical underpinnings of dual terms, educational supervision and professional development in relation to English language context. 45 teachers participated in this study and also interviews were conducted face to face. The results of the study show that educational supervisors highlight the strengths of English language teachers’ performances and encourage them for further practice to remove their weaknesses and overcome them. However, some problems stated by the teachers participated in this survey regarding educational supervision which will be pointed out later in detail. Two important aspects of language teaching were discussed and concluded in this study which are on one side the remarkable difference between language teachers’ belief and real experiences concerning supervision and on the other side their expectations of effective supervision by supervisors.

Keywords: Educational supervision; Supervision; Professional development
A New Model for General English Textbooks’ Design: Inviting Philosophy to the Scene

Abbas Moradan
Mohammad Amerian
Semnan University

This paper tries to introduce and elaborate on a new content model for the General English textbooks’ design. In general, it is seen that in syllabus design and material preparation, some challenging topics have been ignored altogether because it was thought that they will encompass deviations from the educational syllabus or even endanger the students’ ideologies or beliefs. Philosophical and epistemological issues are among such kinds of subjects. Although existing all over the world, this is mainly seen in the countries in which religious and cultural traditions are mostly valued and emphasized. The proposed model in this article is based on the actual observational needs-analysis by the researchers and has taken different fields of study (as History, Philosophy, Cosmology and Epistemology) into account through a gradual procedure. The model asserts that if regulated well, challenging topics will not deviate the learners, but in fact, stimulate their wisdom and flourish their judgment and outlook. In brief, they will open new horizons for the intellectual development of learners while they are engaged with language learning.

Keywords: General English text books; Philosophy; Syllabus design
Does Differentiated Instruction Really Make a Big Difference?

Parviz Alavinia
Sima Farhady

Urmia University

The current study sought to investigate the possible effects on vocabulary learning of the implementation of differentiated instruction (in the light of learners’ multiple intelligences and learning styles). The research was carried out in the Iran Language Institute (ILI) in Urmia, with 80 Iranian intermediate female learners. Successive to homogenizing the groups, a total of 60 learners were found to enjoy the conditions for the rest of the research, and hence two 30-member groups were formed. These learners, then, sat the pretest (a vocabulary achievement test), and based on the results of multiple intelligences and learning styles questionnaires, which were administered later, the learners were divided into five separate categories termed visual-spatial (V), linguistic-auditory (L), kinesthetic-bodily (K), interpersonal (Inter), and intrapersonal (Intra). Next the learners in the experimental group were instructed based on their unique intelligence and learning style types, whereas the other class was taught in the traditional way with no differentiation. Subsequent to the administration of posttest the results were analyzed through the use of independent samples t-test and ANOVA. In line with the findings of the research, a significant amount of difference was found between the performances of two groups and in favor of the experimental group. Further, the performance of different learners with various intelligences and learning style was shown to vary significantly.

Keywords: Multiple intelligences; Learning styles; Instruction
Action Research and Teacher Involvement in Curriculum Development

Ghasem Modaresi
Department of English, Quchan Branch, Islamic Azad University, Quchan Iran

Mohammad Shahbaz Rad
Jahan-e-Elm Institute of Higher Education

Naser Ranjbar
Ferdowsi University of Mashhad

Action research has been defined differently by different scholars in the field, but regarding curriculum development, Action research is systematic personal inquiry employing the scientific method to solve curriculum problems; participants have critical reflection of both the process and the products of such enquiry. Action research may be in a stage of transition, but it has clearly been influenced by the philosophy and history of five trends. A further category of AR activity that teacher-produced publications is collaborative AR undertaken as part of broad curriculum change and professional renewal processes within particular educational institutions, systems or programs. Currently, the adoption of AR in second language teacher education programs falls in three major categories. The present time period seems to entertain the full spectrum of action research styles from the quasi-statistical, interactive-collaborative to the emerging critical theory school. Research is a method—a way of looking at the world. Practitioners are not only consumers of curriculum knowledge, but also significant producers of knowledge.

Keywords: Action research; Curriculum development; Teacher-as-researcher
Iranian Teachers’ Views on Educational Philosophies of Dewey, Rousseau and Aristotle

Mahmood Reza Atai
Tarbiat Moallem University

Farhad Mazlum
Maragheh University

The present study aimed at investigating Iranian teachers’ views about and reactions to the educational philosophies of Dewey, Rousseau and Aristotle. Based on the most important educational philosophies and thoughts of these thinkers, a likert-scale questionnaire was developed. Six open-ended items were also added to let the answerers express their personal philosophies freely. One hundred and twelve teachers participated in this study. Statistical analyses of data (i.e., factor analysis and repeated measure ANOVA) revealed that the respondents had reacted differently to Aristotelian education vis-à-vis Dewey’s and Rousseau’s educational beliefs. The Aristotelian ‘spreading morality is the main purpose of education’ was significantly rejected. Although there was a statistical difference in data concerning Dewey’s vs. Rousseau’s educational viewpoints, it was not significant. To shed some light on the findings and to explain the answerers’ inclination toward Dewey’s and Rousseau’s educational understandings and their general disapproval of Aristotelian education, a close scrutiny of some specific items of the questionnaire and open-ended items was followed. Having extracted and categorized the recurring themes in data coming from open-ended items, the participants’ educational views and philosophies are compared and discussed with the main categories of the three Western thinkers’ beliefs. The results are revealing and informative since Western educational philosophies are studied in an Eastern Islamic context.

Keywords: Dewey; Rousseau; Aristotle
A post-method perspective appears to draw on the principles of postmodernism and post-colonialism (Kumaravadivelu, 2008). Being influenced by Postmodernism, a post-method perspective rejects using the pre-developed methods of teaching. In addition, drawing on the vantage point of post-colonialism, a post-method perspective encourages teachers to be aware of the national socio-cultural condition of their particular context as well as the local culture of individual students. To believe so, at first glance, a post-method perspective seems to be in contrast with the ideology of Islam which encourages the human beings to search for their Creator as the absolute truth. This ideology may make the Muslim teachers adore and appreciate the pre-developed methods of teaching as well as the experience of their schooling so excessively that they may not be encouraged to question these and may accept these as “truth” and employ these uncritically without considering their own context. Even though the teachers’ dominant Islamic ‘metanarratives’ (Lyotard, 1984) may be inconsistent with post-method thinking, their actual search and theorising in the context of practice may not be so different. Both Islam and post-method thinking encourage people to explore their contexts and be informed decision makers rather than being ‘blind’ imitators and followers. In the context of my study, i.e. in Iran, it appears that although EFL teachers (all Muslims) seem restricted by methods of teaching and textbooks, they can create new opportunities in order to realize their potential more fully and rise to the challenge to improving the teaching of English in their context. Furthermore, there are some promising qualities in the teachers that may facilitate the introduction of post-method thinking and reflective ways of working in universities.

**Keywords:** Post-method; Muslim ELT teachers; Postmodernism
An Investigation of Iranian EFL Learners' Attitude towards Plagiarism

Nader Assadi Aidiniou
Farideh Tina
Vahid Moayedi Bonab

Islamic Azad University, Ahar Branch

The findings of the studies conducted on students’ papers have suggested that plagiarism is a serious concern in the field of higher education. Plagiarism in students’ papers may include stealing other people’s works and taking them as one’s own, copying the whole or a portion of the source texts and paraphrasing materials from sources without appropriate documentation. Teachers should examine students’ papers and views to find out the reasons for students’ plagiarizing behavior to effectively help the students. Plagiarism is using others’ ideas and words without clearly acknowledging the source of that information. It has received worldwide attention because the cases of plagiarism seem to increase in the field of higher education. Academic plagiarism may be reduced by shaping attitudes toward it and changing the perceptions. In this article, a questionnaire was given to 60 undergraduate students of English Language Translation at University College of Nabi Akram and 30 postgraduate students of Teaching English as Foreign Language at Islamic Azad University, Ahar Branch. The findings show that the participants acknowledge the existence of plagiarism. The undergraduates plagiarized more strings of words than the postgraduate students did. The possible reasons for this could include the undergraduates’ less sufficient meta-cognitive strategies as well as their immature cognitive development. Analysis of the gathered data resulted in deeper insights into how participating students made meaning of the term academic plagiarism and reported given orientation on academic plagiarism issues. By gaining a better understanding of the factors that affect plagiarism, university authorities can create an environment where plagiarism is viewed socially unacceptable. Administrators need to clearly articulate the students’ expectations regarding plagiarism and confront it via an educational approach.

Keywords: Plagiarism; Students’ attitudes; Higher education; Academic writing
Teachers very often struggle with approaches to classroom instruction at all levels of education. Interdisciplinary learning is one of many ways to learn and teach languages. This approach enables students to achieve a new understanding of the meaningful relations that exist among the disciplines. Many scholars have written scholarly works on this field. Teachers and students, nowadays, are arguing for the use of methodology for learning and teaching languages from more than one discipline for the better understanding of the topic, main theme or the issue under study. Hence, it is necessary for the educators to develop a plan comprising natural areas for integration and create thematic units. The main issue is what new method or knowledge of an academic discipline, which is beyond the existing discipline, is essential to deal with the challenge. This paper, highlighting the paradigms of interdisciplinary collaboration in the context of comprehensive and practical assimilation, argues that the interdisciplinary approach for learning and teaching language is an effective technique for both teachers and students. The study will follow the experience of learning and teaching Bengali and Hindi languages in a non-native places, for example in England; and learning and teaching Persian language in Bangladesh. It will also examine the effectiveness of the use of natural objects in combination with psycho-linguistics and socio-cultural interaction. The paper will also demonstrate how far the knowledge of structure and grammatical aspects of the learners’ own language or an internationally standard language, for example English, help them to understand further, especially in terms of communicative and interactive perspectives.

**Keywords:** Interdisciplinary approach; Language learning and teaching; EFL
Incidental Vocabulary Acquisition: The Effect of Reading and Listening to Stories on Vocabulary Acquisition of Iranian EFL Students

Mohammad Ghazanfari
Ferdowsi University of Mashhad

Mojtaba Soleimani
Hakim Sabzevari University

The purpose of this study was to determine if students could learn vocabulary incidentally through silent reading and listening to stories read aloud to them. The study further aimed at investigating the relative effect of each of these methods on EFL vocabulary acquisition. Two groups of male EFL students, aging 12 to 14, each consisting of 20 people, at Kish Language Institute of Mashhad were the participants of the study. The two classes were randomly assigned to experimental and control groups. A test of proficiency administered in the very beginning of the study indicated that the participants were fairly homogeneous, studying at the twelfth grade of the institute. The students listened to and read silently a total of four short stories over a period of two weeks. Two parallel tests based on Nation's Vocabulary Level Test (Nation, 1990) were developed to measure the vocabulary knowledge of the participants as pre- and post-tests. Before administering the tests, they were piloted to a similar group of students and item facility, item discrimination, choice distribution, as well as the reliability of the tests were computed. The results obtained from pre- and post-tests administered to both the experimental and control groups were compared to see if an increase in their vocabulary knowledge occurred. The results indicated that students learned a significant amount of vocabulary through applying both methods of reading the stories silently and listening to the stories read aloud to them, although a far greater gain was observed through reading short stories silently.

Keywords: Vocabulary acquisition; Incidental/intentional learning; Implicit/explicit learning; Short story reading
The Impact of Teaching Culture on Reading Comprehension and Vocabulary Knowledge in Iranian EFL Learners

Neda Alavi

Hakim Sabzevari University

The language picture of the world is different for every nation. It depends on many reasons but the most important of them is culture. The purpose of this study was to investigate whether teaching culture in EFL classes and EFL students’ knowledge of target culture influence their understanding of vocabulary and their reading comprehension. To accomplish this study, a true-experimental design was employed. It was carried out at Hakim Sabzevari University and Samen Tarbiat Moallem of Mashhad, Iran, with 2nd grade students at the ELT Department where the participants were homogeneously placed in different groups according to their TOEFL scores. All the participants in this study were given a pre- and a post-test on vocabulary and reading comprehension, though the treatment process was used only for one of the groups (the experimental group). The main finding of this study is that incorporating cultural aspects of English-speaking countries into teaching process is essential for improving the students’ understanding of the language and reading comprehension. T-tests determined that the treatment group, who were exposed to the cultural schemata during the process of teaching vocabulary and reading, outperformed the other group. The researcher hopes that the findings of this study will provide insight into the connection between EFL learners’ vocabulary knowledge, reading comprehension and cultural knowledge.

Keywords: Culture; Reading comprehension; Vocabulary breadth of knowledge; Foreign language teaching
Postmodernism and Post-method: Compatibility or Inevitability

Ali Shabani

Shahid Beheshti University

In every roadway towards epistemology, both tradition and transition have always been keys to progression. In the course of science history, if observed, there are not few cases of these revolutions leading to evolutions. The advancement of knowledge in our globalized, fast-changing world is so moving that it has not let other spheres to remain safe and sound. This paper discusses that although Applied Linguistic issues have been nurtured by some theoretically scientific disciplines such as psychology and sociology, some broad philosophical highways of epistemology have kindly inspired and guided them. This paper aims to provide an explanation for how philosophies such as Postmodernism had paradigmatic influence on English Language methodology that resulted in Post-method tradition. The approach adopted here is an analytic, non-experimental one, which believes that post-method studies cannot be valid unless the concept of method be questioned first. Further discussions are also offered about the current challenges and criticisms against such positioning. What this articles claims to have achieved is to put forward an argument about whether the presence of Postmodernism and post-method tradition are virtually inevitable in actuality or there is a real desire for compatibility.

Keywords: Method; Post-method; Postmodern; Education
Translation and Language Learning/ Teaching
The Role of Translation in Promoting Reading Comprehension of Iranian High School Students

Amir Marzban
English Language Department, Qaemshahr Branch, Islamic Azad University, Qaemshahr, Iran

Azadeh Azizi
English Language Department, Banda Abbas Branch, Islamic Azad University, Banda Abbas, Iran

The purpose of the present study was to see whether translation (contribution of the mother tongue) had any significant impact on promoting reading comprehension of Iranian high school students. The students who served as the subjects of the research were 80 female high school students in grade three majoring experimental sciences. To select a sample of subjects, a teacher-made language proficiency test was administered. Some of the 80 students quit to continue collaboration with the research and then a minimum of 66 students were randomly selected as the subjects. Then they were randomly divided into two groups of experimental (EG) and control (CG) equally. Prior to the treatment a reading comprehension test was administered to EG and CG as pretest. The results approved EG and CG were homogenous regarding their reading comprehension abilities. The control group went through the placebo which was regular instruction through “English-only” sessions. The experimental group received the treatment performed in 5 separate sessions taking totally ten hours of regular instruction. Finally, two posttests were conducted in two separate sessions. These two posttests were of the same nature and characteristics comparing to the pretest. The results of independent t-tests for each of them individually and for two parts of posttests 2 separately showed that there was no significant difference between the achievements of EG and CG; thus, translation as an ELT technique has no effect on promoting reading comprehension of Iranian high school students. It is worthy to mention that the results of part II of posttest 2 (unseen materials) showed that the mean score of CG was a little higher than the mean score of EG. It could be concluded that CG met the new material a little more confidently which in itself has a significant pedagogical implication. The outcomes of this research caused the researcher conclude that translation as an ELT technique has no significant effect on promoting reading comprehension of Iranian high school students.

Keywords: Translation; Reading comprehension; Contextual meaning
The Effect of Risk-Taking on Translation Quality of English Translation Students

Fatemeh Shojaee
Fars Science and Research University

Rahman Sahragard
Shiraz University

This study investigated risk-taking characteristics of Iranian students of Translation Studies and the effect of the mentioned variable on their translation quality in translation workshops and tests. The participants of the study were totally 132 BA students from three different universities of which 86 were homogenized through a TOEFL Actual Test. The participants received a personality questionnaire of risk-taking and a translation test. The translations were evaluated through Christopher Waddington’s method A which has three categories that can be utilized in the process of translation quality assessment, as micro structure analysis, based on error analysis and possible mistakes. According to the obtained data and some statistical analysis, correlation and scatter plot, there is a positive correlation between being a risk-taker and the quality of translation among the domain of Iranian BA Translation Studies students. The indication was that male students’ risk-taking behavior affects their translation a little more than female ones. It could be concluded from the study that allowing the students to take risks might help them translate better and with more confidence.

Keywords: Translation quality; Risk-taking; Translation evaluation
Translation, an Inevitable Tool in Language Teaching

Mohammad Reza Lorzadeh

National Tax Organization

From the very introduction of so-called Grammar Translation method in the world of teaching, the hot debate on acceptance or rejection of translation as a decisive tool in language teaching has been given rise to, making translation dethroned, especially in the communicative era and beyond. This paper tries to provide a historical background for the rejection of the notion in the language teaching environment with special references to the methods from Grammar Translation to Communicative and even Post-method era. Necessity of translation practice is discussed due to its high prestigious status and practicality in promoting mental training, social acculturation, language awareness, comparative differentiation, etc, all directed towards not only availability and practice of the action in the real language classes environment but also the necessity of resorting to the process for marking the reality of the topic and structure being instructed. Finally, it is stated that contrary to the fact that translation is prohibited by the modern language methods and although it may reduce fluency at expense of accuracy, the integration of the tool in language teaching can be very useful in linguistic training of the learner.

Keyword: Grammar translation; Translation; Communicative era; Post-method
Assessment of Marked Thematic Structures in the Two Persian Translations of "The Sound and the Fury"

Afsaneh Kalantari

Islamic Azad University of Khorasgan

This study aimed to explore the function and the frequency of the textual metadiscourse markers (MDMs) in scientific English and Persian texts. Based on the qualitative and quantitative analysis of textual markers characterizing the selected genre, different textbooks written in English and Persian were analyzed to identify the textual metadiscourse categories used in these texts and to determine the sociopragmatic differences existing in these languages. The findings suggested that textual MDMs were greater in Persian texts. Therefore, it was concluded that such discrepancy could be attributed to the rate of explicitness in two languages. Persian writers were more interested in explicating their ideas for readers through the text via the use of MTs in a greater amount. It was further found that different factors may influence the use of MDMs; namely, the culture, the writer’s preferences, the text and genre.

Keywords: Assessment; Persian translation; Marked thematic structure
Translation in EFL Contexts: A Learners’ Perspective

Seyed Mohammad Hosseini-Maasoum
Department of Linguistics & Foreign Languages, Payame Noor University

Mehdi Mahdiyan
Department of English, Quchan Branch, Islamic Azad University, Quchan

The idea of using translation as a learning strategy as well as a teaching technique has received diverse compliments and criticisms during the EFL history. Although some teaching methods are in complete disagreement with the use of translation in EFL classes, the fact cannot be neglected that adult learners, especially in their early stages of language learning, heavily rely on their mother tongue and employ it in various tasks such as reading comprehension. A pilot study done by the researchers proved that in reading comprehension, the translation of the gist of the text could meaningfully change the performance of the learners on comprehension questions and improve it up to 20 percent. In this research, attempts were made to survey the Iranian adult learners’ opinions about utilizing translation in their learning program and identify to what extent and in which areas they prefer it more. To do this, a group of 20 adult learners were interviewed and were asked to answer the questions and avow their ideas about the topic. Besides, an experimental part which involved a pre-test and a post test was administered to evaluate the learners’ claims. The results indicated that above 68% of them tended to use translation as a strategy in the process of their language learning. Their answers revealed they flash back to their mother tongue whenever it is hard for them to think in English. Also, it is highly acceptable (around 76%) from their viewpoint if the teacher speaks in their mother tongue to convey some more problematic concepts of language.

Keywords: Translation; Reading comprehension; Adult EFL learners
EFL Competence, Translation Competence, or Translator Competence: An Unfortunate Compromise

Masood Khoehsaligheh
Ferdowsi University of Mashhad

English and Persian translator training in Iranian universities dates back to over four decades ago, and in the past years, many students have been supposedly prepared to work as independent, professional translators and intercultural mediators. However, the undergraduate English translation program appears to be less than successful in fully providing the candidates with all the skills and competences which they could use after graduation when seeking lucrative jobs. In this paper, initially the literature on translation competence and translator competence as umbrella terms for the set of components and sub-competences (e.g., bilingual competence, electronic competence, and etc.) essential for an efficient translator is reviewed. Subsequently, the components and competences addressed in the English translation undergraduate program in Iranian universities are reviewed with focus on the portion of the curriculum on English as a foreign language. Later on, to demonstrate the inefficiency of the Iranian undergraduate English translator training program, the results of a self-assessment of a purposive sample of students on their English knowledge are presented and discussed. In conclusion, a number of issues in terms of translation curriculum design including environment analysis and needs analysis are discussed as potential solutions to improve the current training program.

Keywords: Translation competence; Translator competence; EFL competence
Promoting Intercultural Competence in the FL Classroom:
Literary Translations as Sources of Data

Mahbube Noura

Zabol University

The article suggests that literary translation can be a suitable activity and tool to explore and develop aspects of foreign language students’ intercultural competence. This point is illustrated with a study into the translation processes of English university students of Persian. To obtain a better understanding of the role of literary translation in the development of foreign language students’ intercultural competence, an interview agenda was provided and administered among translation students of Zabol University. The results obtained based on the interviews indicate that although cultural knowledge problems impinged on the students’ translation performance in various ways, they acquired a great deal of cultural knowledge at the end of literary translation course. Thus, literary translation can be used to raise awareness of issues in intercultural communication and in this way enhance their competence in foreign language classes.

Keywords: Literary translation; Intercultural competence; Foreign language teaching
Creativity and Intelligence: A Look at Their Relationship in Translation

Reza Rezvani
Hajar Arefnasab

Yasouj University

Creativity research has been accelerating progressively over the recent decades. An area of concern in creativity research has been its relationship as a prominent human trait to other human constructs in psychology and education. One line of inquiry which aroused controversy and continuing interest has involved the link between creativity and the all-important intelligence. This important line of investigation, however, received scant attention in Applied Linguistics and Translation Studies in particular. As such, the present study aimed at exploring how intelligence is related to translation creativity. To this end, 116 senior and junior English Translation students from 6 universities of Iran were asked to perform a translation task and an IQ test. More specifically, the subjects’ creativity and intelligence were measured through translating an extracted literary text (as a token of expressive text-type) from English to Persian and Raven’s Standard Progressive Matrices, respectively. Correlational analysis of the subjects’ creativity scores (assessed by 6 raters employing Consensual Assessment Technique) and their standardized IQ scores revealed that there was a statistically correlated relationship between translation creativity and intelligence. The results carry implications for theoretical understanding and characterization of creativity, intelligence and their association.

Keywords: Intelligence; Psychological traits; Creativity; Translation creativity; Consensual Assessment Technique
Translation as a Learning Strategy: Iranian EFL Learners’ Beliefs

Mojtaba Heidari Bab Dahouee
Behnaz Sarduee

Yazd University

Despite of a biased hostility on the part of language practitioners towards the use of translation in learning a foreign language, it is widely used in learners’ foreign language learning process. It well seems that learners often use translation as a learning strategy to comprehend, remember, and produce a foreign language. However, rather a small number of researches have attended to the use of translation in language learning. Thus, in this study we set out to explore the role of translation in Iranian university students’ English learning, especially in terms of their learning beliefs and learning strategies about using translation to learn English. The study used survey questionnaires and qualitative interviews as instruments to obtain its intended data. Doing so the study addressed the following research questions: (1) What are Iranian university students’ beliefs about using translation to learn English? (2) What learning strategies employing translation do students report using? (3) What are the relationships among learners’ beliefs about and use of translation? (4) To what extent do learners’ background variables relate to their beliefs about and use of translation? The results of the study hope to sensitize EFL Practitioners to various learning strategies involving translation and to the possible benefits of using translation for English learning reported by the students.

Keywords: Translation; Learners’ beliefs; Learning strategy; Foreign language learning; Learning English
Literature/Art and Language Learning/ Teaching
Literary Competence, Reading Competence: Exploring the Role of Literature in EFL Context

Soghra Nodeh

Shiraz University

Looking into the whole history of teaching language, one can understand that literature for a long time has been kept apart from the educational curricula. But the current educational trend favors an interdisciplinary outlook in the academics. Hence, the present study focuses on exploring the role of independent and autonomous nature of literature and its specific illustration in LLT, especially in teaching English in EFL contexts. The paper outlines some principles for building the relationship between general reading ability in a foreign language and literary response which illustrates the range of knowledge that will be produced if literature is treated as a means of teaching English as a foreign language. This theory reinforces the stiff interrelationship between literary competence and reading competence since, on the one hand, reading is the most autonomous individual ability in language work and, on the other, literature is a rich and widely-appealing source of material for reading.

Keywords: Literature; Literary competence; Reading competence; EFL context; LLT
The Role of Arts in Teaching English to Young Learners

Nouroddin Yousofi
Razi University of Kermanshah

Elaheh Yousefvand
Islamic Azad University, Science and Research Branch, Kermanshah

Teaching English as a foreign language to young learners varies in many ways from teaching adults. One of the major differences arises from the course design and the kind of tasks and activities covered in the books. More varieties of activities are needed to be used in the classroom in order to teach young learners and make the lesson an attractive process as well as making learning effective by making use of various intelligences and engaging different competences in the process of learning. This article intends to investigate the use of arts in current English teaching course books for young learners in Iran. It intends to analyze what forms of art are used in each book to help teaching and learning English as a foreign language, and to find out how much teachers stick to the tasks and designed activities in order to achieve the intentions of course designers. For this purpose books such as “Happy series”, “Hip Hip Hurray”, and “English Adventures” which are currently taught in different language institutes in Iran, are analyzed from the angle of vision of arts use in language teaching. Data is collected through book analysis, observation of English classes for young learners and discussion with groups of teachers to learn about their beliefs. The result is hoped to be helpful for language teachers, course designers and language institutes and to facilitate English learning for young learners.

Keywords: Language teaching; Multiple Intelligences; Art; Language institutes; Young learners
Getting the Knack of it: Reading and Writing Poetry as a Resource for Language Teaching for EFL Students

Mahmoud Reza Ghorban Sabbagh

Ferdowsi University of Mashhad

The present study explores the potentials of poetry in enhancing the linguistic aptitude of learners from Lower-Intermediate to Advanced levels. It is argued that the pervasive subliminal appeal to poetry in L1 provides the learners with an opportunity 1) to ‘defuse’ the learners’ worries and fears about the as-yet-unknown ‘territory’ of L2; 2) to introduce the natural rhythm and cadence of the new language; 3) to boost the morale and heighten the awareness of the learners to comment on the seemingly trivial subjects; and 4) to provide an almost infinite fund of possibilities for interactive classroom discussions. Therefore, the self-contained world of poetry may not simply be deemed as an optional extra; rather, it can be seriously recommended as an integral part of the language program along with other forms of accepted linguistic types of input (i.e. modified reading passages, pictorial prompts, contrived dialogues …).

Keywords: Poetry; Teaching languages; Lower-intermediate to advanced learners; Linguistic input; Reactional use of spoken language
Language Learning and Literature: EFL Students and Learning Plays through Performance

Rajabali Askarzadeh Torghabeh

Ferdowsi University of Mashhad

Drama is one of those courses which attracts many students. Many EFL Learners are interested in role performance in drama classes. The writer of this article who has been teaching drama to EFL learners for more than six years understood this interest and used it in teaching plays to Iranian EFL students. This research is being done in drama classes. Eighty students from two classes were chosen and were divided into two groups of experimental and controlling. The first group of the students in the first class was asked to read the plays first, and then perform the roles of the characters. In the second class, the students were just asked to read the plays from the beginning to the end. Since, the first group of the students could create a situation for themselves to put the play from mere imagination to performance, were more successful in learning drama, comparing to the second group of the students who were just supposed to imagine the actions of the characters and plays. The findings of the research show that, performance had a great effect in teaching and learning drama.

Keywords: Iranian EFL students; Drama; Performance; Learning plays
The Application of Cixousian 'écriture Féminine' in Teaching English

Iran Zamani Siboni

Islamic Azad University, Tehran Central Branch

The aim of this paper is to examine how an English teacher can help her/his students to start speaking and give speech in class bravely by not putting too much emphasis on grammar and syntax. This experiment includes the skill of writing, too. This Cixousian experiment would be very useful for those English learners who suffer from shyness or stuttering and those who do not have enough confidence to speak in class in front of their teacher and classmates. Starting to speak by movements of their bodies (Cixous addresses to this state in her essays), scrambled words and ungrammatical structures, they can learn to speak better step by step just as a child starts speaking by crying, babbling and making meaningful sounds. This creative theory of Cixous would be much more applicable in writing.

Keywords: écriture féminine; Femininity; Openness; Multiplicity
On the Relationship between Personality Types and English Poetry Comprehension

Ali Roohani
Faranak Forouzandeh
Shahrekord University

Individuals’ feelings and attitudes and the way they act in the world are the underlying building blocks of personality. In this world, poetry may assist individuals to reveal their hidden nature of the self. They can pierce the block of other individuals and share the sentiments with them; understanding and appreciating poetry might be influenced by individuals’ personality establishing a particular outline of sentiments allowing deeper understanding into it. In light of these views and lack of empirical study, this study aims at investigating Iranian EFL learners’ personality profiles, the relationship between personality types and poetry comprehension, the predictors of poetry comprehension and the role of gender in poetry comprehension. To collect data, Form G of the Myers-Briggs Type Indicator (MBTI), including 126 dichotomies items, and six English poems, including 180 multiple-choice items, were administered among a sample of 90 Iranian EFL learners. Pearson product-moment correlation, multiple regression, and independent t-test statistics were used to analyze the data. Results demonstrated that, first, the judging and perceiving personality types were the most and least reported personality types, respectively. Second, there was no significant relationship between different types of personality and understanding English poetry among the male participants. However, there were a significant positive correlation between judging type of personality and English poetry comprehension and a significant negative one between perceiving type of personality and English poetry comprehension among the female participants. Third, personality type acted as a predictor of understanding English poetry, but its contribution was not found to be significant. Finally, there was no significant difference between the males and females in terms of poetry comprehension. The pedagogical implications of the findings are presented.

Keywords: Personality types; English poetry; Gender; MBTI
Neurology and Language Learning/Teaching
Investigating a Dyslexic Child's Reading Ability through DRC Model

Fatemeh Hasani Jalilian
Amer Gheitury

Razi University of Kermanshah

Despite normal intelligence and ordinary teaching methods, developmental dyslexia prevents developing an efficient and automatized reading system in the brain. In order to detect the reading inefficiency, various reading models have been suggested to explain the processes of reading in normal and dyslexic individuals. DRC model (Coltheart et al. 2001) considers two routes for the process of reading a word: the lexical route defines reading in terms of different levels, namely visual recognition, letter detection, orthographic lexicon, phonological lexicon and speech production and the non-lexical route through which reading non words and irregular words takes place. In this study a seven year old dyslexic boy with normal intelligence, and intact hearing and eyesight was assessed by a number of Ziegler et al. (2007) tasks each tapping one DRC level. Description of results according to DRC indicated that impairment in the letter detection has caused inefficiency of the other levels. The findings proved the fact that reading is the product of different cooperative cognitive levels in the brain. This has made the task of finding the exact defective level rather difficult.

Keywords: Reading disability; Developmental dyslexia; DRC Model of Reading; Ziegler et al. tasks
Teaching Language to the Brain; Orchestrating Learners’ Mind

Azar Hosseini Fatemi
Ferdowsi University of Mashhad

Seyyed Bagher Minshojaee
Sari Teacher Training University

Neuroscience provides vital insights into how our brain behaves when it comes to learning. Translating research results engendered from neuroscience into pedagogical forefronts is one of the most convincible interdisciplinary deeds that can pave the way learners learn and teachers teach language. In this presentation, we are to pinpoint on how human brain functions providing us with passion for learning, vision for seeing what is feasible, intention for knowledge and skills development, action for making our dreams come to reality and reflection for self-monitoring. We firstly introduce five major learning systems of the brain, and then elaborate on how teachers can inhibit or facilitate different learning systems and finally put forth a model on how to apply all learning systems in a harmonic manner in language teaching practices in tune with learners’ minds.

Keywords: Neuroscience; Human brain; Teaching language
Contribution of Educational Neuroscience and Neuroimaging Technology into Language Learning and Language Teaching: New Possibilities for Speculations

Davood Sepahi

Islamic Azad University, Takestan Branch

The recent advances in neuroimaging technology have made it possible for practitioners in various fields to probe into peculiarities of the brain functions in details that were unimaginable in the past. Studies in the interdisciplinary field of educational neuroscience have benefited from this new step into understanding the inner world of thoughts beyond mere speculation, language teaching and learning in this arena is no exception. The paper to be presented aims to find a place for language teaching and learning at the cross section among neuroscience, cognitive psychology, and educational neuroscience and investigate possibility of incorporating neuroimaging based research into theory and practice of ELT.

Keywords: Language learning; Educational neuroscience; Neuroimaging technology
Second Language Learning in Autistic Children Compared with Typically Developing Children: “Procedures and Difficulties”

Azadeh Sharifi Moghadam
Shahid Bahonar University of Kerman

Mahdieh Karami
Shahid Bahonar University of Kerman

Zahra Dehbozorgi
Shiraz Rehabilitation Center

“Autism” is a complex neurodevelopmental disorder with the symptoms such as the presence of deficits in social interaction, language and communication. Individuals with autism share in some characteristics but differ in important ways, the reason why there is a spectrum of autistic disabilities called autism spectrum disorders. The present study compared the ability of individuals with autism and typically developing individuals in learning a number of English vocabularies. Two groups were chosen; the first containing four boys and four girls with autism spectrum disorders, and the second with 4 typically developing boys and four girls. All children were eight to twelve years old. Seven cards including the pictures of some known animals were shown to the children. The process of teaching took about ten days. There was not a significant difference between autistic and typically developing children in learning “cat, dog, fish, hen, horse, and mouse”, while there was a significant difference in learning “sheep” (α=0.05). Teachers face more problems teaching to individuals with autism. It took more time for autistic individuals to learn the vocabularies. They also were not willing to listen to the teacher to learn the words for a long time.

Keywords: Autism; Learning; English vocabularies
یادگیری زبان از دیدگاه مدل تحلیل-تفاوت های فردي (DIR) مبتنی بر ارتباط

سید امیر امین پری

در علوم شناختی و علوم عصبی رابطه ترین دیدگاه‌های یادگیری زبان بر این ایده استوار می‌باشد که توانایی نمادسازی و استفاده از زبان مبتنی بر آمادگی زبانی (سیستم پیچیده مغزی) انسان است. دیدگاه‌ها مهم دیگر، فعالیتی شناختی که در فرآیند تعاملات اجتماعی باعث یادگیری زبان می‌باشد. کمتر دیدگاهی ارائه شده است که در فرآیند یادگیری و تحلیل زبان، بتوانند مدلی یکپارچه ارائه کند و یادگیری زبان را در تعامل عوامل زیستی، روانی و اجتماعی توضیح دهد. مدل تحلیل-تفاوت های فردی مبتنی بر ارتباط (DIR) به عنوان مدل زیستی-روانی اجتماعی از تحلیل انسان، تلاش دارد تا یادگیری و رشد زبان را با محوریت نشان هیجانات توضیح دهد. در این چهارچوب، انتقاد بر اینست که عملکرد سطح بالای ذهنی (شامل زبان، درک اخلاقی و تفکر انتزاعی) مستلزم هیجانات است. هیجانات با فراهم ساختن هدف برای رفتار، قسمتی از مختلف ارکان است. شامل عوامل، عضلات، توجه، حافظه و یادآوری را همراه می‌نماید. هیجانات همچنین با دانست معنا به توانایی یادگیری و استفاده از زبان معنادار می‌باشد. از این لحاظ، توانادگی با مشترک در تعاملات هیجانی با مقامات مراحلی را پشت سر می‌گذارد که منجر به یادگیری زبان می‌گردد. این مراحل، رشد هیجانی کارکرده تامین می‌نماید، جامعت و عارضه از توجه و تنظیم (تولد 1 تا 4 ماهگی) صمیمیت و جذب شدن به انسان ها (4 تا 7 ماهگی)، ارتباط متقابل دووسویه ارداد (4 تا 10 ماهگی)، حل مساله اجتماعی (9 تا 18 ماهگی)، ایجاد بارزتریها یا ایده‌ها (18 تا 30 ماهگی)، نظر و ایجاد ایده‌ها (34 تا 42 ماهگی). مدل DIR تلیبات مهمی در فرایند آموزش و یادگیری زبان معنادار دارد.

واژگان کلیدی: یادگیری کارکرده هیجانی؛ رشد زبان؛ رشد کیک در انسان
سرباژهای زبانی، سربازهایی جهانی

سعود یزدانی مقدم
سید رضا به آفرین

درکار اسلامی وحداد نوزاد نیمال

این مقاله در ابتدا با اشاره اینهای در معنا ورود جهانی سازی، به شرح معنی مختلف این کلمه از دیدگاه متخصص حوزه‌های مختلف می‌پردازد. در ادامه چگونگی تأثیر فرآیندهای جهانی سازی بر جامعه و تغییرات اجتماعی را شرح داده و نقش زبان انگلیسی را در جهانی‌سازی بررسی می‌کند. نگارنده بر این باور است که زبان انگلیسی به واقعیت‌های قبل اکثریت در سطح جهان تبدیل شده است و مزایا و محدودیت‌های آن با خود به همراه دارد. آنگاه به نقش زبان در تبیین هویت افراد و ملت‌ها و مسرد و چهره مفهوم جهانی سازی از دیدنگاه شورت را بیان می‌کند. بعد با اشاره ای به مقولة جهانی سازی و فرهنگ، چهار کاربرد متفاوت زبان انگلیسی از دیدنگاه رالی را بیان می‌کند. سپس وارد حرز زبان انگلیسی شده و موضوعاتی از قبیل گسترش زبان انگلیسی، فواید زبان انگلیسی برای عصر مدرن، اسباب‌های نفوذ زبان انگلیسی در بین جوانان، اسباب‌های وارده از سوی زبان انگلیسی از دیدنگاه نویدا، نمونه‌هایی از نحوه نفوذ زبان انگلیسی، و بنابراین، زبان انگلیسی را به بحث می‌نشیند. در پایان نویسنده نتیجه می‌گیرد که از انجایی که زبان انگلیسی قادر به اظهار وجود برخی کشورهای نسبی نیست، لذا قادر به فتح جهان نیز نخواهد بود و با مد نظر داشتن مسائل جمعیت شناختی و تکنولوژیکی، جهانی شدن انگلیسی فارغ از برخی تضادها نخواهد بود.

واژگان کلیدی: سرباز جهانی؛ زبان انگلیسی؛ جهانی سازی
سابقه ی تدریس و تغییر در هویت های ملی، مذهبی و غربی:
مطالعه ی کیفی

رضا پیشقدم
دانشگاه فردوسی مشهد

مهرزاد صادقی اردبیلی
دانشگاه فردوسی مشهد

آموزش زبان انگلیسی به معنای عبور از مرز فرهنگ خودی و ورود به یک فرهنگ بیگانه است. تجربهای از چالش میان دو فرهنگ که بر میزان وابستگی فرد به فرهنگ خودی اش تأثیر می گذارد است. این روز می توان گفت که هویت مدرس زبان انگلیسی نتیجه تقابل و یا تعامل دو فرهنگ از دوران زبان آموزی ایفای می یابد. بر این اساس، در این بحث تحقیق کیفی-14 مدرس زبان انگلیسی با سابقه ی تدریس از ۶ تا ۳ تا سال از ۶ موسسه خصوصی زبان انگلیسی در شهر مشهد را یک چنگال مطالعه در مصاحبه ی به یک سال خال شرکت کردند. طول مدت مصاحبه یا مجموع ۱۴ ساعت و ۳۸ دقیقه شد که توسط دو متخصص مورد تجزیه و تحلیل قرار گرفت. روند تغییر هویت کنندگان در مصاحبه با توجه به نظریه هویت و زبان آموزی تورنتون (1994) و نظر ادیژ نگری گزارش گردید که مدرس زبان انگلیسی غالبان تغییر هویت از نوع جانشینی فرهنگ و زبان بیگانه به جای فرهنگ و زبان خودی شده است و هویت غربی به سبب هویت‌های شخصی برندگی شده است. در میان آنها مطرح تفاوت انتقادی به ویژه به چالش کشیدن بذاره فرهنگی و اجتماعی کاملاً شایع است. هویت مذهبی آنان بیشتر از هویت‌های ملی و فرهنگی تضعیف شده است. مدرسین کم تجربه در تقابل هویتی آسیب بذارن بوده و از فرهنگ خودی بیشتری از گرفته‌اند.

واژگان کلیدی: تغییر هویت، زبان آموزان انگلیسی، فرهنگ خودی، مدرسین زبان انگلیسی
 مقایسه ی سازه های پرسشنامه ویژگی های مدرس موفق زبان
با مدرس موفق ترجمه

محمدرضا هاشمی
نماینده ارشدی
دکترکه فردوسی مشهد

با توجه به اهمیت مدرس و معلمان در عرصه ی آموزش و پرورشی، پژوهش حاضر سعی دارد تا به الگوهای نظریات آموزش و یادگیری زبان انگلیسی به معرفی سازه های اصلی سنجه موفقیت مدرس مترجم بپردازد. پژوهش حاضر در نظریه با استفاده از پرسشنامه "ویژگی های مدرس موفق زبان" (معافیان و پیشقدم، 1388)، به بحث و بررسی ویژگی های مدرس موفق در جذب آموزش ترجمه بپردازد. مولفان این پژوهش با الگومانند، با ترکیب نظریات مختلف روان شناسی، جامعه شناسی و فلسفه و مقایسه آن با پرسشنامه "ویژگی های مدرس موفق زبان" به معرفی سازه های اصلی و ویژگی های مدرس موفق ترجمه می پردازند. بدین منظور، در ابتدا ویژگی های کلی و مشترک معلمان مانند نظریات گوناگون در حوزه آموزش زبان و روش تدریس مورد بحث قرار می گیرد. در ادامه به بررسی ویژگی ها و حوزه های توانش تخصصی معلم ترجمه می پردازیم. در پایان، بیشتر های برای پژوهش انرژی شود و کاربردهای آموزشی آن مورد بررسی قرار می گیرد.

واژگان کلیدی: ویژگی های مدرس موفق زبان; ارزیابی ترجمه; معلم ترجمه
ارائه الگویی جدید در طراحی محتوای آموزشی دانشگاهی
با استفاده از فناوری نوین ارتباطات

سعود خرابی
غلامرضا زارعی
سرد رضا سیدی نوقابی
ناظری، شهر حسن ایمانی

این مقاله به‌عنوان نظریه‌ای است که برای طراحی محتوای آموزشی (محتوای درسی) در ترکیب با رسانه‌های جدید قابل کاربرد است تا به طور کامل این مقاله به‌عنوان ضرورت و به‌ویژه ارائه محتوای آموزشی به کمک فناوری جدید رسانه‌ای است و سپس توضیحاتی پیوسته به‌خصوص به تا به‌این یادگار جدید که در آن فناوری جدید رسانه‌ای فراگیران را به شکل فعال به کار می‌گیرد، با توجه به نحوه واقعی بخشید و به‌سئام آموزش فراگیر محور و مشارکت فراگیران و در جهت نظریه‌ساختگرایی به عنوان الگویی مناسب برای یادگیری در سطح آموزش عالی سوپریور، در پایان مدل ساختگرایی برای طراحی محتوای آموزشی به کمک فناوری ارائه و توصیف می‌شود. این الگو در واقع در برگیرنده نظریه‌ای است که تلاش می‌نماید محتوای آموزشی به کمک فناوری به‌گونه‌ای غنی‌شود تا زمینه‌های تفکر، تام و بذوری به شکل مختلف را فراهم سازد.

واژگان کلیدی: آموزش عالی، فناوری چند رسانه‌ای، محتوای درسی دانشگاهی، نظریه ساختگرایی
لزوم آگاهی مدرس از دانش هومویوپاتی و تأثیر آن در امر آموزش زبان دوم

اعظم استاجی
سمانه دریک کنار

انتشارات کردوسی مشهد

مطالعه شناسی در بررسى هر نوع رابطه میتر نشانى کلیدی دارد. شنایت مدرس از دانش آموزان و عکس
عملخوانی رفتاری آنها در هر مقطع و رشته ای به وی این امکان را می‌دهد تا با هریک رابطه ای مفید و
تمریکش برقرار کند. سببیاً روش‌ها برای بهتر کردن بارده بر آموزش زبان دوم پیشنهاد شده است که در
کتابهای روش تدریس بافت مشاوره متفسیرانه کنترل به روحیه زبان آموز توجه شده است. همان طور که
دوره (2001) اشاره می‌کند "می‌پدیدایش استاد در نکته‌ای مشابه به شاگردان باشد به عنوان عنصر اصلی اهداف
آموزش در نظر گرفته شود". مهارت ایجاد انگیزه را می‌توان به صورت اکتشافی فرا گرفت که با مطالعات
روشناسی و بررسی‌های روان‌شناختی از مباحث قابل حصول است. می‌توان از علم روشن‌شناسی در آموزش بسیار
کمک گرفت. دانش هومویوپاتی که از اصول روش‌های درمانی است در سال 1796 توسط سامول هیومن، روشک
آلمنی، کشف شد و امروزه در کشورهای بسیاری، از جمله ایران دارای انجمن است. این روی توصیه در این
روش به منزله یافتن مثل شخصیتی انسان در طبیعت است و در کنار درمان به معرفی شخصیتی می‌پردازد که
با کمک این همتار عمل و گرانفیونی اکت‌عال مناسب راه‌اندازی و در نهایت شاگردان موفق
از خصوصیت افرادی برای طبیعت‌نیازی انسان در جهای‌های این دانش، مدرس راه‌اندازی در زبان آموزان
ایجاد انگیزه و علاقه کند، تدریسی می‌تواند داشته باشد، خطاها را بهتری تصاحیح کند و در نهایت شاگردانی موفق
تر داشته باشد. با توجه به وجود مولفه‌های منفی مانند عدم اعتنام به نفس، خجود و احساسات ازدحام در
زبان آموزان که در امر آموزش از موانع اصلی عیوب می‌باشد، آگاهی مدرس از دانش هومویوپاتی و
یادگیری برخورد مناسب با هر زبان آموز که مناسب با شخصیت او باشد، می‌تواند به مردان زیادی این فاکتورها
را کاهش دهد. در این تحقیق سعی شده به معرفی پنج شخصیت هومویوپاتی و نشان دادن این مسئله که برخورد
مدرس با هریک با عیاهت منفی باشد راهکاری برای میترین‌تر کردن امر آموزش ارائه شود.

واژگان کلیدی: هومویوپاتی; آموزش زبان دوم; رابطه مؤثر

149
این مقاله به اعتبار آموزش مهارت فراشناختی راهبردهای مطالعه بر عملکرد تحصیلی دانش آموزان دختر دوره راهنمایی در درس زبان انگلیسی می‌پردازد.

ˌآرخیخشی آموزش مهارت فراشناختی راهبردهای مطالعه بر عملکرد

محمود اکبری مطلق
محمود اکبری مطلق
محمدحسین اکبری مطلق
حمید درکه
حسن رضایی

مهمان: آزاد اسلامی واحد تربیت جام

"از آن که اغلب دانش آموزان به تدریج توانایی انجام مهارت های فراشناختی را کسب می‌کنند، اما در برخی از دانش آموزان عدم کسب مهارت ها نسبت به مراحل مختلف در عملکرد تحصیلی می‌شود و به دلیل اهمیت فراوانی عملکرد تحصیلی به ویژه، یادگیری زبان در رشد و بالندگی، انتخاب، استفاده از راهبردهای مداخله ای برای افزایش عملکرد تحصیلی مهم و ضروری به نظر می‌رسد. بنابراین این اثبات حاضر با هدف بررسی اثباتی از عملکرد آموزش مهارت فراشناختی راهبردهای مطالعه بر عملکردی تحصیلی دانش آموزان دختر دوره راهنمایی در درس زبان انگلیسی انجام شد. پژوهش حاضر نوع تحقیقی و با روش پیش از آزمون- پس آزمون با گروه کنترل بود. حاوی 30 نفر دانش آموز دختر پایه دوم راهنمایی با معدل نمرات کمتر از 14 در درس زبان انگلیسی در ترم اول از سه ماهه از مدارس ناحیه 3 شهر مشهد انتخاب شدند و به طور تصادفی در دو گروه نفری آزمایش و کنترل قرار گرفتند. سپس گروه آزمایش طی 8 جلسه آموزش راهبردهای مطالعه مطالعه قرار گرفت. شرکت کنندگان آزمون های مانریس پیشروند رون بزرگسالان، آزمون پیشرفت تحصیلی محقق ساخته و پرستش می‌شوند. گروه ای از آگاه فراشناختی از راهبردهای مطالعه (مختلی، و ریچارد، 2002) را به صورت پیش آزمون و پس آزمون تکمیل کردند. داده‌ها توسط روش‌های آماری توصیفی و آنالیز ایکسوس بیکه مکت نرم‌افزار SPSS 14 مورد تجزیه و تحلیل قرار گرفت. یافته‌ها نشان داد که آموزش راهبردهای مطالعه بر عملکرد تحصیلی و آگاهی‌های فراشناختی گروه آزمایش تاثیر معنادار داشت. می‌توان از برنامه آموزش راهبردهای مطالعه برای ارتقای مهارت‌های فراشناختی و بهبود عملکرد تحصیلی به ویژه در درس زبان انگلیسی بهره جست.

واژگان کلیدی: مهارت‌های فراشناختی، عملکرد تحصیلی، دانش آموزان دختر
فناوری اطلاعات و ارتباطات در یادگیری زبان خارجی

مهدی معینی کیا
سازنده به بونی

 Shaman محقق اردبیلی

هدف این پژوهش فراتحلیل نقش فناوری اطلاعات و ارتباطات در آموزش زبان انگلیسی بود. حدود و نعل فناوری اطلاعات و ارتباطات شامل کاربرد رایانه در آموزش. استفاده از نرم افزار آموزش زبان انگلیسی، راهبه، ارتباطات سایر، آموزش مجازی و آموزش الکترونیکی در معنی کامل آن بود. روش این پژوهش از نوع فراتحلیل است. انتخاب جامعه آماری بر اساس اعتتاد روزنالما و دیدانستیتی بر این که پژوهشگر فراتحلیل نیازی اطلاعات از دست داده تست بوده است. از بین ۱۷۶ سند پژوهشی موجود مرتبط با فناوری اطلاعات و ارتباطات و زبان انگلیسی در سایت‌های اینترنتی به آدرس: Sid, Magiran, Irandoc، اعداد ۶ فقره سند شناسایی گردیده که قابلیت وود به فراتحلیل را داشتند. این ۶ فقره سند در مجموع ۱۴ متنی را مطالعه نموده‌اند. لازم به توضیح است که روی مطالعه یک فقره از استاد باید شده، مروری بوده و ۳ فقره از آنها، علی‌رغم ارزشمندی بودن، شاخص آماری ۱ را گزارش نموده است که امکان محسوب‌سازی اثر برای این ۴ سند ممکن نگردید. برای یکی از این سند، میزان اثر آن محاسبه می‌باشد. میانگین این آمار اثر (d) محاسبه شده برای نیاز کاربرد فناوری اطلاعات و ارتباطات بر آموزش زبان انگلیسی (یک روش منطق و باستانی مشابه با یادگیری زبان انگلیسی) به‌طور کلی به ۰.۸۱ (شده تا تغییر زیاد) بود. بنابراین می‌توان نتیجه گرفت که کاربرد فناوری اطلاعات و ارتباطات بر آموزش و یادگیری زبان انگلیسی تاثیر زیادی دارد.

واژگان کلیدی: فراتحلیل، فناوری اطلاعات و ارتباطات، آموزش زبان انگلیسی

151
بررسی تأثیر روش تدریس ارتباطی زبان انگلیسی بر عملکرد دانش آموزان

مدرسه راهنمایی ایرانیان مقيم بحرین

سازار ساکر
دانشگاه فردوسی مشهد

علی توحیدی شکیب
دانشگاه پیام نور

عوامل متعددی در امر آموزش زبان انگلیسی دهیل هستند از جمله معلم، مکان آموزشی، روش‌های تدریس، امکانات آموزشی، کتاب، زمان و عوامل اکثریتی اجتماعی و فرهنگی و غیره. با توجه به کثرت عوامل، در این تحقیق به بررسی تأثیر روش تدریس ارتباطی زبان انگلیسی و محتوای کتب آموزشی بر فراوردی یادگیری فراکرایان پرداخته شده است. تا مشخص کنیم چه عوامل یاد کده تا چه میزان بر پیشرفت دانش آموزان مؤثر است. در چارچوب تحقیقات از نوع اقدام-پژوهشی، سعی شده است با روش آموزش دانش آموز-محور و تدریس کتابی که تحتوای آن کاربردیتر از کتاب درسی داشته آموزان عملکرد دانش آموزان سنجیده شود. در اینجا توانایی دانش آموزان که بر اساس روش‌های سنتی و غیر سنتی با آنها کار شده بود فقط در بهترین بهره‌های از مهارت تایپ نوشتن و صحبت کردن نداشته داشته اما بعد از تدریس براساس این روش دانش آموزان به طور قابل ملاحظه‌ای در مهارت‌های چپ‌وپسیدن و پیشرفت داشتهند که مهمترین آنها پیشرفت در مهارت‌های نوشتن و صحبت کردن و تفاوت بین تفاوت در مهارت زبان این دانش آموزان برای یادگیری زبان بعد از احساس موفقیت در مهارت زبانی بود که عمل مهمی در پیشرفت آنها محسوب می‌شد.

واژگان کلیدی: روش تدریس ارتباطی زبان انگلیسی; زبان آموز; معلم آموزشی
نگاهی تجربی به روش کلید واژه جهت تسلط بر وژگان زبان‌های خارجی

امحمد رضا یکتارلو
دانشگاه فردوسی مشهد

در جند ساله‌ای اخیر ناشی‌های انسانی جهت تسلط سریع بر وژگان زبان‌های خارجی انجام شده است. برخی از پژوهشگران استفاده از روش کلید واژه را در این راستا به‌پیش‌رویه و ارزیابی ارزشمند ارائه کرده‌اند. گرچه این روش در حوزه روان‌شناختی سیاسی مردم توجه قرار گرفته ولی در روش‌های تدریس زبان‌های خارجی توجه کافی به آن می‌دهند است. از آنجا که همواره هر مدل در قالب زبان تجلی می‌یابد، با استفاده از این روش می‌توان با حفظ زبان مادری سرعت بر وژگان زبان‌های خارجی تسلط یافت. در سیستم کلید واژه برای یادگیری یک کلمه جدید خارجی کلمه ای پی هم اوا از زبان مادری را همراه با ترجمه آن در نظر گرفته و با کلمه مورد نظر زبان هدف، در قالب یک جمله جذاب و بی‌پدید ماندنی به خاطر می‌سپاریم؛ سیستم کلید واژه نه فقط سبب سرعت در یادگیری وژگان جدید شده بلکه به ماندگاری طولانی تر و پایداری سریع آن منجر می‌گردد. پژوهش‌ها همچنین برروی این تجربه شخصی گزارش از ریفرانک و آموزش زبان‌های خارجی مختلف از جمله زبان‌های روسی، آلمانی و انگلیسی می‌باشد. در این مقاله تلاش می‌شود تا تصویری روشی در رابطه با جدالیت این روش نزد فراگیران و ارزیابش آن در کلاس‌های آموزش زبان‌های خارجی ارائه گردد.

واژگان کلیدی: آموزش زبان انگلیسی، یادگیری تصویری با استفاده از کلید واژه
ارزیابی مهارت خواندن

غلام محمد فقیری
عزن طبلایی

در کناره‌رسی مشهد

مهمانی برترین مهارت‌های جهانی ی زبانی تلقی می‌گردد، به همین دلیل در پادگان‌های زبان دوم اهمیت زیادی دارد. این مهارت در برنامه‌ی درسی مهارت مخرب که ماهیتاً ترکیبی و فرآینده‌ای محور است قرار می‌گیرد. در این مقاله ابتدا حوزه‌ی انداره‌گیری، سنگین و ارزیابی‌های اخباری معرفی، و سپس آزمون سازی مهارت خواندن به لحاظ نوع و طریق‌های ساخت و انواع سوال تحلیل می‌گردد. در این راستا، ابتدا مهارت خواندن معرفی می‌گردد، آزمون سازی آن که شامل دو روش کردار وکلان و انواع دریافتی، گزارشی، تعاملی و گسترشی بررسی می‌گردد. سپس راهبردهای بالا به پایین و به بالا در تدوین متن و انواع سوال (تشریحی، کوتاه باش و عینی) مورد توجه قرار می‌گیرد. همچنین انواع پیام‌های (عکس‌های و چنایی، توضیحی، توصیفی، چالشی و مقاله‌ای) مقایسه‌ای، تقابلی زبانی، فرامیندی و غیره‌‌که مبنا ساخت متن را شکل می‌دهد بحث می‌گردد. بدین ترتیب مهارت خواندن از لحاظ نوع متن و مشخصه‌های آزمون سازی مورد مقدار قرار گرفته و کمی پایه‌ی ابتدا انواع متن و آزمون مناسب با آن ارائه می‌گردد.

واژگان کلیدی: خواندن، متن، آزمون، سوال، پیام‌گرای
بررسی تأثیر بسامد در آموزش زبان دوم

شهلا الشریعی
زهره بهاری
دکتر ایفاسی مسهد

بسامد می‌تواند به عنوان یک سنجه در علوم مختلف به‌کار رود. بنابراین زبان‌شناسی و آموزش زبان دوم نیز از این حيث مستثنی نیست. بسته به جویوری مورد بحث، دسته‌بندی‌ها و تعابیر متفاوتی از بسامد ارائه شده است. اما بسامد در زبان‌شناسی و علوم مربوط به آن عبارت است از شمارگان ظهور واحدهای زبانی در یک متن یا پیکره. بسامد معیار سنجه زبان‌پژوهان در ساختار و معیار سنجه نشان دهنده عناصر زبانی در معنی شناسی و رده‌شناسی است. بسامد در امر آموزش زبان دوم نیز به نوعی مورد توجه بوده است. در حالتی که به نظر می‌رسد برای آموزش سروت‌های برساماد مهم‌ترند، در مقابل برخی متقن‌ترین که سروت‌های برساماد نیز اهمیت خاص خود را دارند. چرا که در بافت‌های عادی وجود نداشته و به سروت معمول درگرفته نمی‌شوند. به خصوص در حالت تسلسل زبانی که باید بیشتر در شاخه‌های خاص به آن پرداخت. همچنین برخی دیگر متقن‌ترین که به‌طور هردم مقاله برسامادی و کمیسادی به‌طور هردمان توجه شود. در این مقاله تلاش می‌کنیم با پاسخ به این سوال که: «آیا در آموزش زبان دوم برساماد مهم‌تر است یا کمیسادی؟» جایگاه هرکدام از این دو مقاله را در امر آموزش زبان دوم مشخص کنیم.

واژگان کلیدی: برساماد، بسامد، آموزش زبان دوم
افراش سطح یادگیری زبان با استفاده از شخصی سازی در آموزش سیار

سمه ایرانی
وضعیت آموزشی آموزشی
ابوج میرحسین

ضرورت فراوانی شخصی سازی در یادگیری به خوین به رسمی شناخته شده است. آن حاضر که هر داشت پژوه ویژگی های متفاوت دارد و توانایی هر فرد با فرد دیگر متفاوت است، مرا برآور نماید. به دست آمده از ناحیه فرآیند نظر سوپریوری فرد و پرورشی، صورت می گیرد. به طور کلی هدف از آن، توصیه مجموعه ای از فعالیت ها به داشت پژوه شامل لینک، مقاله، آزمون، تکلیف ویژه با چه گروهی به دست می آید و تدریس‌های واقعی باشد. در این مبان، ادعای آن یک یادگیری سیار که مبتنی بر شبکه، خطوط ارتباطی بی علم و ابزار سیاری همچون نوت بورکها، تلفن های همراه و دستیار دیجیتال شخصی (PDA) است و در این ویژگی‌های مهمی نظیر قابلیت خجل، برای واسطه گی، شخصی بودن و دسترسی پذیری می باشد. می تواند باعث افزایش چندین برای یادگیری گردد. به گونه ای که این ویژگی ها موجب ایجاد تغییر ذهنی باعث یادگیری شده است. یادگیری سیار از آن جهت منحصر به فرد است که به فراگیری یا افزایش انجام می دهد تا به درستی در هر زمان و مکانی یادگیری را شخصی نموده و به عنوان سازنده، روحی زینب‌خانه تنوع به منفعت دریسی کمک کنند. در نهایت مدله برای آموزش سیار چهت آموزش زبان انگلیسی از این نکته که با توجه به ویژگی‌های هر فرد آموزشی لازم به ارائه نماید و در بیان برای ارائه کار، کمک درسی و آموزش مقتصد را پیشنهاد کند و اثبات میکنیم که مبان یادگیری در افراد بطور چشمگیری افزایش یافته.

واژگان کلیدی: شخصی سازی، مبان یادگیری، آموزش سیار، آموزش زبان انگلیسی
راهبردهای جامعه شناختی آموزش زبان و راهکارهای لازم برای توسعه آن

محمد حسن شریبانی

همیشه کرود تولید انجام اکتشاف و پیام‌نور

زبان به عنوان یکی از مهم‌ترین ضرورت‌های اجتماعی و فرهنگی جامعه بشری نقش بارزی در اshivه فرهنگ معنوی و تمدن مادی هر ملیت خواهد داشت. آموزش زبان در حوزه مطالعات اجتماعی با تأکید بر نقش های متنوع زبانی چون نقش (عاطفی، ارجاعی، ترقبی، ادبی، همدلی و فرا زبانی) باید مورد اهمیت قرار گیرد. همچنین ویژگی‌های بانک اجتماعی زبان آموزان از جمله (جنسیت، سن، سطح تحصیلات، هویت محلی- منطقه‌ای، محفظ جغرافیایی) جامعه گفتاری حاکم بر منطقه، و...) می‌تواند در حوزه ارتباطی با جامعه زبان آموز، نوع، روش و سطح تدریس می‌باشد. عوامل ارتباطی انسانی در حوزه آموزش از نظر پژوهشگر جامعه شناس باید مورد نظر قرار گیرد. معلمان زبان نقش بارزی در توسعه ارتباطی، تقویت تشریک مسایع (اصول تعاون) به صورت کنش متقابل هر کدام با رعایت اصول اختلاطی، شخصیتی، مبناشناختی در بین جامعه زبان آموز خواهد داشت. ارتباط مستمر و چهار به همراهی هر کدام با شناختی از فرازبانیهای ذهنی از قبل تفسیر اعمال، رفتار، فقدو نیت بر سهیل فرض ها و قراردادهای اجتماعی از مهم‌ترین ویژگی‌های استراتژی‌های جامعه شناختی تدریس آموزش زبان می‌باشد. در واقع شناخت و پرورش استعدادهای این‌گونه ها و قراردادهای از مهم‌ترین ویژگی‌های تفسیری، ارتباطات سیاسی، احساس‌های اجتماعی و ارتباط انسانی و آموزش در فرازبانیهای بارز اساسی و اساسی مبناشناختی جامعه شناختی آموزش و پرورش در هر زبان خواهد بود. بر اساس این اشاره به تدریس مبناشناختی و تحمل جامعه شناختی راهبردهای آموزش زبان را در این مقاله مورد مطالعه قرار داده ام و با اظهار نظری از اهکارها و پیشنهادها در زمینه بسترسازی و گسترش عمیق زبان آموزی از بعد فرهنگی و اجتماعی مورد بانک اولایم کرد.

واژگان کلیدی: آموزش زبان; معلمان زبان; راهبردهای جامعه شناختی

157
بررسی رواکره‌های طراحی چندرسانه ای تعاملی برای آموزش و یادگیری زبان

نیا ریکاری
حسین رستگارپور
بیله عادل‌الهی
بهنام عیادت‌الهی

انتشار: چند روز پس از ختم برگزاری
اصولیت رابطه‌های زبانی در فرا آینده آموزش زبان

محمود رضا بوسفنی
دکترکم
رئیس ایرانی شهر آباد
دکترکم نهبان

سخن بیانگر درون آزاد و افکار آهنگست و باغ برقراری ارتباط بین آسان‌هایی که شود و به نقل و انتقال افکار مدد می‌رساند. سخن با یازان در نظام‌های هم‌اکنون طریقی و عرضه می‌شود و بیانگر نوعی نظم و قانون است. به‌طور که اگر فاقد این نظم شود از سلسلت خوشبازی می‌ماند. این نظم ماهک مانند است رابطه‌ها بی‌رو است.

رابطه‌هایی که می‌باید در بین زبان‌ها انجام می‌گیرد دانسته‌هایی است که جو که در حین شرایط مصرف بی‌خود و محیط بین زبان است و دلیل آن معنی دار بودن جمله‌های است که از مکلیک صادر می‌شود و به مختل‌های می‌رسد بیان مختل معنی جمله‌ها را می‌فهمد و اما پیش از میرود. لغات و افکار بی‌خود رابطه ای تکان‌گذارنگ دانسته که به معنای پرداختن به نوع فکری را می‌تغییر دهد. فکر مکلیک را پرداخته است لطف است که تعبیر خود را از می‌کند و لغت‌ها در این زبان چنانکه استندف در میان افکار حس‌رسانی و مختل و اساس مکلیک است. استسابیا و میانیت مکلیک در درک زبان‌های چشمگیری دارد. به همین جهت است که برخی از جملات که بین مکلیک و مختل‌هایی را می‌تواند فعال دارای خودش و دمایی دارد. این را می‌تواند در جمله‌های خلاصه املاءاتی و جویدار دارد کار مختل‌های روان‌های می‌شود. زیرا اگر رابطه‌ها را از قرارین در دید. میزان اطمینان‌های بین مکلیک و مختل‌های در تفهیم مطالب تأثیر چشمگیری دارد و نه در این صورت است که ان و حرف یکدیگر را می‌فهمند. گاهی خلاصه مختل می‌باشد شن در مدرک می‌باشد به همین پیشنهاده دو می‌گردد که شنویده در درک‌های معنی و می‌تواند این مجازها فقط بر لغت‌های بی‌شماری آن نکنند که بندهای زبان و شعر کننده و در به‌هیا می‌کردد. اگر تا رابطه‌های اجزای کلمات با باشد. دریافت و استفاده این زبان‌ها برای اهدای به بی‌خود و آسانی است اگر فرآیند در صدد یادگیری زبانی که در این راستا را در دبیرستان و در دبیرستان مکلیک‌های شوهر را از ابتکارهای زبان را به این راه‌های اصلی اهدای از دوچرخه‌های حسن که سنگین رابطه‌هایی که برای این مکلیک‌ها ایجاد می‌شود. در این مقاله در زبان‌های ایشان و و ایرانی زبانی ابلاغ آن را در فرا آینده آموزش زبان بیان نمی‌کنم.

واژگان کلیدی: آموزش زبان، رابطه‌های زبانی، تفکر، لغات، درک معنی
زبان فارسی
مقایسه رفتارهای غیر کلامی میان دانش آموزان دختر و پسر دبیرستانی شهر مرکزی و تأثیر این رفتارها بر خواش معنایی کلام آنان

محمدرضا یعقوبی نازاد
مamus غلمزاده
دانشگاه فردوسی مشهد

هدف از مقاله حاضر معرفی ارتباطات غیر کلامی و چگونگی عملکرد آن و نیز بررسی تأثیر رفتارهای غیرکلامی بر خواش معنایی کلام می باشد. بخش عمده این پژوهش به توصیف و خواش معنایی رفتارهای ارتباطی غیرکلامی دانش آموزان دختر و پسر در دبیرستان مرکزی تهران و نظریه برتون به بایه انگیزه تحلیلی (1971) می باشد. پژوهش خواش معنایی تحلیلی یکی از طریق کلامی تحقیق می یابد. این ویژگی‌های ارتباطی در میان آموزشیان بر اساس مشاهده تکمیل پرسشنامه توسط دانش آموزان و دبیران آن و همچنین مصاحبه مورد بررسی قرار گرفته اند. رفتارهای غیرکلامی دانش آموزان در قالب 6 مقوله که توسط لین میده (2003) عنوان گردیده، بررسی شده اند. هدف از انجام این پژوهش شناسایی و تاهاکی رفتارهای غیرکلامی میان دانش آموزان دبیرستانی دختر و پسر و تأثیر آن بر خواش معنایی رفتارهای ارتباطی غیرکلامی آنها در ارتباط رود. بر حسب موضوع اجتماعی افراد می پاشد. نشان دادن تفاوت در خواش معنایی رفتارهای غیرکلامی پسران در مقایسه با دختران همراه با عوامل غیرکلامی و بدون این عوامل از دیگر اهداف این بررسی می باشد.

واژگان کلیدی: ارتباط غیرکلامی; رفتار غیرکلامی; ارتباط کلامی; رفتار کلامی; خواش معنایی
هدف پژوهش حاضر فراخلاصه‌ای انجام یافته در خصوص معایب و مزایای دو زبانگی است. پدیده دو زبانگی یا چند زبانه بودن تقریباً در همه ی کشورهای جهان وجود دارد. برای انجام فراخلاصه، استاد پژوهشی اعم از پایان تاریخی و کارشناسی ارشد و طرح های پژوهشی و مقالات ارائه شده در نشریات معتبر به عنوان جامعه آماری در نظر گرفته شد. با توجه به محدودیت جامعه آماری از کل شماری استفاده شد. انتخاب جامعه از آماری بر اساس اعتقاد روزنامه و دیپمان بود. در این دیدگاه پژوهشگر فراخلاصه نیابد اطلاعات را از دست دهد و حتی در اینم باید می‌شود که پژوهشگر فراخلاصه نیابد فقط به بررسی پژوهش‌های منتشر شده اکتفا نماید. بلکه در صورت دسترسی و نیاز اطلاع از اعتبار سنت آزمون، لازم است پژوهش‌های انتشار نیابه را نیز در نموده خود بگنجاند. پس از شناسایی اساس و اعتبار سننی آنها، برای تحلیل نتایج از روش ترکیب آزمون ها و محاسبه اندازه آن و روش z استفاده شد. بدين منظور با استفاده از روش‌پایین مجموع t ها بر اساس فرمول محاسبه گردید. نتایج بسته آمده در قابل توصیف و استنباطی مورد بررسی قرار گرفت. نتایج تحلیل نشان داد که دو زبانگی دارای معایب و مزایای است که بر اساس نوع تکیف و مناسبی سنین خاص متفاوت می‌باشد. نتایج به صورت مبسوط و توأم با شاخه‌های آماری در مقاله اصلی گزارش می‌گردد.

واژگان کلیدی: دو زبانگی، فراخلاصه، زبان فارسی، زبان آدیری
تولید و رشد گفتار در کودکان فلج مغزی با منشا دیزآ آرتريک

پرویز اکریبرور

دانشکده الیاژ اسلامی واحد اهر

فلج مغزی مجموعه ای از اختلالات حرکتی و تولیدی گفتار است که در نتیجه آسیب مغزی و یا عدم رشد مغز در دوران جنینی یا پس از تولد و یا بعد از تولد در فرد ایجاد می‌شود و به جند طیف طبقه‌بندی می‌شود. فلج مغزی تا باید با اختلالات حرکتی و گفتاری همراه می‌باشد. تاریخچه گیبری برخی از رسیده و توانبخشی در امر درمان گفتار و زبان کودک مبتلا نقش به سزایی از درمان و نیز امر درمان به‌درسته‌ی بیمار و بی‌دسته باشد به صورت تدریسی باشد. اهمیت برنامه‌های درمانی گفتار با افزایش انجیه برقراری ارتباط معنی‌برنامه‌ای که بهینه‌تر راه‌حل به‌دست می‌آید. شناسایی گفتار در فرد معلول با صدا سازی اولیه شروع می‌شود و مهمترین امر در این رابطه توجه به نوع تنفس و الگوی درمانی انتخاب شده می‌باشد که نقش اساسی در تولید گفتار دارد. نیز والبدین در تکمیل برنامه درمان اهمیت زیادی داشته و از بسیاری جهات منحنی بین درمان گر و فرد معلول می‌خواند.

واژگان کلیدی: فلج مغزی، اختلالات حرکتی و گفتاری، توانبخشی، دیزآ آرتريک
بررسی رابطه پایگاه اجتماعی - اقتصادی با خشونت زبانی در بین دانش آموزان دختر در مقطع متوسطه

نام: رنجر
شاخه: فردوسی مشهد

علی ربانور
شاخه: پیام نور مشهد

این پژوهش به منظور بررسی رابطه بین پایگاه اجتماعی و اقتصادی با خشونت زبانی در بین دانش‌آموزان دختر در مقطع متوسطه در شهرستان قوچان در سال ۱۳۹۱ انجام شد. این تحقیق به روش پیش‌آمیخته از نظر زمانی-مقطعی و از نوع مطالعات پنایگر و اجرایی ایست و با استفاده از ابزار پرستنده خودساخته بر روی نمونه‌ای متشکل از ۳۲۳ نفر صورت گرفته است. برای تحلیل داده‌ها از نرم‌افزار SPSS و آزمون‌های ضریب همبستگی و رگرسیون چند متغیره استفاده شده است. یافته‌های نشان دهنده قدرت کاهش و بهبود بخش‌های مختلف اجتماعی و اقتصادی در بین دانش‌آموزان دختر باعث می‌گردد که این رتبه‌بندی سطح‌های خشونت زبانی در سطح شهرستان قوچان به عنوان یک منبع مستقل بر خشونت زبانی تأثیر گذار باشد. به عبارت دیگر این متغیر قدرت تبیین کننده‌ی تأثیر این متغیر بر خشونت زبانی می‌باشد که در بین دانش‌آموزان دختر با کاهش و بهبود در سطح اجتماعی و اقتصادی در مدرسه‌ها بر خشونت زبانی تأثیر گذار است و بین خشونت کلاسی در مدرسه با خشونت زبانی رابطه معنی‌داری وجود دارد.

واژگان کلیدی: خشونت زبانی؛ خشونت کلاسی؛ پایگاه اجتماعی؛ اقتصاد
تقویت مهارت درک متن: آموزش علائم زبان شناختی انسجام متن

محمود فجازی بارکی

سالاران پژوهش و برپایه‌نیزی اموزشی

مطالعه قبلی به‌پیشرفت سواد خواندن (پرل) یکی از مجموعه مطالعات گسترش‌دهنده است که انجمن بین‌المللی ارزش‌شناسی پیشرفت تحصیلی (IEA) انجام می‌دهد. این آزمون به ارزیابی توانایی خواندن کودکان 9 تا 10 ساله می‌پردازد. نتایج آزمون پرل حاکی از آن است که جایگاه ایران در پرل 2001 میان 25 کشور شرکت کننده رتبه 32 و در پرل 2004 میان 45 نظام آموزشی جهان رتبه 40 است (کرمی، 2013). نکته مهم در این تحقیق، پژوهشگر می‌گوید عملکرد دانش‌آموزان ایرانی در آزمون پرل بسیار ضعیف است. این در این تحقیق پژوهشگر در چارچوب مدل سازندگی گرایی (گرمار، سیگر و همکاران، 1994) به قرارن درک متن پرداخت و با تمرکز بر مرحله انسجام در این قرارن، از طریق مداخله‌ی محتوایی مهارت درک متن را در کودکان 9 تا 10 ساله بهبود بخشید. این پژوهش تحصیلی شب یا تجربی است. در انجام این تحقیق طرح پیش آزمون - پس آزمون با گروه کنترل به کار رفته در رویکرد استفاده از سوالات پرل 2001 از هر دو گروه آزمایشی و گروه بیش آزمون و پس آزمون گرفته شد. دانش آموزان در گروه آزمایشی از طریق مداخله‌ی آموزشی با ناشناخته زبان‌شناختی و کلامی در متن که ایجاد از ارتباط بین گزاره‌های متن و با شناسند و گروه در مداخله‌ی کردن 70 نفر گروه آزمایشی و 70 نفر گروه گواه با روش نمونه‌گیری چندمرحله‌ای از مدارس دخترانه در منطقه در تهران (مناطق 1 و 2) انتخاب شدند. بنابراین پژوهش حاضر نشان داد یک دوره آموزشی بطور معادل، موجب ارتقای مهارت درک متن در گروه آزمایش شد. در رویکرد مبانی‌بیان نمرات گروه آزمایش در مقایسه با گروه گواه 6 نمره افزایش داشت.

واژگان کلیدی: درک متن، آموزش، انسجام
یافته‌های حاصل از مطالعات جدید عصب شناختی در هدایت آموزشی افراد دو زبانه

زاله بهمنی

کتابخانه شهید انقره استحقانی

امروزه کاربردهای عصب شناسی در علوم تربیتی و آموزش و پرورش، گسترشی تر از سایر زمینه‌ها وارد عرصه های زندگی شده است. به علاوه، در "دهکده" ای که جهان امروز به آن تبدیل شده، زبان‌ها به‌هم‌شیبی در سفرند و فرهنگ‌ها به پیش‌گیری پیکربندی دانسته و صحت‌های خود را حاصل کنند. برخی از افراد از این امر تبدیل به شهادت و اهمیت منطقه ای‌پسیده و نتیجه‌گیری‌هایی از این امر هنوز اعظام جریان‌های آن از آگاهی دانشمندان بروی این مقاله نوستندن. ضمنِ بخش از مطالعات جدید عصب شناختی و بررسی دیدگاه‌های مختلف و گاهی متناقض یافته‌های عصب شناختی در مورد سن‌بادگیری زبان دوم، تأثیر محیط بادگیری در افراد دو زبان، نوبالی‌های متماز افراد دو زبان، آن نکته‌ها نیز بین مدل‌های دی‌در و دانشگاهی نقش مهمی در بادگیری زبان خارجی دارد. در نتیجه پیوسته‌دوزبانه‌بودن یک استیل شناختی برای افراد محسوب می‌شود و سبب خواهد شد فرد بهترین‌ترین در عرصه‌های علمی - بین الملل موفق و موتر باشد.

واژگان کلیدی: دو زبانگی، عصب شناختی، تداخل زبانی
بررسی رابطه راهکارها و ساختارهای آموزشی در گسترش دوره‌های تحت وب

شهلا شریفی
احتمال اخلاقی
دانشگاه فردوسی مشهد

این مقاله به توصیف رابطه بین ساختارهای آموزشی و اصول پداغگی بر اساس دوره‌های تحت وب می‌پردازد. سپس با تمرکز بر جنبش‌های اجتماعی، دانشگاهی، اجرایی و آموزشی دوره‌های تحت وب به مور کاربردی مربوط به کاربرد گفتگوی رایانه‌ای به عنوان روش اصلی عملی کردن راهکارهای آموزشی بر اساس نظریه‌های پداغگی می‌پردازد. ارتباط این مفاهیم روش‌نگر راهکارهای آموزشی خاص و ایده‌های قابل کاربرد در مورد دوره‌های تحت وب با استفاده از گفتگوی رایانه‌ای است. در این پژوهش انگاره سازمان بانکی به‌کار می‌رود که ساختارهای مشترک پیشینه آموزشی را به تصویر می‌کشد و آن‌ها را با اصول نظری و راهکارهای آموزشی همسو می‌کند. سپس این نظریه‌ها و راهکارهای آموزشی تحت وب به مبانی کتاب که بر اساس و است مرتبط می‌شوند. از آنجا که آموزش تحت وب در ایران در حال کاربرد و گسترش روز کرون‌های است (همانگونه که در کالج دانشگاه فردوسی مشهد به کار می‌رود)، امید است این جرایب سازمان‌دهی شده به طراحان و مربیان دوره‌های تحت وب در طراحی گسترش و اجرایی کردن ساختارهای نظریه به‌بیان فعالیت‌های آموزشی و پداغگی‌ی این محیط آموزشی کمک نکند.

واژگان کلیدی: دوره‌های تحت وب ساختارهای آموزشی اصول پداغگی
مشکلات آموزش زبان فارسی به عرب زبان‌ها

عبد الله ضابطی
ناظرگاه مکت سعید، ریاض، عربستان سعودی

این بحث مشکلات آموزش زبان فارسی به عرب زبان‌ها را بررسی می‌کند. در دوران اخیر دولت ها و جو به جو، آموزش زبان فارسی در عربی بوده است. مشکلاتی که به هیچ وجه به این مسئله توجه نکرده ایم ولی است متخصصین به این امر توجه لازم را بیشتر دارند. زبان فارسی از نظر ساخت و محور هم‌شیبی واژگان کاملاً با زبان عربی متفاوت است. دانشجویان عرب زبان با بیش از اطلاعات زبان عربی وارد کلاس زبان فارسی می‌شوند و دوستی یا آموخته‌های جدید کاملاً متفاوت است از این رو آن‌ها نیاز به این که یک دستگاهی باشد که به آموزش زبان‌های جدید و تجربه کاملی برای رئیسی، پژوهش و تغییرات جدید نیاز داشته باشد.

دوست یعنی صدیق دوستان و دوستان به دوستان دوستی ایران یا دوست دوستان "دوستان" باید همیشه یا در ترکیب با یک دیگر زبان فارسی یکی از مضلاتی است که این مشکلات با خلاف آنچه به آن اشاره به نظر می‌رسد. یک آن این که کارآور آسان نیست که با مشکلات این تفاوت‌ها به دوستان یا دوستانی که به آن‌ها اطلاع می‌دهند، در این تجربه به آن‌ها اشاره بکنند. اگر به گذشته صفت و مشکلات هم توجه کنیم، البته دیگر باید از مشکلات آموزش زبان فارسی به عرب زبان‌ها در این آزمون یک مشکل است. اگر به گذشته صفت و مشکلات هم توجه کنیم، البته دیگر باید از مشکلات آموزش زبان فارسی به عرب زبان‌ها در این آزمون یک مشکل است. اگر به گذشته صفت و مشکلات هم توجه کنیم، البته دیگر باید از مشکلات آموزش زبان فارسی به عرب زبان‌ها در این آزمون یک مشکل است.

واژگان کلیدی: آموزش زبان فارسی، عرب زبان‌ها، زبان فارسی
نقش تصحیح در فرایند آموزش وازگان فارسی به دانشجویان عرب زبان

سید احمد فواد
دانشگاه ملک سعود، دبیرستان سعودی

این بحث به بعضی از جنبه‌های اصلی مرتبه به‌نمایش وازگانی که با آن مواجه شوند می‌پردازد، این همان که در آموزش زبان و به‌همراه سازی مواد آموزشی ممکن است سهمیه‌ایافتاگیرند. در حالیکه است وازگان از زبان‌های قدم و شناخته شده است، اما در دوران‌های مورد توجه و اهتمام زبان‌شناسان در زمانی که آموزش زبان تبیگاه قرار گرفته است، و بحث این‌جانب گزینه‌ی عمومی به این مسئله دارد. این‌ها از آموزش وازه‌های یک زبان‌فارسی صحبت می‌کنیم. همان‌طور که صدا و صدای بشری که قسمتی برگردانانتی که کلیه کلمات جدای گرفته‌اند؛ خانه، پرادر، خواهر، رفت، فشگ، و ... می‌باشد، این‌جانب‌هایی از ۶۰ نفر از دانشجویان عرب دانشگاه ملک سعود اقدام به تجربه ای عمیق نموده و علاوه بر آن به قرار زیر است: این‌نمونه از ۶۰ دانشجو ترم اول زبان فارسی در دانشگاه زبان‌های و ترجمه، دانشگاه ملت سعود تشکیل گردیده است و دانشجویان بدون انتخاب به دو گروه تقسیم گردیدند. نتایج این بحث نشان می‌دهد که دانشجویانی که به آموزنجان وازگان با تصور پرداختند، و دسته‌ای دیگری که وازگان را فقط از طریق مشابه قرار گرفته‌اند، دارای امتیازات و فرمول‌های مرتبط با آن وازگان وار می‌باشند. لازم به ذکر است که نتایج این تحقیق اشک‌آمده می‌کند که وازگانی که وازه‌ها یا با تصور آموزش دیگران‌ای دستگاهی بانده است.

وازگان کلیدی: آموزش وازگان فارسی، دانشجویان عرب زبان، زبان فارسی
بررسی و تداخل زبانی باعث انتقال یک عنصر از زبان مادری به زبان دوم و به دنبال آن اشتباهات زبان

دهگانگی زبان و تداخل زبانی باعث انتقال یک عنصر از زبان مادری به زبان دوم و به دنبال آن اشتباهات زبان

امور خاص در صحبت یا نگارش به آن می‌شود. یکی از این اشتباهات را می‌توان مربوط به عنصر دستوری

دانست، که خود به چند سطح تقسیم می‌شود. ابن پرویش بر آن است تا یکی از این سطح‌ها (مذكر و

مونت) را بین دو زبان فارسی و عربی، با توجه به نگارش دانشجویان زبان عربی تازه‌کار بررسی کند و به این

نتیجه دست‌یاب که دهگانگی زبان یک چگونگی نگارش زبان آموزان و صحبت کردن‌شان به زبان دوم تأثیر می

گذارد و می‌توان این تأثیر را از جنبه دستوری مورد بررسی قرار داد.

واژگان کلیدی: دهگانگی زبان، سطح دستوری، مذكر و مونت، زبان فارسی، زبان عربی
مقایسه تولید خوشه‌های همخوانی در یادگیری زبان اول و دوم: 
رویکرد بهینگی

راضیه شجاعی

دکترای تهران

اغلب افرادی که به تحقیق درباره زبان‌آموزی کودک پرداخته‌اند، معتقدند کودکانی که در حال فراگیری زبان‌های مواردی کاملی متافتی هستند، از ارتباط با کاهش خوشه‌های همخوانی (consonant clusters) از آن‌ها بر این باورند که انواع خوشه‌های رسایی-بندید (onset) و پایانه (coda) به طور نظامی و یکسان عمل می‌کنند (لاک (1983)، آهالی (1999)، پتر (2002)). گلدن‌شتاین و سیترونو (2001)، آنها بر این باورند که این روند کاهش خوشه‌های رسایی-بندید (onset) در آموزش به خوشه‌های پایانه را با تولید عضو با رسانایی کمتر ساده می‌کنند و خوشه‌های پایانه با تولید عضو رسانای ساده می‌کنند. شجاعی و پی‌جنگان (1389) این نظر را به بررسی داده‌های بدست‌آمده از کودکان دوره سه ساله فارسی زبانی، روند کاهش خوشه‌های پایانی موافقانه با اصل تولید رسانایی (Sequencing Principle Sonority) در قارسی (1983) و به نظر بقا (1993) تا دربرگیری کلیه‌ی این روند در ارتباط با خوشه‌های همخوانی، حین فراگیری زبان اول، مشابه است: لیکن، چنانچه تولید خوشه‌های همخوانی را حین یادگیری زبان انگلیسی، به عنوان زبان اول و دوم با هم مقایسه کنیم، در می‌یابیم که در این دوره خوشه‌های همخوانی کاملاً متفاوت هستند. مقاله‌ی حاضر می‌کوشش تا ضمن بررسی دقیق تولید خوشه‌های همخوانی در یادگیری زبان اول و دوم و مقایسه این دو، کارآیی روش‌های مقایسه مقایسه موجود را در نسبت تفاوت‌های عملکرد زبان‌آموزان حین یادگیری زبان‌های مادری و زبان دوم بررسی کند و که در سال (1993) کارآمدترین روش‌ها را معرفی کند. در این راستا، روش‌های بهینگی (Optimality Theory) توسط پرنس و اسمندرسکی معرفی شد. انتخاب شده است که این روش اولیه‌ی تحلیل می‌شود. می‌تواند این روش به کار خوشه‌های همخوانی را که در یادگیری زبان اول و دوم به کار می‌روند در چارچوب این روش‌ها با استفاده از محدودیت‌های همگانی (constraints universal) به خوبی تطبیق دارد.

واژگان کلیدی: خوشه‌های همخوانی، یادگیری زبان اول، یادگیری زبان دوم
رویکرد تکلیف محور در برنامه‌ی درسی آموزش زبان فارسی

ظاهره علمایی پارسا
مهدی اورنک
فریبرز علی روانی

در سالهای اخیر نظیره بردازی و تحقق درباره‌ی تکلیف به عنوان مبنا برای طراحی برنامه‌ی درسی مورد توجه قرار گرفته است. رویکرد تکلیف محور روبکردری از روی ارتباطی است که بر فصل مشترک بین اهداف آموزشی و عملیات های واقعی تاکید می کند. منظور از تکلیف، عملیاتی است که با هدفی غیر از زبانی به برنامه‌ی درسی تکلیف محور به برنامه‌ی فردی که هدف دارد فراگیرند. محور است که زبان آموزش برای انجام آنها باید از زبان دوم یا خارجی استفاده کند، مثلاً نقاشی شغل، تکمیل فرم و نظیر اینها. در این مقاله ویژگی‌های درسی تکلیف محور، مشخصات منحصر به فرد آن و زیر مقولات آن مثل تکلیف و همچنین مراوی و معایب این رویکرد را در آموزش زبان فارسی به عنوان مورد بررسی قرار داده و جلوگیری از ضعف راه آموزش زبان فارسی به عنوان مورد بررسی قرار رسد. در این مقاله بررسی یافته‌ها و تفاوت‌ها در این مقاله ویژگی‌های تکلیف همانند فراگیری بکارگیری زبان در جهان واقعی، ملاحظه شده است. این رویکرد به عنوان زبانی که در درس زبان فارسی به عنوان مورد بررسی قرار دارد که تاکید بر زبان نشان می‌دهد و این مقاله نشان می‌دهد که به همین خاطر است که در کپ آموزش زبان فارسی به عنوان مورد بررسی قرار یافته در درسی به عنوان برنامه درسی به عنوان مورد بررسی قرار دارد.

واژگان کلیدی: برنامه‌ی درسی تکلیف محور؛ آموزش زبان فارسی؛ تکلیف؛ روش تدریس تکلیف محور
تأثیر آموزش روش تنش زدایی تدريجی عضلانی بر
اضطراب و مهارت خواندن

صیدقی سادات مقدمی
نرجس رحمانی

فرایند فراگیری مهارت زبان، به‌خیال است مفصل و در ابعادی گسترشده، که از دیرباز مورد نظر استادان آموزش زبان و خود زبان آموزان بوده است. از ان جا مشکلات خواندن در ارتباط با بسیاری از مشکلات گفتاری و نوشته‌ای است. نام های مختلفی برای این دسته از مشکلات وجود دارد که متناول بین دسته یانگ ها نارساخوانی است. در این پژوهش تأثیر آموزش روش تنش زدایی تدريجی عضلانی بر اضطراب و مهارت خواندن در دانش آموزان دختر نارساخوان یا به چهار ابتدایی دژ دوزئری کرد. این پژوهش به نوبه نیمه آزمایشی با طرح پیش آزمون-پس آزمون با گروه کنترل انجام شد. جامعه مورد مطالعه را کلیه دانش آموزان نارساخوان دختر یا به چهار ابتدایی مدارس دولتی سطح شهر قائن در حال تحصیلی 1390-91 تشکیل می‌دهد. که به وسیله تکمیل چکیست نارساخوانی و نوسان مربوطه مشخص شدند و از این دانش آموزان تعداد 30 نفر به صورت تصادفی انتخاب شدند و بعد به صورت تصادفی انتخاب شدند و به دو گروه آزمایش و کنترل به تعداد 15 نفر در هر گروه جریان گرفتند. در مرحله بعد پژوهش، پیش آزمون از هر دو گروه به عمل آمد و بعد گروه آزمایش در معرض آموزش قرار گرفت و در پایان پس آزمون صورت گرفت. تحلیل و مقایسه اطلاعات به دست آمده از نتایج تحلیل کوواریانس نشان داد که بین میانگین نمرات پس آزمون در اضطراب خواندن تفاوت معناداری وجود دارد و تفاوت معناداری ها در آزمون خواندن تفاوت قابل ملاحظه و معناداری نداشت. لذا بر اساس یافته های به دست آمده، می‌توان این احتمال را داد که آموزش روش تنش زدایی عضلانی در اضطراب خواندن دانش آموزان نارساخوان مؤثر بوده وی به تأثیر مثبتی در مهارت خواندن آنان ندارد.

واژگان کلیدی: آموزش روش تنش زدایی تدريجی عضلانی؛ نارساخوانی؛ اضطراب؛ مهارت خواندن
نقش زبان اردو در تبیینات در توسعه ی گردشگری ایران

زینب سعیدی
دانشگاه تهران

ایرانیان همواره برای مسافران داخلی و خارجی ارزش خاصی قائل بودهاند. با ورود اسلام به ایران اعتقادات مردم این سرزمن با اخلاق اسلامی آمیخته گشت و میهمان حیب خدا شد. روابط ایران، پاکستان و هندوستان اگرچه در گذشته بسیار خوب بوده است، اما هم‌اکنون اهمیتی دوچندان پیدا کرده است. در حال حاضر ایران به دلیل داشتن مناطق ساحلی، زیبایی فراوانی در جغرافیای گردشگری، اینجا نماید. نشان دهنده اینکه تبیینات در حیطه گردشگری بر همگان آشکار است و برای تأکید نگاری بهتر، شایسته است که تبیینات، همگان با علاقه فرهنگ و به‌خصوص زبان مخاطب مقصد باشد. زبان اردو زبان ملی پاکستان و یکی از زبان‌های رسمی هند است. این زبان به لحاظ گویش درده سوم جهانی قرار دارد. ارزش‌های اردو و هندی تنها در رسومات فراوانی دانسته دانستند. بنابراین بسیار شایسته خواهد بود که ارائه‌دهنده مسئولین امروزی تبیینات به زبان اردو در جهت جذب گردشگری از دو کشور هند و پاکستان سرمایه‌گذاری خاص داشته باشند.

واژگان کلیدی: اردو، تبیینات، گردشگری، شهر قاره
ویژگی های وازگانی ادبیات داستانی کودکان (گروههای سنی الف، ب، ج) در زبان فارسی از دیدگاه زبان شناسی

فروش آینکزرازه
اکرم رضویزاده
دکتر شهاب تربیت مدرس

مطالعه کتاب نقش مهمی در توسعه آگاهی و بیشنرفت اجتماعی کودکان، از این‌جایی قدرت نشان‌خوانی و انگیزش آنها دارد و ادبیات کودک و نوجوان و بطور اخص داستان‌ها موجب شناخت دبیای ناشناخته می‌شوند. پژوهش حاضر به بررسی و تحلیل ۷۵ نمونه کتاب داستانی در گروههای سنی (الف، ب، ج) می‌پردازد. ۱۷ نمونه گروه سنی الف، ۲۰ نمونه گروه سنی ب و ۲۰ نمونه گروه سنی ج. به منظور تحلیل وازگانی کتاب‌های داستانی در نه گروه مذبور، ۵۰ جمله اول هر کتاب داستانی در هر گروه سنی انتخاب و در مجموع، وازگاهای ۳۰۰۰ جمله در گروه‌های سنی (الف، ب، ج) مورد بررسی و تحلیل قرار می‌گیرند. ویل چون جمله‌های موجود در کتاب‌های گروه سنی "الف" کم‌هنست و در بخش کتاب‌ها چنان‌که چنان‌که ۲۰ جمله می‌نمی‌رسند، در مجموع از ۱۷ نمونه کتاب، ۱۰۰۰ جمله انتخاب و مورد تحلیل قرار می‌گیرند. به‌طوری‌که پس از تحلیل نتایج ذیل حاصل شد: در گروه سNI "الف" وازگانی ساده و گفتاری نسبت به وازگانی مربک از بسیار بالایی برخوردار هستند. وازگانی گفتاری در گروه سنی "الف" بیشترین مقدار را در بین ۲ گروه سنی (الف، ب، ج) دارد. ۱/۴۹ درصد. وازگانی ساده ۴۶/۸۹ درصد. وازگانی مربک ۱/۱۶ و وازگانی گفتاری ۳۱/۳ درصد. شاخص در پیشرفت جمله‌ها (۱/۹ درصد) از زبان گفتاری (ترکیب سازه‌های نامنظم) و وازگانی گفتاری بهره جسته است. در گروه سنی "ب" وازگانی گفتاری از کمترین بسیار نسبت به وازگانی ساده و مربک برخوردارند. وازگانی گفتاری ۴۰ درصد و وازگانی ساده ۴۸/۷۷ درصد. وازگانی مربک ۲۵/۷۵ درصد. و در گروه سنی "ج" جمله‌ها و وازگانی طولانی بسیاری به کار رفته است. وازگانی گفتاری (۲۲/۲۵) کمترین درصد را نسبت به وازگانی ساده (۱۹/۹ درصد) و مربک (۲/۷۷) به خود اختصاص داده‌اند.

واژگان کلیدی: ادبیات کودکان، ویژگی‌های وازگانی ادبیات کودکان، داستان‌های کودکان
زبان فرانسه
آموزش فرهنگ زبان فرانسه به زبان آموزان ایرانی از ورای متون ادبی

(با تکیه بر سفرنامه به سوی اصفهان پیر لوتی)

ناظریت عظیمی میبدی
مهرناز طلایی

شکوه اصفهان

در آموزش زبان دوم و زبان خارجی، عنصر فرهنگ یا گونه ویژه ای دارد؛ زیرا زبان تنها ساختار ظاهری و مجموعه ای از قواعد و کلمات نیست، بلکه مجموعه ای از قوانین و ناگفته هایی است که در تبادلات روزمره نقش سرآیند دارد. در این میان به نظر می رسد پیام نهفته نوسیبگان متن ادبی عاملی است که نسبت به ساختمان زبان اهمیت بیشتری دارد؛ بنابراین آموزش یک زبان لاجر می باست به جنبه های زبانی و فرهنگی به طور مواردی پردازد. داشتن درونمایی کلی از فرهنگ زبان مورد آموزش، این امکان را برای زبان آموز فراهم می کند تا به زبان سرتر در زبان دست یابد. از انتخاب که ادبیات هر کشور، آنها ی تمام نمای فرهنگ آن ملت است و این که مفاهیم میان دو فرهنگ (فرهنگ زبان مادری و زبان خارجی)، عنصر مؤثری در تهیه هر چی بهتر فرهنگ بیگانه و تبادل با آن به شمار می رود، بدین ترتیب مدرسان می توانند با گرایشات اروپا ادبی که دارای ویژگی هایی مذکور باشد در جهت آموزش زبان و فرهنگ و ادبیات فرانسه به زبان آموزان ایرانی (در سطح متوسط و پیشرفته) گام مهیم بردشته و این امر را ساده تر ساخته. کتاب به سوی اصفهان، شاهکار بی‌لوق وبی‌لوق. نویسنده فرق نزدیک فرانسه می تواند گزینه ای مناسب برای نیل به این هدف باشد. مقاله حاضر بر آستن که به بررسی آموزش های فرهنگی و بین‌فرهنگی زبان فرانسه در سفرنامه به سوی اصفهان و نقش آن در ارتقای سطح دانش فرهنگی زبان آموزان پیر لوتی

واژگان کلیدی: آموزش زبان، فرهنگ و عناصر بین‌فرهنگی، ادبیات، سفرنامه به سوی اصفهان، پیر لوتی
ترغیب دانشجویان زبان و ادیبیات فرانسه به رمان خوانی در جهت پیشبرد آموزش زبان و ادیبیات فرانسه در ایران

زهره تقوی فردو
دانشگاه علوم اسلامی، واحد نیشابور مرکزی

زبان و ادبیات، شخصیت فرد و فرهنگ جامعه و/or ما نمایانند و شکل‌گیری شخصیت و فرهنگ نیز مستلزم باکتری‌های زبان و ادبیات است. تغییر در این زبان و ادبیات فرانسه به رمان خوانی، که به توسعه آموزش زبان و ادبیات فرانسه می‌انجامد، بپردازد. در ونهی ی نخست، نتایج حسن تعلیم و یادگیری بهره بده به دانشجویان در رابطه با رمان خوانی به منظور ی جوج فراگیری بهتر برایشان خواهد بود و شناسایی علائق و انگیزه‌های مخاطبان توسط از طریق برقراری ارتباط با آنها، زمینه‌ی معرفی منحتم آموزش را فراهم کرده، مداوله و مفهومی را بپردازد تعريف خواهد کرد. به نوعی که به کلکسیون‌ها جواب داده، آن را برای بیشتر، و انظارشان را باشکوه خواهد بود. تکنیکی برای آنکه باید برایی از شخصیت‌هایی رمان انتخابی در دانشجویان، آنها را در کسب تفکری هم جهت با پیامدهای و نفوذ در رمان، برای خواهد کرد. ناکافی نمایند که بر نویسندگان رمان قرایت شده توسط دانشجویان، محور تخلیه‌شان بوده، آنها را مالک رمان‌شان خواهد کرد و همچنین در کشف من نویسنده، به باریک خواهد شتافت. شیوه ی پیشنهادی، در مسیر سازمانی استفاده و توانایی دانشجو حکمت می‌کند و با ارج نهاد به افراد موجود بین قراقره‌های مختلف از یک اثر مشترک، حق ارزادی و اختیار به او به گذاری، عدم انجام رابط بین حرف و دقت یک قوانین ملی و نقطه نظرات دانشجویان، به منظور اجتناب از ریسک تقلید از این ادبیات، الزامی است. گفتی است که مدت بیشتری دانشجویان بر به بهترین گوش ندیدنی در ترکیب انگیزش‌های آگاه و خردسالانه گسترش خواهد بود. و اگری را به سوی تأثیر و تأثیر از ادبیات خارجی سواد خواهد داد.

واژگان کلیدی: آموزش زبان و ادبیات بیگانه، رمان خوانی، ترغیب، متدود
الگوی همدلی؛ تکنیک ارتباطی بستر در بهبود فراگیری زبان

عاطفه زرینی
رویا لطفالینی

در این پژوهش با نگاهی نوین به همدلی و تکنیک ارتباطی در پژوهشی انجام شده است که به برقراری همدلی با زبان آموزان شود. "همدلی" قابلیت ارزشمندی است به ایجاد اعتماد و قدردانی، نیاز اصلی برقراری یک رابطه بهتر بین دو کانون و همچنین در حوزه آموزش نیز با ایجاد فضای مطلوب در کلاس، روند پادگیری را بهبود می‌بخشد. با وجود حضور نگه همدلی از دهه ی میلادی در نظریه‌های آموزش زبان در کشورهای غربی، همچنان در روش‌های آموزشی در ایران غایب بوده است. این تحقیق امکان شناخت مهارت‌هایی که به ایجاد حس همدلی منجر می‌شود را فراهم می‌سازد. بر اساس مدل همدلی پیشنهادی، مدرس می‌پسندد، زبان‌آموز را مقدم بر خود و نیازهای خود بداند و خود را به جای او بگذارد و از پشت فضای زبان برای تکنیک‌های معرفی شده است. تهیه طرح درسی و شیوه دانش‌آموزهای کلاس‌های ایرانی از نظر فعالیت‌های ارتباطی، ایجاد احساس سهولت بین تکنیک‌های ارتباطی است. در پایان، میزان تحقیق همدلی بین مدرس زبان و زبان آموزان ایرانی مورد مطالعه قرار گرفته است.

واژگان کلیدی: همدلی، روند پادگیری، تکنیک‌های همدلی، ارتباطی
ساخت و سازگرایی و پیامدهای کاربردی آن در آموزش زبان فرانسه کدامند؟

مهدی‌خان ووارسیان
ربیه افراتی
دانشگاه فردوسی مشهد

در باب آموزش زبان فرانسه نیز مانند سایر علوم، سخن از فرانسه‌ای‌های یادگیری‌ها، مشاوره و فعالیتی‌ها موضوعی بودن روشهای جدید آموزش صحه می‌گذارد. یکی از نظیره‌هایی که در بحث آموزش بر اساس سیر تحول اندیشه‌های تاریخی و نقد نظریه‌های فناورگرایی در سال‌های اخیر مطرح شده است نظریه ساخت و سازگرایی می‌باشد که مورد این موضوع است. اصل امتیازی ساخت و ساز گرا به‌نیما است که داشته توسط خود یادگیرنده ساخته می‌شود. در این دیدگاه همچنین نظر بر اینست که روش تدریس باید با نحوه یادگیری زبان آموز همکاری داشته باشد. به این ترتیب نتیجه اصل امتیازی ساخت و ساز گرا به معنای شکست از سوالاتی است که برای آنها معلم می‌تواند به عنی سازی فرانسه‌ای‌های یادگیری‌های ویرانه در بین تئوری و شاخه‌های مختلف تئوری نظریه ساخت و سازگرایی در زمینه مطالعات آموزشی و طرح مفاهیم آن تئوری مرجعی محسوس می‌گردد از آنجا که نظریه و عمل نیز می‌توانند خیلی از هم فصل‌ها با یکدیگر، بنابراین این مقاله سعی دارد به کاربرد عملی نظریه در زمینه فهم متن توسط گروه‌های مشترکی زبان آموزان بپردازد.

واژگان کلیدی: آموزش زبان، زبان فرانسه، نظریه ساخت و سازگرایی، بیان‌دهای آموزشی مبنی بر نظریه ساخت و سازگرایی
نحوه آموزش حروف اضافه فارسی به فرانسوی زبانان
با تکیه بر بررسی مقابل‌های ای

سمین آزمون

دکتر اسماعیل طلابی نیروی

مقاله حاضر با هدف آموزش بهتر و موثر تر حروف اضافه زبان فارسی به فرانسوی زبانان، کمک به آموزگاران زبان فارسی در انتخاب تمرین‌های مناسب و تغییر شیوه آموزشی و ارزیابی کتاب‌های درسی و استفاده بهینه در آزمون‌های انجام شده است. به عبارت دیگر پاسخ به دو پرسش زیر هدف اصلی پژوهش پیش رو می‌باشد:

1) تدریس کدامیک از حروف اضافه زبان فارسی بر دبیر حرف‌های مقدم است؟

2) چه مواردی تهیه می‌شود که برای آموزش حروف اضافه زبان فارسی به فرانسوی زبانان بهتر است؟

در اینجا نیز از جمله تصویری در زبان فارسی و فرانسه توصیف و سپس مطالعه زبان فارسی از دو انتخابی است. به طور مثال، Le petit Nicolas (1933) و petit Nicolas (1943) در مجموعه هزار و هشتصد جمله زبان فارسی در زبان فرانسه مشخص شده و در پایان سه روز و چهار دقیقه به‌طور مناسب حرف‌های مقدم و حروف اضافه در زبان فارسی و فرانسه مطالعه شده و در پایان سه روز و چهار دقیقه به‌طور مناسب حروف اضافه در زبان فارسی و فرانسه مطالعه شده تا معلوم شود احتمال وقوع چه مدلی برای هر یک از حروف اضافه در زبان فارسی وجود دارد. در این پژوهش ۲۸ حرف اضافه فارسی به عنوان مدل حرف‌های مقدم گردیده که آن‌ها ۱۴ حرف اضافه ساده و ۱۴ حرف اضافه مربوط به ده‌های و ده‌های کبیر شناخته شدند. در این پژوهش ۲۸ حرف اضافه فارسی به عنوان مدل حرف‌های مقدم گردیده که آن‌ها ۱۴ حرف اضافه ساده و ۱۴ حرف اضافه مربوط به ده‌های و ده‌های کبیر شناخته شدند.

واژگان کلیدی: انتقال منفی، انتقال مثبت، تداخل، بررسی مقابل‌های ای، حروف اضافه
نقش و چاپگاه اینترنت در تقویت توانش بینافرهنگی زبان آموزان فرانسه

حمید رضا شهرياری
سمه کرمی نژاد

در کناره آموزش زبان، ضرورت گنجاندن توانش بینافرهنگی در یادگیری زبان های خارجی امروز قابل انتظار است. به نظر می‌رسد این امر برای بزرگان و اساتید گرامری یک زبان در یادگیری زبان خارجی ضروری هستند. اما برای برقراری ارتباط موثق با زبان خارجی ناکافی می‌باشد. زبان آموز علاوه بر یادگیری ساختارهای زبانی، باید بگردد که در کل کدام از آنها را در کار برده، به استفاده بینافرهنگی که برای اولین بار در سال 1975 در مدارس فرانسه ظاهر شد اهمیت زیادی برای "دیگر" قائل است. پایه و اساس آن ارزش بخشیدن به ارتباط متقابل یان انسان هاست و توانایی فرهنگی را عاملی در جهت غنی سازی فرهنگی متقابل می‌داند. آن کنون زبان آموزان از طریق دنباله‌های معرفي شده به کمک ابزارهای آموزشی، از جمله کتاب های آموزشی، با دنبال زبان مقصد آشنا می‌شوند، اما مراحل اینترنت به عنوان یک ابزار جدید الکترونیکی همه بخش های زندگی انسان را متحول کرد و بخش دیگر زبان‌ها در جوامع امروزی موجب می‌شود که این توام گفته بحث در مورد مسائل فرهنگی یکی از بحث های اساسی به شمار می‌روید. در واقع اینترنت از طریق اینترنت به روزرسانی اطلاعات بین‌شانسی در مدرسه‌های آموزش زبان می‌باشد. مراحل اینترنت در مقابله با دیگر ابزارهای آموزشی برای ارتباط توانش بینافرهنگی آموزش زبان امروز در چیست؟ تا چه حد اینترنت دیالوگ بین فرهنگی ها را می‌سری می‌کند؟ هدف این مقاله، بررسی نقش اینترنت در شکل‌گیری و تحول توانش بینافرهنگی نزد زبان آموزان فرانسه است.

واژگان کلیدی: بینافرهنگی؛ ارتباط مؤثر؛ علین سازی فرهنگی، زبان آموزان فرانسه
بررسی اضطراب در کلاس زبان خارجی و پیشرفت تحصیلی دانشجویان زبان فرانسه دانشگاه فردوسی

محمدرضا فارسیان
نامه رضا
دانشگاه فردوسی مشهد

پژوهش حاضر به منظور بررسی رابطه اضطراب در کلاس زبان خارجی و پیشرفت تحصیلی دانشجویان زبان فرانسه در ارتباط با جنسیت انجام شده است. لذا دراین مقاله تلاش بر این خواهد بود تا با استفاده از ارزیابی‌های متعدد و شواهد تحقیقاتی علمی ارائه شده، بحث اضطراب در کلاس زبان را با عوامل ذکر شده و همچنین ارتباط این متغیرها با پیشرفت تحصیلی مورد تحقیق و بررسی قرار دهد. بدين منظور 80 نفر از دانشجویان مقیط کارشناسی رشته زبان و ادبیات فرانسه دانشگاه فردوسی مشهد به صورت نمونه‌گیری در دسترس انتخاب شدند. برای جمع‌آوری اطلاعات ابتدا از پرسشنامه جمعیت شناسی که توسط نگارنده تنظیم شده بود، استفاده شد. سپس از پرسشنامه های زنجش اضطراب صفت و حالات (اشبل برگر) و اضطراب در کلاس زبان خارجی (هوروینز و کوب، 1986) و برای سنجش پیشرفت تحصیلی دانشجویان از به معیار ارزیابی استاد و گزارش مشاهدات حضوری استفاده شد. تجزیه و تحلیل داده ها با شاخص های آماری چند (فراوی، میاکنین، انحراف استاندارد، ضریب همبستگی پیرسون و آزمون 4 مورد بررسی قرار گرفت. یافته های پژوهش و نتایج حاصله بیانگر این مطلب است که اضطراب در کلاس زبان خارجی با پیشرفت تحصیلی رابطه معنی داري دارد (۰.۰۴) و اضطراب در کلاس زبان خارجی با جنسیت ارتباط معنی داری دارد (۰.۰۴). همچنین مشاهدات نشان داد که تغییر پیشرفت با جنسیت ارتباط معنی دارد. بنابراین هرچه سطح اضطراب کلاس زبان کاهش یابد، میزان پیشرفت تحصیلی بیشتر می‌شود. سطح اضطراب کلاس زبان با جنسیت افزایش می‌یابد، به این معنا که اضطراب در کلاس زبان خارجی دانشجویان دختران بسیار بیشتر است و اما نتایج تحقیق بین دختران و پسران تفاوتی ندارد.

واژگان کلیدی: اضطراب; زبان؛ پیشرفت تحصیلی; زبان فرانسه
نقش "معنی شناسی زاویه دید" در آموزش زبان: بررسی ترجمه و نگارش

مروری از اثریه‌ای نیک وزم

دشانه، شیغمپشی

از میان دروسی که در رشته زبان فرانسه تدریس می‌شود و در واقع در آموزش زبان از اهمیت ویژه‌ای برخوردار است، دروس ترجمه و ترجمه‌ای نیز می‌باشد. سوال اساسی این است که چگونه می‌توان زبان‌های دیگر را به‌همراهیت ویژه‌ای برخوردار انتخاب و ترجمه ارائه دهد. یکی از موارد اساسی انتخاب و ترجمه است. اغلب زبان‌های طبیعی به‌طور دقیق این معادلات را با ذکر مثال به کار برده‌اند. در نتیجه سوالی که مطرح می‌شود این است که چرا زبان‌های دیگر، در ترجمه و به ویژه در ترجمه به‌وسیله‌ی ترجمه، این اصطلاحات را به‌سرپرستی می‌دهند. یکی از روش‌هایی که می‌توان از آن سود جست، "معنی شناسی زاویه دید" می‌باشد. این نظریه در سال 1382، توسط پیر آریا راکا شکل‌گرفت و ریشه در نظریه "استدلال در زبان" اوزوالد دوکرو دارد. در معنی شناسی به طور کلی همواره هدف این است که "چگونگی که زبان برای ساخت معنای تعمیمی می‌کند" بررسی گردد ویلی در "معنی شناسی زاویه دید" به‌طور خاص، این موضوع حائز اهمیت می‌باشد که در واقع دلیلی از فرهنگ‌شناسی ما هستند. راه‌های دیدی ملکری می‌باشد که به ساخت معنای کمک می‌کند. اگر زبان آموز این را به راحتی را در نظر داشته باشد، می‌تواند در انتخاب و ترجمه دقت نظر بیشتری را به انتخاب و ترجمه دید خود را در نگارش و با دیدگاه نوین‌ها، را در ترجمه به صورت روشنی پیمان می‌کند. این مقاله از سوی قسمت تشکیل‌می‌گردد، در قسمت اول این تابعیت و ترجمه زبان‌های گوناگون در دروس ذکر شده مورد بررسی قرار می‌گیرد، در قسمت دوم به روش و كانی و پیمان‌های پدیده‌ای می‌شود و در پایان نیز به صورت کاربردی چند نمونه ذکر خواهد گردید.

واژگان کلیدی: زبان فرانسه، دروس ترجمه و ترجمه‌ای، معنی‌شناسی زاویه دید.
نقش ترجمه در آموزش ضمیر های ربطی زبان فرانسه: بازدارندگی یا تسهیل کننده؟

اعظم استاد

فناوتگاه تربیت مدرس تهران

دستور زبان پایه واساس هر زبان را تشکیل می‌دهد و زبان فرانسه نیز این امر مسئّل نیست. بر این اساس توجه به آموزش دستور زبان، بخش اعظم آموزش زبان فرانسه در محیط‌های آموزشی اعم از دانشگاهی و آموزشگاهی در ایران را به خود اختصاص داده است. از طرفی دیگر نمی‌توان تأثیر و نفوذ زبان مادری را در یادگیری و آموزش زبان خارجی نادیده گرفت. بیشتر زبان آموزان فرانسه برای یادگیری زبان به زبان مادری خود بعنی زبان فارسی، رگید می‌کنند و از طریق ترجمه سعی بر یادگیری زبان دارند. با این وجود از انجا که هیچ گاه تطابق کاملی میان دو زبان وجود ندارد و هر زبان ویژگی‌های خاص خود را دارا است، این امر سبب مشارکتی در یادگیری و آموزش زبان فرانسه و به ویژه در دستور زبان می‌شود. از آن جمله می‌توان به ضمیر های ربطی در زبان فرانسه اشاره کرد که کاربردهای مختلفی دارند. نوشته حاضر برآن است تا با تکیه بر یک تحقیق میدانی جایگاه و نقش ترجمه در آموزش این ضمیر را مورد بررسی و ارزیابی قرار دهد.

واژگان کلیدی: زبان فرانسه، زبان مادری، ترجمه، ضمیر های ربطی
ارتباط تصویر با دانش زیستی در فرانسه

هذا خیاط

دانشگاه تربیت مدرس تهران

به کارگیری تصویر در آموزش زبان های خارجی حائز اهمیت است. وزن شما میلی تصویر درک مطلب را اسانتر و باعث ایجاد اشتیاق انگیزه تقویت حافظه و تریگر به نخست در بین زبان آموزان می شود. در میان امکانات کمک آموزشی قابل استفاده در آموزش زبان تصویر در هر صورتی که ظاهر شود (نقاشی، عکس، تصویر تبلیغاتی، تصویر ویدئو و ...) از جایگاه ویژهای برخورد استطاعت کننده دقیق تصویر در فرانسه ایجاده کنندگی زبان فرانسه مطالعات و تحصیلات بسیاری تصویر گرفته است. امروزه جهت به پژوهشی که در آموزش زبان به اندیشان برداخته می شود هنر، اخلاق و فرهنگ است. در آموزش زبان با دو مفهوم دانش عملي و دانش زیستی سر و کار داریم دانش عملي همان کاربرد صحیح زبان است. اما دانش زیستی به جهت اخلاق آدم، رفتار و مسائل اجتماعی فرهنگ زبان به هنگام کاربرد آن مربوط است. وقتی صحبت از دانش عملي می شود منظور همان چهار مهارت شنیداری، گفتاری، خواندن و نوشتن است. برای شک، تصویر توانسته در فراگیری این مهارت ها نقش مهمی ایفا کند. اما آیا تصویر در دسته بندی به دانش زیستی هم نقش دارد؟ چگونه تصویر می تواند به تحقیق و توسعه دانش زیستی در کنار دانش عملی کمک کند؟ هدف از این تحقیق بررسی جایگاه و نقش تصاویر استفاده شده در متدوهي آموزش زبان فرانسه در توسعه دانش زیستی زبان فرانسه در فرانسه است. 

واژگان کلیدی: آموزش زبان; تصویر؛ متدوهي زبان فرانسه؛ دانش زیستی
ارتباط موسیقی و زبان از طریق اقتباس روش کلامی- لحنی
در آموزش زبان فرانسه به فارسی زبانان

زهره ناسمی
دندانپزشکی فردوسی مشهد

زبان تركیبی است از واژگان و دال وازه تركیبی است از آوها و صداها که ابتدا شنیده می شوند، تشخیص داده می شوند، بازتوییل می شوند، شنیده می شوند و درک می گردد تا ارتباط زبانی برقرار گردد. موسیقی نیز تركیبی است از صداها که شنیده می شوند، تشخیص داده می شوند، تولید می شوند و دریافت می گردد ارتباط حسی و ادراکی برقرار گردد. آنچه زبان را به موسیقی پیوند می دهد نشانه جست و جوی مفاهیم مشترک نیست بلکه حضور موسیقی در زبان است که ویژگی عمده زبان‌های گوناگون را شکل می دهد. روش کلامی- لحنی به استفاده از موسیقی در آموزش زبان برداخته اما چارترد آن زبانگذاری از ابزار موسیقی انتخاب می کند. حال این که با بهره زبان ریتم ان است پس لازم است آموزش موسیقی زبان در یادگیری ترین مراحل موسیقی زبان گنجانده شود. با تکه باه دستاوذهای پژوهشگر روش کلامی- لحنی در آموزش زبان و نیز تجربه های خاص از جنگ سال تدریس مباحث مربوط به آواشناوی روانه (چه در کلاسهای آموزش و جه در دوره‌های تربیت مدرس زبان فارسی) و به کارگیری و آزمون شیوه های گوناگون رجوع به موسیقی زبان در آموزش آن، بر این باورم که سیاست یادگیری مهارتی شنیداری و گفتاری به ناهماهنگی آهنگ زبان مادری و زبان مقصد مربوط است چرا که زبان آموز به صورت تاثیرگذاری زبان خارجی با بر اگاهی اولایی و لحن زبان مادری و با زبان خارجی که بر این مسلم است سواور می کند. پژوهش حاضر بر آن است تا با مشخص کردن اهمیت موسیقی زبان‌ها و تأکید بر آموزش آنها، به شیوه‌های عملی آموزش آن بردارد و راهکارهای موثری در استفاده از موسیقی در آموزش زبان (به ویژه زبان فارسی) ارائه نماید.

واژگان کلیدی: موسیقی، آموزش زبان، روش کلامی- لحنی

188
زبان عربي
بررسی روش‌های آموزش زبان عربی و انگلیسی در دانشگاه بین المللی امام خمینی

تهران اصفهان
امام خمینی

یکی از ملاک‌های باسوساید قدرت برقراری ارتباط با افراد مختلف در سراسر جهان است که این امر بدون وجود دانش زبان‌های بین المللی و گسترش ای همچون انگلیسی و عربی و توافقات ای استفاده از آنها تتبع گریم‌های می‌تواند با وجود تحولات عظیمی که طی دهه‌های اخیر در آموزش زبان‌های عربی و انگلیسی در ایران صورت گرفته، آموزش این زبان‌ها یک خصوصی در دانشگاه‌های آزمایشگاهی اقدام شده با مشکلات متعددی رو درون. به‌نظر می‌رسد از جمله درایل قابل توجهی در رابطه با این مسائل، نحوی روش‌های تدریس این زبان‌ها و مولفه‌های هر یک از آن همچون وضعیت انگلیسی دانشجویان و اساتید، نوع مهارت‌های مورد ناکینگ، کارایی تکنیک‌های مورد استفاده، وسایل کمک آموزشی و میزان ارتقاء روش تدریس با وضعیت مشاعل موجود در جامعه است. مسئله مهم در این مقاله این است که چرا با وجود اینکه وقت و هزینه‌بزاری ضررف‌دارگری این زبان‌ها به عنوان زبان خارجی می‌شود، هنوز آموزش آنها در دانشگاه‌ها موفقیت قابل ملاحظه‌ای کسب نموده است. مثال‌های حاضره تحلیل این مسئله و تعیین میزان ضعف و قوت روش‌های تدریس بخصوص با وضعیت آموزش در گروه‌های عربی و انگلیسی جهت رسیدن به اهمکاری مثبت، مناسب، پرداخته و مولفه‌های مزکور در یکی از پرسشنامه و مشاوره به شکل توصیفی- تحلیلی، از دیدگاه دانشجویان و اساتید رشته‌های عربی و انگلیسی دانشگاه بین المللی امام خمینی (ره) قزبرین در نیمه‌ستودم سال تحصیلی 91-92 مورد بررسی قرار می‌گیرد.

واژگان کلیدی: آموزش زبان عربی، آموزش زبان انگلیسی، دانشگاه بین المللی امام خمینی
نقش منفی صرف و نحو در آموزش و پایداری زبان عربی

عباس غرب
نامگه فردوسی مشهد
حمید جمیل زاده
نامگه فردوسی مشهد، واحد بین الملل

از انجایی که زبان عربی جایگاه ویژه‌ای در میان زبان‌های دیگر جهان دارد. برای آموزش آن خصوصاً به غرب زبان‌های ادبی و روح‌های مناسب و ویژه‌ای بکار رفته است. لذا از دیرپارای برای ما ایرانیان آموزش این زبان معناً به توجه بیشتری و بیش از حد به قواعد و صرف و نحو آن بوده، و تدریس آن بر اساس شیوه‌های ویژه کتاب و معلم محوری است و بر این اساس قابل نقد و بررسی مجدد می‌باشد. نگارندگان بر این باورند که جانشینی از روش‌های گفتگوی محوری بجای شیوه‌های تدریس سنتی استفاده شود. مسلماً آموزش این زبان آسانتر و هزینه‌های کمتری خواهد داشت. ضمناً برای اغلب معلمین و مطابع زبان عربی در ایران این سوال مطرح است که این همه در نظر می‌رود. در آموزش این ماده درسی چه سودی در بر داشته‌است؟ در پاسخ پایین گفته: جانشینی روش‌های تدریس بدين گونه ادامه یابد، با تأسیس این بی‌توجهی تقریباً هیچ‌کس یارانه‌ای نمی‌دهد. سعی نگارندگان در این پژوهش مختصر این است که روش‌های پیشین ارائه دهد. که باعث یک نگاه جدید به آموزش زبان عربی می‌شود بر گفتگو، قروان، نگارش محوری و همچنین تعامل زبانی بجای صرف و نحو غیر کاربردی گردید.

واژگان کلیدی: زبان عربی؛ صرف و نحو؛ گفتگو محوری؛ تعامل زبانی
تحلیل زبانشناسی ساختار جمله در آموزش زبان عربی

فرامرز میرزایی
حسین اکبری آذرشهریان

متون آموزشی زبان عربی در آموزش و پرورش و آموزش عالی ایران ممکن است یادگیری قواعد زبان عربی را به صرف و نحو بپردازد. در این متون آموزشی به گونه‌ای به دست اوردهایی زبانی را پرداخته‌اند که به گونه‌ای در عمل چنین هدفی هستند. در این شرایط، به‌عنوان مثال، در زبانی که به زبان فارسی می‌گویند، آموزش زبان و کسب توانایی در ساختار جمله در زبان عربی توانایی در تولید جمله به ارائه یک گسترش مناسب برای آموزش زبان عربی گردید. به‌طور کلی، این متون به‌منظور پژوهش در زمینه ساختار جمله در زبان عربی هستند. این وسیله‌ای که به‌منظور بهبود توانایی در ساختار جمله در زبان عربی استفاده می‌شود، به‌طور کلی پژوهش در زمینه‌ای را که به‌منظور بهبود توانایی در ساختار جمله در زبان عربی استفاده می‌شود، به‌طور کلی پژوهش در زمینه‌ای را که به‌منظور بهبود توانایی در ساختار جمله در زبان عربی استفاده می‌شود، به‌طور کلی پژوهش در زمینه‌ای را که به‌منظور بهبود توانایی در ساختار جمله در زبان عربی استفاده می‌شود، به‌طور کلی پژوهش در زمینه‌ای را که به‌منظور بهبود توانایی در ساختار جمله در زبان عربی استفاده می‌شود، به‌طور کلی پژوهش در زمینه‌ای را که به‌منظور بهبود توانایی در ساختار جمله در زبان عربی استفاده می‌شود، به‌طور کلی پژوهش در زمینه‌ای را که به‌منظور بهبود توانایی در ساختار جمله در زبان عربی استفاده می‌شود، به‌طور کلی پژوهش در زمینه‌ای را که به‌منظور بهبود توانایی در ساختار جمله در زبان عربی استفاده می‌شود، به‌طور کلی پژوهش در زمینه‌ای را که به‌منظور بهبود توانایی در ساختار جمله در زبان عربی استفاده می‌شود، به‌طور کلی پژوهش در زمینه‌ای را که به‌منظور بهبود توانایی در ساختار جمله در زبان عربی استفاده می‌شود، به‌طور کلی پژوهش در زمینه‌ای را که به‌منظور بهبود توانایی در ساختار جمله در زبان عربی استفاده می‌شود، به‌طور کلی پژوهش در زمینه‌ای را که به‌منظور بهبود توانایی در ساختار جمله در زبان عربی استفاده می‌شود، به‌طور کلی پژوهش در زمینه‌ای را که به‌منظور بهبود توانایی در ساختار جمله در زبان عربی استفاده می‌شود، به‌طور کلی پژوهش در زمینه‌ای را که به‌منظور بهبود توانایی در ساختار جمله در زبان عربی استفاده می‌شود، به‌طور کلی پژوهش در زمینه‌ای را که به‌منظور بهبود توانایی در ساختار جمله در زبان عربی استفاده می‌شود، به‌طور کلی پژوهش در زمینه‌ای را که به‌منظور بهبود توانایی در ساختار جمله در زبان عربی استفاده می‌شود، به‌طور کلی پژوهش در زمینه‌ای را که به‌منظور بهبود توانایی در ساختار جمله در زبان عربی استفاده می‌شود، به‌طور کلی پژوهش در زمینه‌ای را که به‌منظور بهبود توانایی در ساختار جمله در زبان عربی استفاده می‌شود، به‌طور کلی پژوهش در زمینه‌ای را که به‌منظور بهبود توانایی در ساختار جمله در زبان عربی استفاده می‌شود، به‌طور کلی پژوهش در زمینه‌ای را که به‌منظور بهبود توانایی در ساختار جمله در زبان عربی استفاده می‌شود، به‌طور کلی پژوهش در زمینه‌ای را که به‌منظور بهبود توانایی در ساختار جمله در زبان عربی استفاده می‌شود، به‌طور کلی پژوهش در زمینه‌ای را که به‌منظور بهبود توانایی در ساختار جمله در زبان عربی استفاده می‌شود، به‌طور کلی پژوهش در زمینه‌ای را که به‌منظور به‌طور کلی پژوهش در زمینه‌ای را که به‌منظور به‌طور کلی پژوهش در زمینه‌ای را که به‌منظور به‌طور کلی پژوهش در زمینه‌ای را که به‌منظور به‌طور کلی پژوهش در زمینه‌ای را که به‌منظور به‌طور کلی پژوهش در زمینه‌ای را که به‌منظور به‌طور کلی پژوهش در زمینه‌ای را که به‌منظور به‌طور کلی پژوهش در زمینه‌ای را که به‌منظور به‌طور کلی پژوهش در زمینه‌ای را که به‌منظور به‌طور کلی پژوهش در زمینه‌ای را که به‌منظور به‌طور کلی پژوهش در زمینه‌ای را که به‌منظور به‌طور کلی پژوهش در زمینه‌ای را که به‌منظور به‌طور کلی پژوهش در زمینه‌ای را که به‌منظور به‌طور کلی پژوهش در زمینه‌ای را که به‌منظور به‌طور کلی پژوهش در زمینه‌ای را که به‌منظور به‌طور کلی پژوهش در زمینه‌ای را که به‌منظور به‌طور کلی پژوهش در زمینه‌ای را که به‌منظور به‌طور کلی پژوهش در زمینه‌ای را که به‌منظور به‌طور کلی پژوهش در زمینه‌ای را که به‌منظور به‌طور کلی پژوهش در زمینه‌ای را که به‌منظور به‌طور کلی پژوهش در زمینه‌ای را که به‌منظور به‌طور کلی پژوهش در زمینه‌ای را که به‌منظور به‌طور کلی پژوهش در زمینه‌ای را که به‌منظور به‌طور کلی پژوهش در زمینه‌ای را که به‌منظور به‌طور کلی پژوهش در زمینه‌ای را که به‌منظور به‌طور کلی پژوهش در زمینه‌ای را که به‌منظور به‌طور کلی پژوهش در زمینه‌ای را که به‌منظور به‌طور کلی پژوهش در زمینه‌ای را که به‌منظور به‌طور کلی پژوهش در زمینه‌ای را که به‌منظور به‌طور کلی پژوهش در زمینه‌ای را که به‌منظور به‌طور کلی پژوهش در زمینه‌ای را که به‌منظور به‌طور کلی پژوهش در زمینه‌ای را که به‌듭‌ور در تعیین این زبان می‌کند.
ترجمه‌اندیشی آفت آموزش زبان در دانشگاه‌های ایران

بررسی موردی: آموزش زبان عربی در دانشگاه‌ها

علي سلیمی
آزاده فردوی

آموزش زبان عربی در ایران، به سبب آفت ترجمه‌اندیشی حاکم بر شیوه‌های فراگیری آن، به شدت ناکارامد است. در این شیوه ای، آموزش زبان فارسی از جایگاهی که داشت به عنوان یکی از مهم‌ترین عوامل فراگیری زبان می‌گردد. سپس آن را به یکی از مهم‌ترین عوامل فراگیری زبان می‌کنیم. به طور عمومی، زبان آموزشی در دانشگاه‌ها به عنوان یکی از مهم‌ترین عوامل فراگیری زبان می‌شود.

بررسی قرار گرفتن جملاتی که در این شیوه آموزشی در سطح جامعه به عنوان جملات عربی استفاده می‌شوند، و در سطح بالا، می‌تواند به ایجاد یک شیوه فراگیری زبان عربی کمک کند. در این شیوه، آموزش زبان عربی به عنوان یکی از مهم‌ترین عوامل فراگیری زبان می‌گردد.

واژگان کلیدی: ترجمه‌اندیشی؛ آموزش زبان عربی؛ تداخل زبانی
زبان عربی، از پژوهش تا آموزش

علی نوروزی
حمید عباس‌زاده
دانشگاه فردوسی مشهد

هدف این مقاله بررسی یکی از جالش‌های فراوری آموزش زبان عربی است مبنی بر این که در نظام آموزشی کنونی:

1) بیش از آن که زبان عربی آموخته شود، کاویده می‌شود.
2) روش پژوهش در زبان را در آموزش آن به کار می‌گیریم؛ توضیح این که در فراگیر زبان پژوهی، حیطه‌های نظام زبانی (واژگان، ساختار، معنایی) از یکدیگر جدا می‌شود. اما در فراگیر زبان آموزی همه این حیطه‌ها با هم به کاریسته می‌شوند. بررسی های نویسنده‌گان مقاله در برنامه ریزی درسی آموزش زبان عربی دانشگاه وجود، نشان می‌دهد آموزش زبان عربی در این دوره سه‌ماهه به انتقال "دانش" زبانی محدود می‌ماند و آری رضیدن به سطح "تجربه" درمانده است. از این رو پیشنهاد می‌شود باید در یک تری‌گفتگو روش‌های کاربردی و علمی در آموزش زبان که مبانی‌های زبانی و زبان پژوهی تفکیک می‌کند، ابزار داشته که کنونی را به حداکثر رساندن.

واژگان کلیدی: زبان دوم؛ روش؛ آموزش؛ پژوهش؛ مهارت‌های زبانی
با توجه به روند اجتماعی و تاریخی، در ادبیات ادبیات عربی، نحو عربی به عنوان یکی از مهم‌ترین برگزاری‌های قرآن در ادبیات عربی به حساب می‌آید. این نحو به‌طور گسترده‌ای در ادبیات حکمتیاری و ادبیات عربی بکار رفته‌است و اهمیت آن در توجه علمای ادبی و ادبیات قرآن کرامت است. اهمیت نحو عربی در این راستا یکی از نکاتی است که در آینده به خوبی بوده و آن را این اثبات قواعد نحو خود، به اشعاری استناد می‌کردن که میان زمان سروه شدن و کتابت آن، فاصله ی زیادی وجود داشت و برخی از این اپی‌ها اشکالات فاقدی داشتند. از جمله اینکه سراپشده معلوم نبود یا گمانه زنی، یا به سرایت، در برخی این اثبات ادعای خود به شعری جمله استناد می‌کردن. لذا تاکنون گاه در این جستار زبانه‌ای اگر با تغییر تحلیلی و تطبیقی، تاریخ کتابت شعر و نحو عربی را بررسی نمایند تا فاصله‌ای بین زمان سروه و زمان ندوین شواد. نحو عربی معلوم شود و با تغییر تحلیلی در مورد صحبت استناد به چنین اشعار با عدم استناد بدان‌ها نتیجه‌گیری می‌گردد.

واژگان کلیدی: دستور زبان عربی، استناد، ابیات شعری، نحو عربی