Sociology and Language Learning
Towards a Coherent National Academic Literacy Curriculum: The Missing Links between Literacy Education in Farsi and Academic Literacy Education in English

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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

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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

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“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

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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

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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 storytelling 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

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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 communication. For this purpose, four Iranian professional English-speaking tour guides in Isfahan city were randomly chosen to investigate their strategies with tourists from different cultural backgrounds. In order to collect the relevant data, semi-structural interview, observation and analysis of documents were done and contrasted with those of Chinese tour guides. The results clearly indicated that both Iranian and Chinese tour guides chose the most appropriate strategies in a special context based on the role, values, identities, and relationships that they adopted. The findings of the study bear implications for training English tour guides and material designers.

Keywords: Intercultural communication; Strategies; Tour guides; Context; English teaching
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

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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 Students of Religion

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The purpose of this study was to investigate the dominant role of English for the students of religion. The study further attempted to examine the extent to which knowledge of English can help in disseminating religion. To this end, 56 male and female students at Semnan University majoring in religion were randomly selected to answer the questionnaire. The results showed the dominant role of English for the students of religion and ascertained the positive role of language knowledge on disseminating religion and exchanging culture.

Keywords: English; Religion; Language knowledge
Language and Religion; Linguistic Religion or Religious Language

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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

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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

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According to Smith and Nelson in World Englishes (Kachru, 2006, p.450) 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

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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

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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
The Role of Gender in the Narrative Production of Primary School Students

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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

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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

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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

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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
Communication Strategies in Guiding Tourists

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Communication with people from different cultures makes you learn more about their ways of life, history, values, habits, personality and behaviors 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 Esfahan 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 methods obtained by the analysis of the corpus were selected based on Alptekin's (2002) model. The results clearly indicated that the various 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
Psychology and Language Learning
Dominant Intelligences in ESP Textbooks: Multiple or Single?

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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

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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

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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

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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

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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, H. M. & Betz, N. E., 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

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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 sure 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

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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

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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

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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 beliefs. 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 findings 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 findings 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 the two 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

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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
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

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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

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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

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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

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Teachers’ level 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

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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
L2 Learner Interlanguage Pragmatic Development within ZPD Activated Proximal Context

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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
Exploring Sources of English Language Teacher Motivation

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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

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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
Narrative Intelligence and Learning Strategies

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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
Evaluating the Zone of Proximal Development: A Vygotskian Perspective

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Inadequacies observed in static assessment have motivated the emergence of 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

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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; SILL; Proficiency
Linguistics and Language Learning
Language Teaching and Iranian EFL Learners: Restrictions in Verb Selection and Errors

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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

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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 Sheikhbahaee 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

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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

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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

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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

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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
Armenians: An Exception in the World of Bilingualism

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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

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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

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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

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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 supra-segmental 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 English Article System: Acquisition and Fluctuation in the Persian Context

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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
North-American and Iranian EFL Lecturers’ Use of Discourse Markers: The Cross-cultural Aspects

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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
A Critical Analysis of Emergentism and Connectionism
A Pro-Chomskian Nativism Proposal

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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

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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

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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

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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

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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

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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

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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, Sussmane, & Tanenhausd, 2009).

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

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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
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
Exam Anxiety in Medical Schools

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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

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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?

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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

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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
Gauging EFL Learners' Engagement and Reading Comprehension via Portfolio Assessment

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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
Life Sciences and Language Learning
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 skills; Life syllabus; Life-Responsive Language Teaching Beliefs questionnaire
Applied ELT and “Life Syllabus”: Masquerading Under a False Name or a New Paradigm?

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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
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
Life Syllabus and its Probable Components

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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
The Role of Applied ELT in Globalization

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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 world-wide 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
Teacher’s Life-Preparatory Role in Applied ELT: Myth or Reality?

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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
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
Technology and Language Learning
The Impact of Using Movie Clips on Students’ Vocabulary

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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
Investigating the Role of TELL-based E-portfolio Assessment in Iranian Intermediate EFL Classrooms: A Case of Vocabulary and Motivation

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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

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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

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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

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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

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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

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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 a 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?

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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

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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

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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: Critical thinking, Electronic homeworking, Electronic tasks
Teaching and Language Learning
Can We Make Good EFL Teachers? 
A Reflection on the Current Teacher Training Programs in Iran

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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

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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; \( R = .60, R^2 = .36, \text{ adjusted } R^2 = .33 \) 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

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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
Social Networking: Using Facebook in Teaching English Idioms

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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
The Relation between Paragraph Organization and Topic Progression in Paragraphs Written By EFL Students

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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

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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

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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
Peer-coaching: A More Beneficial and Responsive Inquiry-based Means of Reflective Practice

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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

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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

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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

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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
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?

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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

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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

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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
Post-method and Muslim EL Teachers

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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

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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
Interdisciplinary is an Effective Method of Learning and Teaching Language

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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

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Mojtaba Soleimani  
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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

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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 homogenously 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
Translation and Language Learning
The Role of Translation in Promoting Reading Comprehension of Iranian High School Students

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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 quitted 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

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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

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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"

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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

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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

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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

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The article suggests that literary translation can be 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

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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

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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
Literary Competence, Reading Competence: Exploring the Role of Literature in EFL Context

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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

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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
Language Learning and Literature: EFL Students and Learning Plays through Performance

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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

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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

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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
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

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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

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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
زبان انگلیسی
سری‌ها، زبان‌های جهانی
سیدرضا به آفرین
دانشگاه آزاد اسلامی واحد تهران شمال

این مقاله در ابتدا با اشاره به اهمیت ضرورت ایجاد زبان جهانی می‌باشد، که برای نمایش نقش زبان انگلیسی در جهان، روند تغییرات جامعه و تغییرات اجتماعی را نشان می‌دهد. به طوری که در ادامه به توضیح معنی واژه جهانی می‌پردازد.

در ادامه آبانی، تأثیر این زبان بر امکانات جامعه و تغییرات اجتماعی را نشان می‌دهد. این زبان در بین جامعه و دانشگاه‌ها رواج دارد. این زبان در جامعه و دانشگاه‌ها رواج دارد. این زبان در جامعه و دانشگاه‌ها رواج دارد.

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

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آموزش زبان انگلیسی به معنا اوغور از مرز فرهنگ خود و ورود به یک فرهنگ بین‌گانه است، تجربه‌ای از شامل میان دو فرهنگ که بر میزان وابستگی فرد به فرهنگ خودی اش تأثیر می‌گذارد است. از این رو می‌توان گفت که هویت مدرس از زبان انگلیسی سنجش نماینده و تغییر در نحوه دیدگاه افراد در زبان آموزی ارائه می‌شود. بر این مبنای دراین تحقیق کیفی 14 مدرس زبان انگلیسی با سابقه ی تدریس از 6 تا 31 سال از 6 مؤسسه خصوصی زبان انگلیسی در شهر مشهد هر یک جدایی در مصاحبه ی جهت بیان حالت خود از شروع زبان آموزی تا دوران تدریس خود شرکت کردند. طول مدت مصاحبه‌ها در مجموع 14 ساعت و 38 دقیقه شد که توسط دو متخصص مورد تجزیه و تحلیل قرار گرفت. روند تغییر هویت شرکت‌کنندگان در مصاحبه با توجه به نظره هویت و زبان آموزی نورتون (1997) و نیز الگوهای تغییر هویت گایو (2010) مورد بررسی قرار گرفت. در پایان، این گونه تجربه اولیه که مدرس زبان انگلیسی غالبآً در این نوع جانبهای فرهنگ و زبان بین‌گانه به جای فرهنگ و زبان خودی شده اند و هویت غربی بیش از سایر هم‌خوانان ارائه گشته است. در میان آن‌ها طیف فکری انتقادی به ویژه به جانش کشیدن به‌دنبال فرهنگ و اجتماعی کامل‌آمیز هویت مذهبی آسان بیشتر از هویتهای ملی و فرهنگیان تضعیف شده است. مدرس‌اند کم‌ترین تجربه‌های در تقابل هویته‌ای آسیب پذیرتر بوده‌اند و از فرهنگ خودی بیشتر فاصله گرفته‌اند.

واژگان کلیدی: تغییر هویت، زبان آموز زبان انگلیسی، فرهنگ خودی، مدرس زبان انگلیسی.
ارائه الهوی جدید در طراحی محتوای آموزشی دانشگاهی با استفاده از فناوری نوین ارتباطات

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این مقاله با نظری است که برای طراحی محتوای آموزشی (محتوای درسی) در ترکیب با رسانه‌های جدید قابل کاربرد است. تاکید این مقاله بر ضرورت ویژگی‌های ارائه محتوای آموزشی به کمک فناوری چند رسانه است و به طور توضیح‌بخشندند تا به این جایگاه جدید که در آن فناوری چند رسانه فراگیران را به شکل فعال به کار می‌گیرد، شکل واقعی و هم‌بود سنت آموزش فراگیر محوور و مشارکت فراگیران در جهت نظریه ساختگرایی به عنوان گروهی مناسب برای یادگیری در سطح آموزش عالی مورد پایان مدل ساختگرایی برای طراحی محتوای آموزشی به کمک فناوری ارائه و توصیف می‌شود. این الگو در واقع در پرگیرندن نظریه‌ای است که نمایش محتوای آموزشی به کمک فناوری به گونه‌ای غنی شود تا زمینه تفکر بحث، تأمل و پذیرش نگرش‌های مختلف را فراهم سازد.

واژگان کلیدی: آموزش عالی؛ فناوری چند رسانه‌ای؛ محتوای درسی دانشگاهی؛ نظریه ساختگرایی
لزوی آگاهی مدرس از دانش هومیوپاتی و تأثیر آن در امروز زبان دوم

اعظم استاجی
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ملاحظه شناسی در برخی از هم‌هم‌یاران فرمائشی کلیدیت دارد. شناخت مدرس از دانش آموزان و عکس
عمل‌های رفتاری آنها در هر مقطع و رشته ای به وی این امکان را می‌دهد تا با هریک رابطه ای مستقر و تمقید
برقرار کند. بسیاری روش‌ها برای به‌کار کردن بازدهی در آموزش زبان دوم پیشنهاد شده است که در کتاب‌خانه روش
تدریس یافته می‌شود ولی مناسب‌اندازی کننده‌ی روحی زبان آموز توجه شده است. همان طور که دومین (116)
نشان می‌دهد "مهمتی است که در اینگونه بخشی به شاگرداران به عنان عنصر اصلی اهداف آموزش در نظر گرفته
شود". مهمت ایجاد اتفاقه‌ای در میان به صورت اکتسابی فرا گرفته که با مطالعات روان‌شناختی و بررسی‌های
روان‌شناسی از مشاهده هر جزئی در میان است. می‌توان از علم روان‌شناسی در آموزش سبیل‌کسی گرفته، دانش
هومیوپاتی که از انواع مختلف درمانی است در سال 1996 توسط سامولن هامن، پرتشک آلمنی، کشف شده و
امروز در کشورهای سیبایی، از جمله ایران دارای نمادی یکسان روش نوین پزشکی به مجموعه سیستم‌های
انسان به‌هناهی کل را دارد و روح و جسم را به طور مجزا درمان می‌نمایند. درمان در این روش به منظور یافتن مثل
شخصیت انسان در طبیعت است و دو در کنار دو راه با معرفی شخصیت می‌دارد که با کمک آن تحلیل می‌گردد. در
برکتین عکس عمل ممکن را به کمک‌نامه‌ای بیان می‌شود. با شناخت هومیوپاتیک از خصوصیات افراد و با طبقه
بندی شخصیت‌ها در چارچوب این دانش، مدرس را به ترتیب خودی در زبان آموزان ایجاد انگیزه و علاقه‌کننده
تقدیسی مولتی‌داشتی باشد، خطاها را بهتر تصمیم گیری کند و در نهایت شناخت‌داشتی موفق تر داشته باشد. با توجه به
وجود مولتی‌ها مبنای منفی مانند عدم اعتماد به نفس، خجالت و احساسات بازدارنده در زبان آموزان که در امروز
آموزش از مواضع پادگانی مرسوم می‌شوند، آگاهی مدرس از دانش هومیوپاتی و پادگانی برخورد مناسب با هر
زبان آموز که مناسب با شخصیت او باشد، می‌تواند به میزان زیادی این فاکتورها را کاهش دهد. در این تحقیق سعی
شده با معرفی نهج شخصیت هومیوپاتی و نشان دادن این مهم که برخورد مدرس با هریک با وجود متفاوت باشد
راهنکاری برای مولتی‌داشتی کردن امروز آموزش ارائه شود.

واژگان کلیدی: هومیوپاتی؛ آموزش زبان دوم؛ رابطه مؤثر
اثربخشی آموزش مهارت فراشناختی راهبردهای مطالعه بر عملکرد تحصیلی دانش آموزان دختر دوره راهنمایی در درس زبان انگلیسی

مریم اکبری علیق 
محمدهسن اکبری علیق 
محمدجواد اکبری علیق 
محسن درکه 
حسن رضایی
داشتهای آزاد اسلامی واحد تربیت جام

از آن جا که اغلب دانش آموزان به ترتیب توانایی انجام مهارت های فراشناختی را کسب می‌کنند، اما در برخی از دانش آموزان عدم کسب مهارت ها سبب بروز مشکلاتی در عملکرد تحصیلی می‌شود و به دلیل اهمیت فراوان عملکرد تحصیلی به ویژه پایداری زبان در رشد و بالانتگی نوجوانان، استفاده از راهبردهای مداخله ای برای افزایش عملکرد تحصیلی مهم و ضروری به نظر می‌رسد بنابراین پژوهش حاضر با هدف بررسی اثرگذاری آموزش مهارت فراشناختی راهبردهای مطالعه بر عملکرد تحصیلی دانش آموزان دختر دوره راهنمایی در درس زبان انگلیسی انجام شد. پژوهش حاضر شامل زمینه نویسی عبری و با روش پیش آزمون- پس آزمون با گروه کنترل و بدون عناصری با نمره کمتر از 14 در دو زبان انگلیسی در ترم اول از بین آموزش دو راهبرد تحقیقاتی و به‌طور تصادفی در دو گروه 15 نفری آزمایش و کنترل قرار گرفتند. سپس گروه آزمایش طی 8 جلسه آموزش راهبردهای مطالعه قرار گرفتند. شرکت کنندگان آزمون های ماتریس پیش‌رونده رایون برگ سالان، آزمون پیش‌رفت تحصیلی محقق ساخته و پرسشنامه ی 30 گویه ای آگاهی فراشناختی از راهبردهای مطالعه (مختاری، ریجارد، 2002) را به صورت پیش آزمون و پس آزمون تکمیل کردند. داده‌ها توسط روش‌های آمار توصیفی و تحلیل‌کوارانس و به کمک نرم‌افزار SPSS-16 مورد تجزیه و تحلیل قرار گرفت. یافته‌ها نشان داد که آموزش راهبردهای مطالعه بر عملکرد تحصیلی و آگاهی های فراشناختی گروه آزمایش ناگار معنادار داشته است. می‌توان از برناهه آموزش راهبردهای مطالعه برای ارتقای مهارت های فراشناختی و بهبود عملکرد تحصیلی به ویژه در درس زبان انگلیسی بهره جست.

واژگان کلیدی: مهارت های فراشناختی؛ عملکرد تحصیلی؛ دانش آموزان دختر
دلیل کلیدی: فرانشیز فناوری اطلاعات و ارتباطات؛ آموزش زبان انگلیسی

فرانشیز فناوری اطلاعات و ارتباطات در یادگیری زبان خارجی

مهدي معینی کا

داشتگاه محقق اردبیلی

هدف این پژوهش فرانشیز فناوری اطلاعات و ارتباطات در آموزش زبان انگلیسی بود. حدود و نحوه فناوری اطلاعات و ارتباطات شامل کاربرد رایانه در آموزش، استفاده از گزینه آموزش زبان انگلیسی، رایانه، ارتباطات سیار، آموزش مجازی و آموزش الکترونیکی در معادل کامل آن بود. روش این پژوهش از نوع فرانشیز است. انتخاب جامعی آموزش بر اساس اعتقاد روزنال و دیماوندو بر این که پژوهشگر فرانشیز فرانشیز نمایست اطلاعات را از دست دهد؛ استوار بوده است. از بین 176 سند پژوهش موجود مرتبط با فناوری اطلاعات و ارتباطات و زبان انگلیسی در سایت‌های اینترنتی به آدرس: Ta تاریخ 1391/4/14, Sid, Magiran, Irandoc

اهم از طرح‌های پژوهشی و یا پایان نامه‌ای دانشجویی با محوریت فناوری اطلاعات و ارتباطات و آموزش و یادگیری زبان انگلیسی، تعداد 6 قدره سنت شناسایی گردیده که قابلیت ورود به فرانشیز را داشتند. این 6 قدره سند در مجموع 14 متغیر را مطالعه نموده‌اند. لازم به توضیح است که روش مطالعه یک قدره از اساس باید شده، موری بوده و 3 قدره از آنها، علی‌رغم آزمایش یوبودن، شاخص آماری 1 گرا گزارش نموده است که امکان محاسبه، اندوزه اثر برای 4 سند مسیر نگردید. برای بقیه اسناد، اندوزه اثر محاسبه و میانگین اندازه اثر گزارش گردید، میانگین اندوزه اثر (1) محاسبه شده برای تأیید کارایی فناوری اطلاعات و ارتباطات بر آموزش زبان انگلیسی (صرف‌نظر از نوع متغیر وابسته مرتب با زبان انگلیسی) برابر 0/81 (شده تأیید زیاد) بود. بنابراین می‌توان نتیجه گرفت که کارایی فناوری اطلاعات و ارتباطات بر آموزش و یادگیری زبان انگلیسی تأثیر زیاد دارد.
پرسی تأثیر روش تدریس ارتباطی زبان انگلیسی بر عملکرد دانش آموزان مدرسه

rahmamayi iranian names by bernin

سارا ساری
دانشگاه فردوسی مشهد

در این تحقیق به بررسی تأثیر روش تدریس ارتباطی زبان انگلیسی بر عملکرد دانش آموزان تمرکز گردیده است. در پرداخته شده است، مشخص کنید که عوامل یاد شده تا چه میزان بر پیشرفت دانش آموزان مؤثر است. در چارچوب تحقیقات از نوع اقدام‌جویی، سعی شده است با روش آموزش دانش آموز محور و تدریس کتابی که محتویات آن کاربردی‌تر از کتاب دوی دانش آموز است عملکرد دانش آموزان سنجیده شود. در ابتدا توانایی دانش آموزان که بر اساس روش‌های متنوع و غیر فعال با آنها کار شده بود فقط در حذف شدند و نوهای تفاوت کتاب درسی بود و تقریباً همیشه از مهارت‌های شیده و صحبت کردن نداشتند. اما بعد از تدریس براساس این روش دانش آموزان به طور قابل ملاحظه‌ای در مهارت‌های چهارگانه بیشتر داشتند که مهترین آنها بیشترت در مهارت‌های شیبی و صحبت کردن و نوشتن بود. آنچه بیشتر نمود داشت انگیزه بالای دانش آموزان برای ایجاد انگیزه زبان بعد از احساس موفقیت در مهارت زبانی بود که عمل مهمی در بیشترت آنها محصور می‌شد.

واژگان کلیدی: روش تدریس ارتباطی زبان انگلیسی؛ زبان آموز؛ معلم؛ مواد آموزشی
زبان فارسی
مقایسه رفتارهای غیرکلامی میان دانش آموزان دختر و پسر دیرستانی شهرمهد و
تأثیر این رفتارها بر خواش معنایی کلام آن‌ان

محمدرضا بهلوان‌نژاد
ماهرعلی زاده
دانشگاه فردوسی مشهد

هدف از مقاله حاضر معرفی ارتباطات غیرکلامی و چگونگی عملکرد آن و نیز بررسی تأثیر رفتارهای غیرکلامی
بر خواش معنایی کلام می‌باشد. با خش عملی این پژوهش به توصیف و خوانش مفاهیم رفتارهای ارتباطی غیر
کلامی 120 دانش آموز دختر و 120 دانش آموز پسر مقیاس دیرستان در شهر شهرمهد می‌پردازد. چارچوب نظری
این پژوهش بر باز که تحملی آبزه مهربانی (1971) می‌باشد. بر اساس نظری تحملی و 98% معنی انتقال
یافته در یک بافت ارتباطی رودرو از طریق نشان‌های و رفتارهای ارتباطی غیرکلامی و تفاوت 8% از طریق کلام تحقق
می‌یابد. این شدت و ویژگی‌های ارتباطی در میان آزمودن‌ها بر اساس مشاهده، تکمیل پرسشنامه توسط دانش آموزان و
دبیران آن‌ان و به دستور مصاحبه ورد بررسی قرار گرفته‌اند. رفتارهای غیرکلامی دانش آموزان در قالب 9 مقاله
که توسط لین می‌شه (2003) عنوان گردیده، بررسی شده‌اند. هدف از انجام این پژوهش شناسایی تفاوت های
رفتارهای غیرکلامی میان دانش آموزان دیرستانی دختر و پسر و تأثیر آن بر خواش مفاهیم رفتارهای ارتباطی
غیرکلامی آن‌ها در ارتباط رودرو، بر حسب موقعیت اجتماعی افراد می‌باشد. نشان دادن تفاوت در خواش معنایی
رفتارهای غیرکلامی پسران در مقایسه با دختران همراه با عوامل غیرکلامی و بدنی آن عوامل از دیگر اهداف این
بررسی می‌باشد.

واژگان کلیدی: ارتباط غیرکلامی؛ رفتار غیرکلامی؛ ارتباط کلامی؛ رفتار کلامی؛ خواش مفاهیم

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فراتحلیل معایب و مزایای دو زبانگی

سادات به بونی
دانشگاه پیام نور اردبیلی

هدف پژوهش حاضر فراتحلیل پژوهش‌های انجام یافته در خصوص معایب و مزایای دوزبانگی است. به دیدگاه دو زبانگی یا چند زبانه، دو زبانه که ترازیا در همه ی کشورهای جهان وجود دارد. برای انجام فراتحلیل، استاد پژوهشی اعم از پایان نامه دکتری و کارشناسی ارشد و طرح‌های پژوهشی و مقالات ارائه شده در نشریات متعدد به عنوان جامعه آماری در نظر گرفته شد. توجه به محاسبه جامعه آماری از کلیه شماره استفاده شد. انتخاب جامعه آماری بر اساس اعتقاد روزنال و دیماتونی به است. در این دیدگاه پژوهشگر فراتحلیل نیازمند اطلاعات را از دست دهد و حتی در اهمیت این موضوع تاکید می‌شود که پژوهشگر فراتحلیل نیاز به بررسی پژوهش‌های مندرج شده اکتفا نمی‌کند. بلکه در صورت دسترسی به اطلاعات از اعتبار مناسب است. لازم است پژوهش‌های متعدد انتشار نمایند. اگر یک نمونه خود بگنجاند. پس از شناسایی استاد و اعتبار منظور آنها، برای تحلیل نتایج از روش تکیه آزمون های بررسی مجموعه استفاده شد. بیشتر منظور با استفاده از روشن‌ترین مجموعه آزمون‌های به‌رماس فرمول محاسبه گردیده. نتایج بدست آمده در قالب توصیفی و استنباطی مورد بررسی قرار گرفت. نتایج تحلیل نشان داد که دوزبانگی دارای معایب و مزایای اسکی که بر اساس نوع تکیه و مناسب سنین خاص متواقت می‌باشد. نتایج به صورت میتوان با خاصیت های آماری در مقاله اصلی گزارش می‌گردد.

واژگان کلیدی: دوزبانگی؛ فراتحلیل؛ زبان فارسی؛ زبان آذری
تولید و رشد گفتار در کودکان فلج مغزی با مشا دیزا آرتیک

پرویز اخکیبور

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 این تولد و یا بعد از تولد در فرد ایجاد می‌شود. به چنین طبقه‌بندی می‌شود. فلج مغزی توام با اختلالات حرکتی و گفتاری همراه می‌باشد. تاریخچه گیوی پرشهکی و رشدی و توانبخشی در امر درمان گفتار و زبان کودک می‌باشد. به شرح زیر اذار و نیز امر درمان برای فرد معلول و مبتلا به صورت تیمی باشد. اهمیت درمانی گفتار با افزایش انگیزه برق‌اری ارتباط دارد. معنی پیدا می‌کند. تحلیل گفتار در فرد معلول با صدا سازی اولیه شروع می‌شود و مهم ترین امر در این رابطه توجه به نوع تفسیر و الگوی درمانی انتخاب شده می‌باشد که نقش اساسی در تولید گفتار دارد. نیز الوالدین در تکمیل پروسه درمان اهمیت زیادی داشته و از بسیاری جهات منمیین درمان گر و فرد معلول است. 

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

نام: رنجر دانشگاه فردوسی مشهد

عنوان برایت: دانشگاه پیام نور مشهد

این پژوهش به منظور بررسی رابطه بین پایگاه اجتماعی-اقتصادی با خشونت زبانی در بین دانش آموزان دختر در مقطع متوسطه در شهرستان قوچان در سال 1391 انجام شد. این تحقیق به روش پیمایشی از نظر زمینه مقطعی و از نوع مطالعات پهنایگر و کاربردی است. با استفاده از ابزار بررسی‌های خودساخته بر روی نمونه‌ای متعدد از 323 نفر صورت گرفته است. برای تحلیل داده‌ها از نرم‌افزار SPSS آزمون‌های ضریب همبستگی و رگرسیون چند متغیر استفاده شده است. داده‌ها نشان می‌دهد که پایگاه اجتماعی-اقتصادی نمی‌تواند به عنوان یک متغیر مستقل بر خشونت زبانی تأثیر گذارد. باشند به عبارت دیگر این متغیر قدرت تبیین کندگی را ندارد. البته متغیر کنترل شده که در این تحقیق وارد شده است، بیان خشونت کلاسی در مدرسه بر خشونت زبانی تأثیر گذار است و بین خشونت کلاسی در مدرسه با خشونت زبانی رابطه معنی داری دارد.

واژگان کلیدی: خشونت زبانی؛ خشونت کلامی؛ پایگاه اجتماعی؛ اقتصاد
ارزیابی مهارت خواندن

غلام محمد فقیری

عزت طباطبایی

دانشگاه فردوسی مشهد

مهمته خواندن یکی از مهمترین مهارت‌های چهارگانه ی زبانی یادگیری می‌گردد، به همین دلیل در یادگیری زبان دوم اهمیت زیادی دارد. این مهارت در برنامه‌ی درسی مهارت‌های زبانی ماهیت‌گیری و قرار گرفتن می‌گردد. در این مقاله ابتدا حوزه‌ی اندام‌گذاری گیری، سنجش و ارزیابی به‌عنوان مفهوم و سپس آزمون سازی مهارت خواندن به‌منظور و طریقه‌ی ساخت و انواع سوال تحلیل می‌گردد. در این راستا، ابتدا مهارت خواندن معرفی می‌گردد، آزمون سازی آن که شامل دو روش خرد و کلی و انواع دیگری، غیرعمیقی، تعاملی و گسترشی بررسی می‌گردد. سپس راهبردهای بالا به پایین و پایین به بالا در تدوین متن و انواع سوالات (تششیعی، کوتاهی یا غیرعمیقی) مورد توجه قرار می‌گیرد. همچنین انواع پاراگرافات (به‌عنوان و مثالی، توضیحی، توصیفی، جدیدی، علی معمولی، مناسبی ای مقایسه ای، توالی زمانی، متقابلی و غیره) که مبنا ساخت متن را شکل می‌دهد بحث می‌گردد. به‌دنبال ترکیب مهارت خواندن با لحاظ نوع متن و مشخصه‌های آزمون سازی مورد مداخله قرار گرفته و بررسی بیشتری به درخواست و سوالات نزدیک گردد.

واژگان کلیدی: خواندن؛ متن؛ آزمون؛ سوالات؛ پاراگرافات
بررسی تأثیر بسامد در آموزش زبان دوم

شهلا شریفی
ژهرا بهاری
دانشگاه فردوسی مشهد

بسامد می‌تواند به عنوان یک سنجه در علوم مختلف به کار رود، بنا براین زبانشناسی و آموزش زبان دوم نیز از این حيث مستثنی نیست. بنیه به حوزه مورد بحث، دستگاه‌ها و تعاریف متقابلی از بسامد آبراهه است. اما بسامد در زبانشناسی و علوم مربوط به آن عبارت است از شمارگان ظهور و احدهای زبانی در یک محدوده یا یک کتابه. بسامد معیار سنجه زبان‌پزشک در ساخت‌واره و معیار سنجه نشان‌داده‌ی عناصر زبانی در معنی شناسی و رده‌شناسی است. بسامد در امر آموزش زبان دوم نیز به نوعی مورد توجه بوده است. در حالی که به نظر می‌رسد براموزش، صورت‌های برسامد مهم‌ترند در مقابل برخی معیارهای که صورت‌های کم‌سما که اهمیت خاص خود را دارند. چرا که در بافت‌های عادی وجود نداشته و به صورت معمول فراگرفته نمی‌شوند. به خصوص در بحث نساطی زبانی که باید بیشتر در شاخه‌های خاص به آن پرداخت. همچنین برخی دیگر معیارهای باید به هردو مقوی‌های برسامدی و کم‌سما که پژوهش‌های توجه شده، در این مقاله تلاش می‌کنیم با پاسخ به این سوال که آیا در آموزش زبان دوم برسامدی مهم‌تر است یا کم‌سما؟ جایگاه هر کدام از این دو مقوله را در امر آموزش زبان دوم مشخص کنیم.

واژگان کلیدی: برسامد، کم‌سما، آموزش زبان دوم

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افزایش سطح یادگیری زبان با استفاده از شخصی سازی در آموزش سیار

سعید امیدی
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ارج ناهی
دانشگاه گیلان

ضرورت فرا인دهای شخصی سازی در یادگیری به وسیله رسمیت شناخته سبک اس است. از آن جایی که هر دانش یوزه ویژگی‌های متغیرات دارند تا و نوایی‌های درد با فرد درگیر متغیرات است، ما را به آن می‌دارد تا به سمت شخصی سازی سلیقه کمی، عمل شخصی سازی با استفاده از محوریت بسته آمده از تاثیر فراگیر نظیر سابقه فرد و پروفایل وي صورت می‌گیرد. به طور کلی هدف از آن، توصیه مجموعه‌ای از فعالیت‌ها به داشته پژوهی شجمل لیکن، مثال، محور، آزمون، تکثیر و نظرها جهت گرفته به سمت توجهات و علاقه وی می‌باشد. در این میان، اضافه آن با یادگیری سیار که مبتنی بر شبکه، خطوط ارتباطی بسیار و ابر سیاره همچون نوت بوکها، تلفن های همراه و دستیار دیجیتال شخصی (PDA) (است و دارای ویژگی‌های مهم تیزيبندی قابلیت حمل، با واسطه‌گی، شخصی بودن و دسترسی ذپری می‌باشد، می‌تواند باعث افزایش مداخله ویژه‌پذیری و کارافزاری بازدهی گردد. به گونه‌ای که این ویژگی‌ها موجب ایجاد دینامیکی مدل یادگیری شده است. یادگیری سیار از آن جهت خصوصی به فرد است که به فراگیر و معلم اجازه می‌دهد تا به درستی در هر زمان و مکانی یادگیری را شخصی سازی نموده و به غنی سازی، روح پذیرایی و افزودن نوعی به محوریت درسی کمک کند. در نهایت مدل برای آموزش سیار جهت آموزش زبان انگلیسی افرادی می‌نماید که با توجه به ویژگی‌های فرص آموزشی‌های لازم را به ارائه نماید و بتواند برایی داشته باشد و آموزش متقاضی را پیشنهاد کند، این نمی‌کنیم که میزان یادگیری در افراد بطور چشمگیری از‌آینه خواهد یافت.

واژگان کلیدی: شخصی سازی؛ مدل یادگیری؛ آموزش سیار؛ آموزش زبان انگلیسی
توجهی مهارت درک متن: آموزش علائم زبان شناختی انجام متن

معنی نجیب پازکی

سازمان پژوهش و برنامه‌ریزی آموزشی

مطالعه میان‌الملی بیشترت سواد خواندن (پرژانژ) یکی از مجموعه مطالعات گسترده‌ای است که انجام بین المللی ارزش‌شناسی بیشترت تحصیلی (IEA) به‌عنوان می‌دهد. این آزمون به ارزیابی توانایی خواندن کودکان 9 تا 10 ساله در پرژانژ 2001 میان 35 کشور شرکت کننده رتبه ۳۲ و در پرژانژ 2006 میان 45 نظام آموزشی جهان رتبه ۴۰ است (آزمون، 1388). این آزمون عمکرده دانش آموزان ایرانی در آزمون پرژانژ بسیار قوی است لذا این تحقیق پژوهشگر در چارچوب مدل سازندگی گرایی (گروه‌سازی، و تحقیقات، 1994) به فراوانی درک متن پرداخت و با تمرکز بر مرحله انجام در این فراوانی، از طریق مداخلهی آموزشی، مهارت درک متن را در کودکان 9 تا 10 ساله بهبود بخشید. این پژوهش تحقیقی شبیه جریبی است در انجام این تحقیق طرح پیشرفت آزمون–پس آزمون با گروه کنترل به کار رفته، در خواص با استفاده از سوالات آزمون پرژانژ 2011 در هر دو گروه آزمایشی و گروه پیشرفت آزمون و پس آزمون گرفته شد. دانش آموزان در گروه آزمایشی از طریق مداخله آموزشی با شاگردانی زبان‌شناسی و کلاسیک در متن که ابزار انجام ارتباط بین گزارش‌های متن می‌باشد، آشنا شدند و گروه گواه مداخله آموزشی دریافت نکردند. 70 فرد گروه آزمایشی و 70 نفر گروه گواه با روش نمونه‌گیری جنرالیسیز از مدارس دختران دوم، در منطقه ۲ تهران (مناطق ۱۸) انتخاب شدند. پژوهشی زبان‌شناسی نشان داد این دوره آموزشی بطریق متعددی موجب ارتقاء مهارت درک متن در گروه آزمایشی شد. در نتایج ممکن نمرات گروه آزمایشی در مقایسه با گروه گواه ۶ نمره افزایش داشت.

واژگان کلیدی: درک متن؛ آموزش؛ انجام متن
یافته‌های حاصل از مطالعات جدید عصب‌شناسی در هدایت آموزشی افراد دو زبانه

زاله بیشینی

دانشگاه شهید ارث‌بزرگ اصفهانی

امروزه کاربردهای عصب‌شناسی در علوم تربیتی و آموزش و پرورش، گسترده‌تر از سایر زمینه‌ها وارد عرصه های زندگی شده است. به علاوه، در "دهکده" یک که جهان امروزیه آن تبدیل شده است، زبان‌ها و حالت‌های وابسته به دلیل وابستگی در سفر، و فرهنگ‌های زبانی هر یک از این زبان‌ها به‌کمک برخورد و صبحانه به دوی بین چندین زبان به براک برنده ای ارزشمند و حتی اجتناب نیازی تبدیل شده است. با اینهمه، در یکی از چند زبانگی، پیدا کرده ای پیام‌پرچم و نتیجه‌یک روند از این‌گونه است که هنوز پخش اعظم جریان آن از اکنون‌دانشمندان بیرون است. در این مقاله نویسنده ضمن بیان برخی از مطالعات جدید عصب‌شناسی و بررسی دیدگاه‌های متفاوت و گاه منتقد بیان‌های عصب‌شناسی در مورد سن پادگنیز زبان دوم، تأثیر محیط پذیرگی در افراد دو زبان، تناوب‌های های متمایز افراد دو زبان، این نکته را نشان می‌دهد که پذیرگی که به‌ینیزت در یک زبان نارضایی دارد، در نتیجه پدیده دوزبانه بودن یک امتیاز شناختی برای افراد محصور می‌شود و سبب خواهد شد فرد به‌طور میان در عرصه‌های علمی-بین‌المللی موفق و موثر باشد.

واژگان کلیدی: دو زبانگی؛ عصب‌شناسی؛ تداخل زبانی

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راهبردهای جامعه شناختی آموزش زبان و راهکارهای لازم برای توسعه آن

محمدرضا وریابن

همیه علمی گروه علوم اجتماعی دانشگاه پیام نور

زبان به عنوان یکی از مهم‌ترین ضرورت‌های اجتماعی و فرهنگی جامعه بشری نقش بارزی در اشاعه فرهنگ معنوی و تمدن مادی گزیده می‌شود. آموزش زبان در حوزه مطالعات اجتماعی با تأکید بر نقش های متنوع زبانی جوین نقش (عاطفی، اجتماعی، تربیتی، ادبی، همدلی و فردی) باید مورد اهمیت قرار گیرد. همچنین ویژگی‌های بی‌پایان اجتماعی زبان آموزان از جمله (جنسیت، سن، سطح تحصیلات، هریت محلی-منطقه‌ای، محيط جغرافیایی، جامعه گفتنی حاکم بر منطقه، و...)، مدت نظر می‌باشد. علاوه براین توانش ارتباطی با جامعه زبان آموز، نوع، روش و سطح تدریس، معیارهای ارتباطات انسانی در حوزه آموزش از نظر پژوهشگر جامعه شناس پای دارد.

لحاظ قرار گیرد، معیارهای زبان نقش بارزی در توانش ارتباطی، توکیت شرکت مشاهده (اصول تعاون) به صورت کنست متقابل همراه با رعایت اصول اخلاقی، شخصیت، زبان‌شناختی در بین جامعه زبان آموز خواهند داشت، ارتباط مستمر و چهار به همراه با شناختی از فرایندهای ذهنی از قبل تفسیر اعمال، رفتار، فردیت برای ایجاد فرصت‌های در غیراینده‌های ایجاد اجتماعی از مهم‌ترین ویژگی‌های ایستادگی های جامعه شناختی تدریس آموزش زبان می‌باشد. در واقع شناخت و پروسه استفاده، انگیزه‌ها و فرصت‌های زبانی از مهم‌ترین راهکارهای توکیت و علاقه مندی زبان آموزان به یادگیری زبان می‌باشد. مطالعه شناختی های ارتباط انسانی با زبان آموزان (توکیت فرایندهای بی‌بیش و خود توجه کردن، و...) توجه عمقی به درک پیام‌های زبانی آمادگی برای پذیرش یادگیری و موضوع جدید زبان آموزی، آزمایش مسیر باز های زبان آموزی، ایجاد ارتباط و یادگیری مطالب از طریق فرایندهای ارتباط با موقعیت‌های جنسی، وضعیت اقتصادی و اجتماعی و از مهم‌ترین معیارهای بارز استفاده جامعه شناختی آموزش و یادگیری زبان خواهد بود. بر اساس چنین ویژگی‌هایی از طریق مطالعه کتابخانه‌ای، توسعه همراه با تربیت و تحلیل جامعه شناختی راهبردهای آموزش زبانی را در این مقاله مورد مطالعه قرار داده اند و با ارائه یکسری از راهکارها و پیشنهادها در زمینهی سبزسازی و گسترش عمق زبان آموزی از بعد فرهنگی و اجتماعی مورد بیان خواهیم کرد.

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

The 1st Conference on Language Learning & Teaching: An Interdisciplinary Approach (LLT-IA)
بررسی رابطه راهکارهای 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 پادگانی بر اساس دوره‌های تحت وب می‌پردازد. سپس با تمرکز بر چنین اجسادی، دانشگاه، آزمایشگاه و آموزشی دانشجویان تحت وب، به مورد اثر ادبیات مربوط به کاربرد گفتگوی رایانه‌ای به عنوان روش اصلی عملی کردن راهکارهای آموزشی بر اساس نظریه‌ای گذاری می‌پردازد. ارتباط این مفاهیم روشگری راهکارهای آموزشی خاص و ایده‌هاي قابل کاربرد در مورد دوره‌های تحت وب با استفاده از گفتگوی رایانه‌ای است. در این پژوهش اگر سازمان‌های فرهنگی به مثابه گفتگوی رایانه‌ای سازمان یافته‌ای مطرح می‌کنند، ساختارهای مشترک پیشنهاد آموزشی را به تصویر می‌کشند و آنها را با اصول نظری و راهکارهای آموزشی هم‌ساز کنند. سپس این نظریه‌ها و راهکارهای با ایده‌های عملی شده دوره‌های که بر اساس وب است مرتبط می‌شوند. از آنجا که آموزش تحت وب در ایران در حال کاربرد و گسترش روز افزون است (هماهنگی) در کالج دانشگاه فردوسی مشهد به کار می‌رود، امید است گسترش و اجرایی کردن ساختارهای نظریه به بیان فعالیت‌های آموزشی و پادگانی این مجزه آموزشی کمک کند.

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

عبد الله ضابطی
دانشگاه ملک سعود، ریاض، عربستان سعودی

این بحث مشکلات آموزش زبان فارسی به عرب زبان‌ها و جهات آن را در دوران اخیر دولت ها و جوانان عرب به آموزش زبان فارسی را آورده اند و مناسب برای گسترش زبان فرهنگ فارسی فراهم آمده است. نتایج آنها بهره‌برداری از این مسئله تنها به اینجا نرسیده است که از این امر نوآوری و اقدامات مربوط به آموزش زبان فارسی از طرف هر دو دوستانه باید انجام شود.

در دوران اخیر دولت‌ها و جوانان عرب به آموزش زبان فارسی را آورده هایند و این موضوع به صورت مستقیم و به تدریج به آموزش زبان فارسی از طرف دوستانه باید انجام شود.

با توجه به اینکه افراد به طور مستقیم به زبان فارسی آموزش داده نمی‌شوند و نیاز به یک زبان سوم در این مورد وجود ندارد، سه دوستانه به صورت مستقیم به آموزش زبان فارسی مصون مانند.

ویژه در این بحث به مدل‌های در این زمینه خواهد پرداخت باشد که با کمک اسادگان بزرگوار راز حلی متفق می‌شود.
نقش تصاویر در فراورده آموزش و ازّگان فارسی به دانشجویان عرب زبان

سید احمد فؤاد
دانشگاه ملک سعود

این بحث به تغییر از جنبه‌های اصلی مربوط به ليست و ازگانی که یاد آموخته شود می‌پردازد، آن همیشه در آموزش زبان و به‌همین سببی مواد آموزشی ممکن است سه‌می‌ایفا نمایند. در حالیکه ليست و ازگان از زبان‌های قدیم شناخته شده است، اما در دوران اخیر مورد توجه و اهتمام زبان‌شناسان در زمینه آموزش زبان بیگانه قرار گرفته است، و بحث این انجام نظری عمومی به این مسئله دارد. هرگاه از آموزش و ازگان بهتری از زبان خارجی صحبت می‌کنیم، همان‌طور که طور مستقیم سیاهی از کلمات تصویر می‌کنیم و در بررسی دقیق این سیاهی شاد تصور شود که قسمتی برگ آن ها کلمات جدا گانه مثل: خانه، برادر، خواهر، وقت، شکست و .... می‌باشد. این‌انجام بین 60 نفر از دانشجویان عرب دانشگاه ملک سعود افغان به تجربه ای عملی نمود و خلاصه آن به قرار زیر است: این نمونه از 60 دانشجو نرم اول زبان فارسی در دانشکده زبان ها و ترجمه، دانشگاه ملک سعود شکل گرفتها است و دانشجویان بدون انتخاب به دو گروه تقسیم گردیدند. نتایج این بحث نشان می‌دهد که از دانشجویان که به آموزش و ازگان با تصویر برداخته و دسته‌ای دیگر که ازگان را فقط از طریق شنیدن آموزشی فرق‌هایی آماری فراوانی وجود دارد. لازم به ذکر است که نتیجه این تحقیق اشاره می‌کند دانشجویانی که ازگان را با تصویر آموزشی لازم‌فراغت آن ها تا 65% بیشتر از دیگران بوده است.

واژگان کلیدی: آموزش و ازگان فارسی; دانشجویان عرب زبان; زبان فارسی
بررسی دوگانگی زبان: بر عنصر دستوری (مذرک و مونث) میان زبان فارسی و عربی

بنا به اشای دانشجویان تازه کار زبان و ادیات عربی

اسحق رحمانی
مرضی فیروزپور
دانشگاه شیراز

دوگانگی زبان و تنادخل زبانی باعث انتقال یک عنصر از زبان مادری به زبان دوم و به دنبال آن اشیائیت زبان آموزان در صحبت یا نگارش به آن می‌شود. یکی از این اشیائیت‌ها را می‌توان مربوط به عنصر دستوری دانست. که خود به جز سطح تفکیم می‌شدند. این پژوهش بر آن است که این اشیائیت (مذرک و مونث) را بین دو زبان فارسی و عربی با توجه به نگارش دانشجویان زبان عربی تازه کار بررسی کنند و به این ترتیب دست‌یابی کنند که دوگانگی زبان بر چگونگی نگارش زبان آموزان و صحبت کردن‌شان به زبان دوم تاثیر می‌گذارد. می‌توان این تاثیر را از جنبه دستوری مورد بررسی قرار داد.

واژگان کلیدی: دوگانگی زبان; سطح دستوری; مذرک و مونث; زبان فارسی; زبان عربی
مقایسه تولید خوششهای همخوانی در پادگنیزی زبان اول و دوم: روابط دینی

رضاه شجاعی
دانشگاه تهران

اغلب افرادی که به تحقیق درباره زبانآموزی کودک پرداخته‌اند. معتقدند کودکانی که در حال فراگیری زبان‌های مادری کاملاً متفاوت هستند، در ارتباط با کاهش خوششهای همغونی (آغازه) و پایانه (coda) به طور نظم‌مند، به‌کسان عمل می‌کنند (الکی (1983)، آهالی (1999)، یرس (2003)). گلدشتاین و میترنون (2001))، آنها برای این‌که که این روند کاهش خوششهای رسیده-بیش‌تر است، به‌گونه‌ای که کودک خوششهای آغازه را با تولید عضو به رسانی کنند، کودکان دو ساله می‌کند. شجاعی و شجاعی و شجاعی (1389) به بررسی داده‌های یکتا از کودکان دور تا سه ساله فارسی زبان، روند کاهش خوششهای پایانه موافق با اصل توالی رسایی (Principle)، در فارسی را نیز، می‌توانند نظریه‌های راسایی میدانند. بنابراین، به‌نظر می‌رسد عامل‌های کلیه کودکان در ارتباط با خوششهای همغونی، خین فراگیری زبان اول، مشابه است; لیکن، جوابهای تولید خوششهای همغونی، در زبان پایداری زبان اول و دوم به هم مقایسه کنید، درمی‌باشد که عامل‌های کلیه کودکان در این ارتباط کاملاً متفاوت است. مقاله‌های حاضر می‌کوشند تا ضمن بررسی دقیق تولید خوششهای همغونی در پادگنیزی زبان اول و دوم و مقایسه این دو، کارآیی رویکرد‌های موجود را از تینی تفاوتهای عامل‌های زبان‌آموزان خین پادگنیزی زبان مادری و زبان دوم بررسی کنند و کارآمدترین رویکرد را معرفی کنند. این که در سال 1993 توسط پرنس و اسمولسکی معرفی شد، انتخاب شده است که کلیه‌های داده‌ها در چارچوب این رویکرد تحلیل می‌شوند، می‌توان فراگیری مقاومت ساده‌سازی خوششهای همغونی را که در پادگنیزی زبان اول و دوم به کار می‌روند، در چارچوب این رویکرد و با استفاده از محدودیت‌های همگانی (universal constraints) به کلیه تینی کرد.

واژگان کلیدی: خوششهای همغونی؛ پادگنیزی زبان اول؛ پادگنیزی زبان اول دوم

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بررسی رويکردهای طراثی چندرسانه ای تعاملی برای آموزش و یادگیری زبان

نیا عبدالهی
حسن رستگاری‌پور
لیا عبداللی‌پور
بهرام عبدالهی

دانشگاه فرهنگیان، پردیس بنت الهدی، صدر ساخت

فناوری کامپیوتر و اینترنت از رسانه‌های جدید دانلی در روش شناسی تعلیم و تربیت است و هنوز نقش اصلی در تدریس بر عهده معلم می‌باشد. قدرت اینترنت در موارد آموزشی، نرم‌افزارهای طراثی آموزشی، آزمون‌ها و ... نهفته است. در میان فناوری‌های مختلف، چندرسانه ای ویژگی هایی دارد که علاوه بر مبتنی‌های زبان را بر انگیخته و در صورت طراثی صحیح آموزشی و فنی می‌تواند نقش بسزایی در آموزش و یادگیری زبان داشته و با ساختار سبک‌های مختلف یادگیری فراگیران باشد. تا این‌گونه طراثی آموزشی چندرسانه ای نگرش، دانش و مهارتی است که طراحان چندرسانه ای و معلمان زبان نیازمند آن هستند. هدف این مقاله بررسی اصول و براوردید طراثی چندرسانه ای تعاملی در رویکردهای مختلف یادگیری و ارائه یک رویکرد خاص و یا تلفیقی از رویکردهای مختلف طراثی جندرسانه ای تعاملی برای آموزش و یادگیری زبان انگلیسی می‌باشد. در نتیجه می‌توان گفت چندرسانه ای زمانی می‌تواند اهداف آموزشی و یادگیری دروس را برآورد نماید که جنب آموزشی فنی دانسته و براساس اهداف، سطح و نوع عملکرد مشخص، سطح و نوع محتما در یک دیدگاه مشخص با تلفیقی طراثی شود.

واژگان کلیدی: آموزش و یادگیری زبان؛ چندرسانه ای تعاملی؛ رویکردهای یادگیری؛ طراثی آموزشی
رویکرد تکلیف محور در برنامه‌ی درسی آموزش زبان فارسی

ظاهره عبداللیی پارسا
محمد اورنگ
فریدون علی‌مالی

دانشگاه شهید بهشتی تهران

در سال‌های اخیر نظریه بردازی و تحقیق درباره‌ی تکالیف به عنوان مبنا برای طراحی برنامه‌ی درسی مورد توجه قرار گرفته است. رویکرد تکلیف محور رویکردی از روش ارتقاء است که بر فصل مشترک بین هدف آموزشی و فعالیت‌های واقعی تاکید می‌کند. منظور از تکالیف، فعالیت هایی است که با هدفی غیر از یادگیری زبان طراحی می‌شوند اما باعث توانایی زبانی می‌شوند؛ به عبارت دیگر برنامه‌ی درسی تکلیف محور به برنامه ای گفته می‌شود که محوری آن شامل مجموعه‌ای از تکالیف هدفمند فراپیدان محور است که زبان آموزان برای انجام آنها باید از زبان دوم یا خارجی استفاده کنند؛ مثلاً نقاضای شغل، تکمیل فرم و نظر این‌ها در این مقاله ویژگی‌های برنامه‌ی درسی تکلیف محور، مشخصات منحصر به فرد آن و زیرمقولات آن مثل تکلیف و همچنین مزایا و معایب این رویکرد را در آموزش زبان فارسی به غیر فارسی زبانان مورد بررسی قرار داده و جالش‌های موجود بر سر راه آموزش زبان فارسی به غیر فارسی زبانان را بر اساس این برنامه‌ی درسی بررسی کرده ایم. مشخصات ارائه‌شده در مورد ویژگی‌های تکلیف همانند فراپیدان بکارگیری زبان در جهان واقعی، شناختی بودن، تمرکز بر معنا، ارتباطی بودن و ... نشان از این دارد که رویکرد تکلیف محور در برنامه‌ی درسی در آموزش زبان فارسی به غیر فارسی زبانان سیاسی توجه بوده و بر اساس پیوستار برنامه‌ی درسی تاکید این رویکرد بیشتر بر نقش و معنا می‌باشد تا صورت و به همین خاطر است که در کتب آموزش زبان فارسی به غیر فارسی زبانان این رویکرد به برنامه‌ی درسی به‌اساسی در برنامه و حتی برنامه‌ی ریزی درسی تبدیل شده است.

واژگان کلیدی: برنامه‌ی درسی تکلیف محور؛ آموزش زبان فارسی؛ تکلیف؛ روش تدریس تکلیف محور.
بررسی اجمالی یاره گفتار "خشته نباشد" و چگونگی آموزش آن به غیرفارسی زبانان 

نیما رامبد 
دانشگاه فردوسی مشهد

در این مقاله به بررسی یاره گفتار «خشته نباشد» و کاربردهای مختلف آن که امروزه بیشتر به صورت اصطلاح در آمده است پرداخته شده است. دسته بندی آن براساس کاربردهایش در موقعیتها و شرایط مختلف صورت گرفته است این مسئله که کاربران آن چه کسانی هستند؟ بیشتر چه کسانی از آن استفاده می‌کنند؟ شرایط و موقعیت‌هایی که فرد از آن استفاده می‌کند چیست و چگونه تاکید و جواب‌های ممکن به این جمله چه می‌تواند باشد و چگونگی آموزش متغیرهای جنسی و سنی که کاربردها و جواب‌های متغیرهایی به این یاره گفتار دارند مورد تحلیل قرار گرفته است و به جایگزینی آن با سایر یاره‌ها، بندگی و اینکه این عمل بیشتر توصیه چه کسانی و در چه جامعه‌ای اتفاق می‌افتد نیز پرداخته شده است. مسئله مهم که در این پژوهش به آن پرداخته شده است چگونگی آموزش این اصطلاح به غیرفارسی زبانان است که در حال یادگیری زبان فارسی می‌باشند که به دلیل مسائل فرهنگی و کاربردهای فراوان آن -از جمله کاربرد کتاب آموزشی و طنز- بیشتر دانشجو و در عین حال ضروری به نظر می‌رسد. و در نهایت ترجمه آن به زبان انگلیسی مورد تحلیل قرار گرفته است.

واژگان کلیدی: خسته نباشد، کاربرد ترجمه آموزش
الگوی همدلی؛ تکنیک ارتباطی برتر در پیهود فراگیری زبان

رویا ناظفی
عطاطه زریبی
دانشگاه تربیت مدرس تهران

در این پژوهش با تغییرهای نوین به همدلی و با تکیه بر نظیریه‌های روانشناسی مانند راجرز و به‌عنوان ارائه‌ای الگویی ناقل آمده‌یم، تا مدرسان زبان با به‌کارگیری آن موفق به برقراری همدلی با زبان آموزان شوند. "همدلی" قابلیت ارتباطی است که به این ترتیب درک به‌ینه‌ای می‌شود و با ایجاد اعتماد به‌ینه، فرآیند بایدگیری یاددهی را برای هردوطرف لذت بخش می‌کند. در روانشناسی تربیتی همدلی را "توانایی ارتباط برقرارکردن به گونه‌ای که مخاطب احساس کند، درک شده است" تعریف می‌کنند. به طور کلی همدلی به تعاملات انسانی ا Nutzung می‌بخشد و در جوی‌های آموزش نیز با ایجاد فضایی مطلوب در کلاس، روند بایدگیری را به‌ینه می‌بخشد. با وجود حضور نگره همدلی از دهه 70 میلادی در نظریه‌های آموزش زبان در کشورهای غربی، همچنان در رویکردهای آموزشی در ایران نیز به‌ینه است. این تحقیق امکان شناخت مهارت‌هایی که به‌ینه حس همدلی منجر می‌شود را فراهم می‌سازد. بر اساس مدل همدلی پیشنهادی، مدرس می‌پایست، زبان آموز را مقدم بر خود و نیازهای باند و خود را به‌ینه ای یا بگذارد و از پیش فضایی ها یا پیش‌زمینه‌ی بر تحقیق همدلی در کلاس زبان، از این‌ها و تکنیک‌هایی متعارف شده است. تنهایی طرح درسی مرحله‌ای و دقیق استفاده از فن ارتباطی، مدیریت هوشمندان گفتگوهای داخل کلاس، گوش کردن فعال و بازگویی، ارزی احساس خود و دعوت و شناخت زبان، بدن از جمله‌ی این تکنیک‌های ارتباطی است. در پایان، میزان تحقق همدلی بین مدرس زبان و زبان آموزان مورد مطالعه قرار گرفته است.

واژگان کلیدی؛ الگوی همدلی؛ تکنیک ارتباطی؛ فراگیری زبان
تأثیر آموزش روش نش زدایی تدریجی عضلانی بر اضطراب و مهارت خواندن

صدیقه سادات مقدمي
دانشگاه پیام نور

فرآیند فراگیری مهارت زبان، به عنوان یکی از اساس از آموزش زبان و یکی از مشکلات خواندن در آموزش زبان و نوشته‌ای از دیدگاهی است که نمونه‌ای از مشکلات و وجود دارد که مطالعاتی دارد که آنها نارسایی است. در این پژوهش تأثیر آموزش روش نش زدایی تدریجی عضلانی بر اضطراب و مهارت خواندن در دانش آموزان دختر نارسایی در درصد اندیس آموزشی و مهارت خواندن در دانش آموزان دختر نارسایی در درصد اندیس آموزشی و مهارت خواندن در دانش آموزان دختر نارسایی در درصد اندیس آموزشی و مهارت خواندن در دانش آموزان دختر نارسایی در درصد اندیس آموزشی و مهارت خواندن در دانش آموزان دختر نارسایی در درصد اندیس آموزشی و مهارت خواندن در دانش آموزان دختر نارسایی در درصد اندیس آموزشی و مهارت خواندن در دانش آموزان دختر نارسایی در درصد اندیس آموزشی و مهارت خواندن در دانش آموزان دختر نارسایی در درصد اندیس آموزشی و مهارت خواندن در دانش آموزان دختر نارسایی در درصد اندیس آموزشی و مهارت خواندن در دانش آموزان دختر نارسایی در درصد اندیس آموزشی و مهارت خواندن در دانش آموزان دختر نارسایی در درصد اندیس آموزشی و مهارت خواندن در دانش آموزان دختر نارسایی در درصد اندیس آموزشی و مهارت خواندن در دانش آموزان دختر نارسایی در درصد اندیس آموزشی و مهارت خواندن در دانش آموزان دختر نارسایی در درصد اندیس آموزشی و مهارت خواندن در دانش آموزان دختر نارسایی در درصد اندیس آموزشی و مهارت خواندن در دانش آموزان دختر نارسایی در درصد اندیس آموزشی و مهارت خواندن در دانش آموزان دختر نارسایی در درصد اندیس آموزشی و مهارت خواندن در دانش آموزان دختر نارسایی در درصد اندیس آموزشی و مهارت خواندن در دانش آموزان دختر نارسایی در درصد اندیس آموزشی و مهارت خواندن در دانش آموزان دختر نارسایی در درصد اندیس آموزشی و مهارت خواندن در دانش آموزان دختر نارسایی در درصد اندیس آموزشی و مهارت خواندن در دانش آموزان دختر نارسایی در درصد اندیس آموزشی و مهارت خواندن در دانش آموزان دختر نارسایی در درصد اندیس آموزشی و مهارت خواندن در دانش آموزان دختر نارسایی در درصد اندیس آموزشی و مهارت خواندن در دانش آموزان دختر نارسایی در درصد اندیس آموزشی و مهارت خواندن در دانش آموزان دختر نارسایی در درصد اندیس آموزشی و مهارت خواندن در دانش آموزان دختر نارسایی در درصد اندیس آموزشی و مهارت خواندن در دانش آموزان دختر نارسایی در درصد اندیس آموزشی و مهارت خواندن در دانش آموزان دختر نارسایی در درصد اندیس آموزشی و مهارت خواندن در دانش آموزان دختر نارسایی در درصد اندیس آموزشی و مهارت خواندن در دانش آموزان دختر نارسایی در درصد اندیس آموزشی و مهارت خواندن در دانش آموزان دختر نارسایی در درصد اندیس آموزشی و مهارت خواندن در دانش آموزان دختر نارسایی در درصد اندیس آموزشی و مهارت خواندن در دانش آموزان دختر نارسایی در درصد اندیس آموزشی و مهارت خواندن در دانش آموزان دختر نارسایی در درصد اندیس آموزشی و مهارت خواندن در دانش آموزان دختر نارسایی در درصد اندیس آموزشی و مهارت خواندن در دانش آموزان دختر نارسایی در درصد اندیس آموزشی و مهارت خواندن در دانش آموزان دختر نارسایی در درصد اندیس آموزشی و مهارت خواندن در دانش آموزان دختر نارسایی در درصد اندیس آموزشی و مهارت خواندن در دانش آموزان دختر نارسایی در درصد اندیس آموزشی و مهارت خواندن در دانش آموزان دختر نارسایی در درصد اندیس آموزشی و مهارت خواندن در دانش آموزان دختر نارسایی در درصد اندیس آموزشی و مهارت خواندن در دانش آموزان دختر نارسایی در درصد اندیس آموزشی و مهارت خواندن در دانش آموزان دختر نارسایی در درصد اندیس آموزشی و مهارت خواندن در دانش آموزان دختر نارسایی در درصد اندیس آموزشی و مهارت خواندن در دانش آموزان دختر نارسایی در درصد اندیس آموزشی و مهارت خواندن در دانش آموزان دختر نارسایی در درصد اندیس آموزشی و مهارت خواندن در دانش آموزان دختر نارسایی در درصد اندیس آموزشی و مهارت خواندن در دانش آموزان دختر نارسایی در درصد اندیس آموزشی و مهارت خواندن در دانش آموزان دختر نارسایی در درصد اندیس آموزشی و مهارت خوانند.
نقد زبان اردو در تبلیغات در توسعه ی گردشگری ایران

زینب سعیدی
دانشگاه تهران

ایرانیان همواره برای مسافران داخلی و خارجی ارزش‌های خاصی قائل بوده‌اند. با ورود اسلام به ایران اعتقادات مردم این سرزمین با اخلاق اسلامی آمیخته گشته و مهربان حیب خدا شده. روابط ایران، پاکستان و هندوستان اگرچه در گذشته بسیار خوب بوده است، اما هم گاهی اهمیت دوچندان پیدا کرده است. در حال حاضر ایران به دلیل داشتن مناطق ساحلی - زیارتی فراوان می‌تواند تولید نقش خوبی در جذب گردشگران شرکار ایفا نماید. نقش تبلیغات در حیطه گردشگری بر همگان آسکار است و برای تأثیرگذاری بهتر، شایسته است که تبلیغات، همگام با علایق، فرهنگ و به خصوص زبان مخاطب مقصد باشد. زبان اردو زبان ملی پاکستان و یکی از زبان‌های رسمی هند است. این زبان به لحاظ گویش در رده سوم جهانی قرار دارد. از طرفی زبان‌های اردو و هندی تنا در رسماً نخست تفاوت فماحی دارند. بنابراین بسیار شایسته خواهد بود که موضوع امر روزی تبلیغات به زبان اردو در جهت جذب گردشگری از دو کشور هند و پاکستان سرماهه‌گذاری خاص داشته باشند.

واژگان کلیدی: اردو؛ تبلیغات؛ گردشگری؛ شبه‌قاره
زبان فرانسه
آموزش فرهنگ زبان فرانسه به زبان آموزان ایرانی از ورای متون ادیبی
(با تکیه بر سفرنامه به سوی اصفهان پیر لوتی)

نامه‌نگار: مهران طالبی
داستان‌خوان: نازیت آقازی

در آموزش زبان فرنسای دوم و زبان خارجی، عنصر فرهنگ‌زایی یکی از ورای‌های این دستگاه است که در تبلور و روزمره نشان دهنده‌ی دارد. خیال می‌رسد که همگان به آگاهی نسبی با فرهنگ فرانسه نیروی نگرفته‌اند. این امر به‌ویژه این را نشان می‌دهد که پرداختن به تحقیقات و ارتباط‌های زبان‌آموزان ایرانی به جمله حاشیه زبان‌آموزان ایرانی در ملاله‌های زبان‌آموزان ایرانی اهمیت بسزایی دارد. در این میان به‌نظر می‌رسد با پیام‌های فرانسه گام‌گذاری می‌گردد. گام می‌تواند نشان‌دهنده‌ی این آموزش به جمله زبان‌آموزان ایرانی در ملاله‌های زبان‌آموزان ایرانی باشد. مطرح می‌تواند نشان‌دهنده‌ی این آموزش به جمله زبان‌آموزان ایرانی باشد.

واژگان کلیدی: آموزش زبان فرانسه; فرهنگ و عناصر بین‌فرهنگی; ادیب‌های فرانسه در سفرنامه به سوی اصفهان; تلفن‌آزمایی در نخستین سفرنامه دانش‌فرهنگی زبان آموزان پیر لوتی.
ترغیب دانشجویان زبان و ادبیات فرانسه به رمان خوانی در جهت پیشرفت آموزش زبان و ادبیات فرانسه در ایران

زهراء تقی فرود
دانشگاه آزاد اسلامی، واحد تهران مرکزی

زبان و ادبیات فرانسه به رمان خوانی را به عنوان یکی از یادگیری زبان و ادبیات فرانسه در رابطه با رمان خوانی، به منزله ی یک مجاز فراگیری بوده است. خواهید بود و شناسایی علاقه و انگیزه های مخاطبانی توسعه آموزشی از طریق برقراری ارتباط با آنان، زمینه‌ی معرفی محتوای آموزش را فراهم کرده، معا و مفهومی را برای خواهاد کرده، به نوعی که به کنجکاوی آنها جواب داده، آن را برانگیخته، و انتظارات را پاسخگو خواهید بود. نکته ی دیگر آنکه بازی کردن یکی از شخصیت های رمان انتخابی دانشجویان، آنها را در کسب تعریف هم جهت با نویسنده و نفوذ در رمان، باری خواهید کرد. ناگفته نمی‌شود که باز نویسی رمان قرائت شده توسط دانشجویان، محرک تخلیق فکری بوده، آنها را مالک رمانیان خواهید کرد و همچنین در کشف من نویسنده، به پارسیان خواهید شافته، بروی شباهت‌های وازگرایی استفاده و توئیپی دانشجو حکمت معنوی و اثر نهادن به انتقادات موجود بین قرائت های مختلف را آموزش می‌کند و با ارجز آنها در ارائه قریب در حال اولین بار کرده، الی به تابع، با در نظر گرفتن نظرات دانشجویان، ما سعی می‌کنیم از این تقلیل ارائه ادبیات، نیازی است که متوجه بیشتری، دانشجویان را در جهت جستجوی هر چیزی که از بررسی دانش هدایت کرده، فوق آنان را برای قرائت رمان‌یاري بر خواهاد انگیخت و بدین ترتیب در تجربه اندازی با آگاهی و خودنمایانه موتر خواهان بوده و آنها را به سوی تأثیر و تأثیر از ادبیات خارجی سوی خواهان داد.

واژگان کلیدی: آموزش زبان و ادبیات; رمان خوانی; ترغیب; متد
ساست و سازگرایی و پیامدهای کاربردی آن در آموزش زبان فرانسه کدامند؟

محمدرضا فارسیان
ربایه آقایی
دانشگاه فردوسی مشهد

در باب آموزش زبان فرانسه نیز مانند سایر علوم، سخن از فرانسه بایدهی-بادگیری موثر و فعالانه، موضوعی شایان

توجه است. اهمیت و نقش خود زبان آموز در بادگیری و فهم و درک عمیق درس بر هر چه کاربردی تر بودن روشهای جدید آموزش صحه می‌گذارد. یکی از نظریه‌هایی که در بحث آموزش بر اساس سیر تحول انديشنهای تاریخی و نقده نظریه رفتن‌گرایی در سالهای اخیر مطرح شده است نظریه ساخت و سازگرایی می‌باشد که می‌تواند این موضوع است. اصل اعتقادی ساخت و سازگرایی برایتست که دانش‌توسط خود بادگیرنده ساخته می‌شود.

در این دیدگاه همچنین نظر بر اینست که روش تدریس باید با نحوه بادگیری زبان آموز همخوانی داشته باشد. پیروی نکردن از اصل اعتقادی ساخت و سازگرایی به معنای غفلت از مسائلی است که در آنها معلام می‌تواند

به غنی سازی فرانسه بادگیری بدهی-بادگیری بردازد. در بی‌گناهی بر شاخه‌های مختلف نظریه ساخت و سازگرایی در زیمت مطالعات آموزشی و طرح مفهوم آن و نیز معرفی چهره‌های برجسته‌ای که در رشد و توسعه این نظریه نقش داشته، به تأیید این نظریه و کاربردی‌های عملی آموزشی آن اشاره و در پایان نتایج آموزشی آن مورد بحث و بررسی قرار می‌گیرد. از آنجا که نظریه و عمل می‌توانند خیلی از هم فاصله بگیرند، بازی‌اون این مقاله سعی دارد

به کاربرد عملی نظریه در زیمت فهم متن توسط گروه‌های مشارکت‌کنندگان آموزش پردازد.

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

سیمین آزمون

دانشگاه علامه طباطبایی تهران

هدف: مطالعه حاضر با هدف آموزش بهتر و موثرتر حروف اضافه زبان فارسی به فرانسوی زبانان، کمک به آموزگاران زبان فارسی در انتخاب ترمیم‌های مناسب و تغییرات آموزشی و ارزیابی کتاب‌های درسی و استفاده بهینه در آزمون‌های اختصاصی انجام شده است. به عبارت دیگر پاسخ به دو پرسش زیر هدف اصلی پژوهش بیش رو می‌باشد:

1) تدریس کدامیک از حروف اضافه زبان فارسی بر دیگر حروف مقایسه است؟
2) بهترین معیار تنظیم چیش برای آموزش حروف اضافه زبان فارسی به فرانسوی زبانان چیست؟

در اینجا صورت‌های حروف اضافه های زبان فارسی و فرانسه توصیف و سپس معادله‌های فرانسه آنها داده شده است، معادله‌ها یا پیک‌آرگ مناسب گردیده و در جداولی ارورده شده سپس دو کتاب داستان فرانسوی به نام‌ها ra که حاصل یک ترجمه به فارسی داشته‌اند برگردده و از هر کتاب حداکثر مناسب و پنجاه جمله مسئول بر حروف اضافه فرانسه (در مجموع هزار و پانصد جمله) بررسی و در ترجمه فارسی هر جمله معادله‌های هریک از حروف اضافه فرانسه مشخص شده و در پایان میزان درصد وقوع معادل هر حرف اضافه در زبان فرانسه با حرف اضافه فارسی محاسبه و نمودار آن رسم گردیده تا معلوم شود احتمال وقوع چه معادلی برای هریک از حروف اضافه در زبان فرانسه وجود دارد. بر این پژوهش 38 حرف اضافه فارسی به عنوان معادل مشخص گردیده که از آن میان 24 حروف اضافه ساده و 14 حرف اضافه مرکب 14 حرف اضافه مکب را تشکیل می‌دهند. پرسامات این حروف اضافه فارسی به ترتیب: به، از، در، با، برای، روی، مند و داخلی و کم سامان‌تن، حروف اضافه زبان فارسی: در کنجه، به مدت، بالای، سر، بدون، ما، پشت، کنار، به جز و اطراف می‌باشد. از اموری آموزشی بیشتری بر اساس یافته‌های این پژوهش بیان می‌گردد که از کارکرد وازه (1) استفاده از کارت وازه (2) توجه به معناه مسئله ای/ هسته‌های معنایی (3) تمرکز بر مفیدترین حروف اضافه

واژگان کلیدی: انتقال منفی؛ انتقال ثابت؛ تداخل؛ پرسامات؛ حروف اضافه

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نقش و چاپگاه اینترنت در تقویت توانش بینافرهنگی زبان آموزان فرانسه

حمید رضا شهريار
سیده کریمه نژاد
دانشگاه تربیت مدرس تهران

در گستره آموزش زبان، ضرورت گنجاندن توانش بینافرهنگی در یادگیری زبان های خارجی امری غیر قابل انکار است. به بیان دیگر گرچه شناخت قواعد، واژگان و ساختارهای گرامری یک زبان در یادگیری زبان خارجی ضروری هستند، اما برای برقراری ارتباط موثر با زبان خارجی ناکافی می باشند. زبان آموز علاوه بر یادگیری ساختارهای زبانی، این برخی‌ها به بررسی یکی از آن‌ها ها در چه شرایطی به کار برده، مفهوم بینفرهنگی که برای اولین بار در سال 1975 در مدارس فرانسه ظاهر شد اهمیت زیادی برای "دیگری" قائل است. پایه و اساس آن ارتباط بخشیدن به ارتباط مقابل میان انسان هاست و تفاوت های فرهنگی را در جهت گنی سازی فرهنگی متقابل وی داد. تا کنون زبان آموزان در طریق دنبال معرفی شده به کمک ابزارهای آموزشی، از جمله کتاب های آموزشی، با دنبای زبان مفهومی آشنا می شوند، اما امروزه اینترنت به عنوان یک ابزار جدید الکترونیکی همواره بخش های زنده اینسان را متوجه کرده و بحث های زیادی را در جوامع اروپائی موجب می شود که می توان گفت بحث در مورد سوالات فرهنگی یکی از بحث های اساسی به شمار می رود. در واقع اینترنت ابزاری از عناصر و فرهنگ ها را معرفی می کند و می توان گفت که با می یابی فرهنگی توسط سفر به طریق اینترنت به روزنامه اطلاعات بین زبان شده در منتهای آموزش زبان می باشد. مزایای اینترنت در مقایسه با دیگر ابزارهای آموزشی برای ارتقای توانش بینافرهنگی نزد زبان آموزان در چیست؟ چه حد اینترنت دیالوگ بین فرهنگی ها را میسر می کند؟ هدف این مقاله، بررسی نقش اینترنت در شکل گیری و تقویت توانش بینافرهنگی نزد زبان آموزان فرانسه است.

واژگان کلیدی: بینافرهنگی؛ ارتباط موثر؛ غنی سازی فرهنگی؛ زبان آموزان فرانسه
بررسی اضطراب در کلاس زبان خارجی و پیشرفت تحصیلی
دانشجویان زبان فارسی دانشگاه فردوسی

محرر: فارسیان
تایید: رضایی

دانشگاه فردوسی مشهد

پژوهش حاضر به نظر بررسی رابطه اضطراب در کلاس زبان خارجی و پیشرفت تحصیلی دانشجویان زبان فارسی در ارتباط با جنسیت انگش شده است. لذا دراین مقاله نخست بر این خواهد بود تا با استفاده از نتایج آزمایش‌های متعدد و شواهد تحقیقات علمی ارائه شده، بحث اضطراب در کلاس زبان را باعث ذکر شده وهمچنین ارتباط این متغیر را با پیشرفت تحصیلی مورد مطالعه و بررسی قرار دهد. بدین منظور 100 نفر از دانشجویان مقطع کارشناسی رشته زبان و ادبیات فارسی دانشگاه فردوسی مشهد به صورت نمونه‌گیری در دسترس انتخاب شدند. برای جمع آوری اطلاعات ابتدا از پژوهشگران به اهداف و مبانی نظریات و مدل‌های مرتبط استفاده گردید. سپس از پرسشنامه‌هایی منسجم اضطراب صفت و حالت (شیل برگ وو) و پیشرفت در کلاس زبان خارجی (هورونتر و کوب، 1996) و برای پیشرفت تحصیلی دانشجویان از سه معیار معده (وکالین ازدواج، گزارش مشاهدات جنرالیشنی) استفاده گردید. نتایج آزمون 0.05 داره بررسی قرار گرفت. یافته‌های پژوهش و نتایج حاصله بانگر این مطلب است که اضطراب در کلاس زبان خارجی با پیشرفت تحصیلی رابطه مثبت معنی‌داری (د. = 0.04) دارد و اضطراب در کلاس زبان خارجی با جنسیت ارتباط معنی‌داری (د. = 0.05) دارد. همچنین مشاهدات نشان داد که انگلیسی پیشرفت با جنسیت ارتباط معنی‌داری 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 پیشرفت پیدا است و این با پیشرفت تحصیلی بین دختران و پسران تفاوتی ندارد.

واژگان کلیدی: آموزش زبان؛ اضطراب؛ پیشرفت تحصیلی؛ زبان فارسی
نقد "معنی شناسی زاویه دید" در آموزش زبان: بررسی ترجمه و تگارش

مريحه اطهاري نیک زوم
دانشگاه شهید بهشتی

از میان دروسی که در رشته زبان فرانسه تدریس می‌شود و در واقع در آموزش زبان از اهمیت ویژه‌ای برخوردار است، دروس ترجمه و تگارش می‌باشد. سوال اساسی این است که چگونه می‌توان زبان آموز را به سوی تگارش بیان و یا ترجمه خوب سوق داد. یکی از موارد اساسی انتخاب وازگان است. اغلب زبان آموزان، به ویژه برای تگارش در انتخاب معادله‌ها دچار اشکال و صدایگری می‌شوند زیرا فرهنگ‌های مختلف زبان‌هایی به طور دقیق این معادله‌ها را با ذکر مثال به کار برده‌اند. در نتیجه سوال اینکه چرا زبان‌ها در انتخاب واژگان صوتی‌یا ترجمه نهایی‌ای از استعداد زبان آموزان، در ترجمه و به ویژه در تگارش ضعیف می‌باشد یکی از موارد اساسی انتخاب واژگان است. اغلب زبان آموزان به ویژه برای ترجمه و به ویژه در انتخاب واژگان دچار اشکال و صدایگری می‌شوند زیرا فرهنگ‌های مختلف زبان‌هایی به طور دقیق این معادله‌ها را با ذکر مثال به کار برده‌اند. در نتیجه سوال دیگری مطرح شده است که چرا زبان آموزان، در ترجمه و به ویژه در تگارش نهایی‌یا صوتی‌یا ترجمه نهایی‌ای از استعداد زبان آموزان، در ترجمه و به ویژه در تگارش ضعیف می‌باشد.

این مقاله از سه قسمت تشکیل می‌گردد، در قسمت اول آسیب شناسی زبان آموزان در دروس ذکر شده مورد بررسی قرار می‌گیرد، در قسمت دوم به روش شناسی و پیش‌بینی نظری پرداخته می‌شود و در قسمت سوم به روش شناسی و پیش‌بینی نظری پرداخته می‌شود و در

واژگان کلیدی: زبان فرانسه؛ دروس ترجمه و تگارش؛ معنی شناسی زاویه دید.
نقش ترجمه در آموزش ضمیر های ربطی زبان فرانسه: بازدارندگی یا تسهیل کند؟

اعظم اسدزاد
داشتگاه تربیت مدرس تهران

دستور زبان پایه واساس هر زبان را تشکیل می‌دهد و زبان فرانسه نیز از این امر مستثنی نیست. بر این اساس توجه به آموزش دستور زبان، بخش اعظم آموزش زبان فرانسه در محیط‌های آموزشی اعم از دانشگاه‌ها و آموزش‌گاه‌های در ایران را به خود اختصاص داده است. از طرفی دیگر نمی‌توان تأثیر و نقش زبان مادری را در پادگان‌های و آموزش زبان خارجی نادیده گرفت. بیشتر زبان آموزان فرانسه برای پادگان‌های این زبان به زبان مادری خود یعنی زبان فارسی، روزگار می‌کنند و از طریق ترجمه سعی بر پادگان‌های این زبان دارند. با این وجود از آنجا که هیچ گاه تطابق کاملی میان دو زبان وجود ندارد و هر زبان ویژگی‌های خاص خود را دارا است، این امر بروز مشکلاتی در پادگان‌های 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 کاربردی‌های متغیری دارند. نوشته حاضر بر این است تا با توجه به یک تحقیق متدی در چاپگاه 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 - یادگیری زبان فرانسه

حمید رضا نشری

هذا خاطر

دانشگاه تربیت مدرس تهران

به کارگیری تصویر در آموزش زبان های خارجی حائز اهمیت است. ویژگی شماپایی تصویر، درک مطلب را آسانتر و باعث ایجاد اشتباه، انگیزه، تقویت حافظه و ترغیب به تخلی دنیابانی آموزشی می‌شود. در میان امکانات کمک آموزشی قابل استفاده در آموزش زبان، تصویر یکی از هر صورتی که نظاه شود (تنافسی، عکس، تصویر تبلیغاتی، تصویر ویدئو و ... از جابجاگاه ویژه برخوردار است. ناکون دیباره نقش تصویر در فرانسه یادگیری زبان فرانسه مطالعات و تحقیقات سیاسی صورت گرفته است. امروزه حوزه‌های پژوهشی که در آموزش زبان دیده به آن پرداخته می‌شود هنر، اخلاق و فرهنگ است. در آموزش زبان با دو مفهوم دانش عملی و دانش زیستی سر و کار گذاریم، دانش عملی همان کاربرد صحیح زبان است. اما دانش زیستی به جویش اخلاق، آداب و رفتار و مسائل اجتماعی - فرهنگی زبان به هنگام کاربرد آن مربوط است. وقیپری حضور از دانش عملی می‌شود منظور مهارت تربیت شیداری، گفتاری، خواندن و توشنت است. بی‌شک، تصویر توالت در فراگیری این مهارت ها نقش مهمی ایفا کند. اما آیا تصویر در دستیابی به دانش زیستی هم نقش دارد؟ چگونه تصویر می‌تواند به تحقیق و تدوین دانش زیستی در کار دانش عملی کمک کند؟ هدف از این تحقیق بررسی جایگاه و نقش تصویر این تفاوت در آموزش زبان به توسعة دانش زبان فرانسه در توسعة دانش زبان‌آموزان در فرانسه یادگیری زبان فرانسه است.

واژگان کلیدی: تصویر؛ آموزش زبان‌های خارجی؛ دانش زیستی؛ زبان فرانسه
ارتباط موسیقی و زبان از طریق اقتباس روش کلامی-لحنی در آموزش زبان

فرانسه

به فارسی زبانان

زهره ناصحی

دانشگاه فردوسی مشهد

زبان ترکیبی است از واژگان و دال وازه ترکیبی است از آواها و صداها که ابتدا شنویدی می‌شوند، تشخیص داده می‌شوند، بازتولید می‌شوند، شنیده می‌شوند و درک می‌گردد. موسیقی لحنی ترکیبی است از صداهاهایی که شنیده می‌شوند، تشخیص داده می‌شوند، تولید می‌شوند، دریافت می‌گردد. این ارتباط حسی و ادراکی برقرار می‌گردد. آنچه زبان را به موسیقی پیوند می‌دهد، آنها وجود مفاهیم مشترک نیست بلهکه حضور موسیقی در زبان است که چه تماز عمده زبان‌های گوناگون را شکل می‌دهد. روش کلامی-لحنی-tonale به استفاده از موسیقی در آموزش زبان پرداخته است که این را به اصلاح مشکلات آواهی زبان آموز محدود می‌کند. حال آن که یکی از زبان‌های اندیش گردش بررسی‌های لازم است روندهای موسیقی زبان در پایه‌ای ترتیب مراحل آموزش زبان گنجانده شود. با نگاهی به دستاوردهای پژوهشگران روش کلامی لحنی در آموزش زبان و نیز تجربه‌های حاصل از تدریس مباحث مربوط به آواهی زبان فرانسه (چه در کلاسهای آموزشی و چه در دوره‌های تربیت مدرس زبان فرانسه) به کارگیری و آزمون صدای گوناگون جریان به موسیقی زبان در آموزش آن بر این باورم که بسیاری از نوازندگان زبان فرانسه از این روش‌ها استفاده می‌کنند. کمک‌های این روش‌ها به ناهمگونی آهنگ زبان مادری و زبان مفید مربوط است. چرا که زبان آموز به صورت ناگهانه، زبان خارجی را برگیرید و لحنی زبان مادری و یا زبان خارجی که بر آن مستند است سوار می‌کند، پژوهش حاضر بر این است تا مشخص کردن اهمیت موسیقی زبان‌ها در پایه‌گذاری و آموزش آنها به شیوه‌های علمی آموزش آن بر اساس و راهکارهای مؤثری در استفاده از موسیقی در آموزش زبان (به ویژه زبان فرانسه) ارائه نماید.

واژگان کلیدی: موسیقی؛ آموزش زبان؛ روش کلامی لحنی
بررسی روش‌های آموزش زبان عربی و انگلیسی در دانشگاه بین المللی امام خمینی
نورگس انصاری
اعظم کریمی
دانشگاه بین المللی امام خمینی قزوین

یکی از ملاک‌های بسیاری قدرت برقراری ارتباط با افراد مختلف در سراسر جهان است که این امر بدون وجود دانش زبان‌های این المللی و گسترش ای همچون انگلیسی و عربی و توافقات و انتقالات این همکاریا از آنها تقریباً غیرممکن می‌باشد. با وجود تحولات عمیقی که طی دوره‌های اخیر در آموزش زبان‌های عربی و انگلیسی در ایران صورت گرفته، آموزش این زبان‌ها به‌خصوص در دانشگاه‌ها، با مشکلات متعددی از جمله درایل قابل توجهی در رابطه با این مسائل، نشان می‌دهد که روش‌های تدریس این زبان‌ها و مولفه‌های مرتبط با آن همچون وضعیت انگلیسی دانشجویان و استادان، نوع مهارت‌های مورد تاکید، کارایی تکنیک‌های مورد استفاده، وسایل کمک آموزشی و میزان ارتباط روش تدریس با وضعیت مشاغل موجود در جامعه است. در مقاله این است که چرا با وجود اینکه وقت و هزینه بسیاری صرف یادگیری این زبان‌ها به عنوان زبان خارجی می‌شود، هنوز آموزش آنها در دانشگاه‌ها موفقیت قابل ملاحظه‌ای کسب نموده است. مقاله حاضر تحلیل این سوالات و تبعین میزان ضعف و قوت روش‌های تدریس به‌خصوص با عنايت به وضعیت آموزش در گروه‌های عربی و انگلیسی جهت رسیدن به راهکارهای مناسب برداشته و مولفه‌های مذکور را در قالب بررسی‌های مصاحبه و شکل توصیفی - تحلیلی، از دیدگاه دانشجویان و استادان رشته‌های عربی و انگلیسی دانشگاه بین المللی امام خمینی (ره) قرار داده و نیز دو تحلیلی 90/9 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 یادگیری زبان عربی

دکتر عباس عرب
دانشگاه فردوسی مشهد

حیب جمال زاده
دانشگاه فردوسی مشهد، واحد بین الملل

از آنجایی که زبان عربی جایگاه ویژه ای در میان زبان های دیگر جهان دارد، برای آموزش آن خصوصاً به غیر عرب زبانان باید روش های مناسب و ویژه ای بكار گرفته شود، لذا از دیرباز برای ما ایرانیان آموزش این زبان معطوف به توجه بشی از حد به قواعد و صرف و نحو آن بوده و تدریس آن بر اساس شیوه های کتاب و معلم محوری است و برای این اساس قابل تقدیر است. بنابراین نگارندگان بر این باورند که چنانچه از روش های گفتگو محور بجای شیوه های تدریس سنتی استفاده شود، مسئا آموزش این زبان آسان تر و هزینه های کمتری خواهد داشت. ضمناً برای اغلب معلمان و معلمان زبان عربی در ایران این سؤال مطرح است که این همه تلاش مستمر در آموزش این زبان ماهیت کی بوده در پاسخ گرفت؟ چنانچه روش های تدریس بدین گونه ادامه داشته باشد، با تأسف باشد گفته شود: تقریباً هیچ! بنابراین سعی نگارندگان در این پژوهش مختصر این است که روش های نوینی ارائه دهد، که باعث یک نگاه جدید به آموزش زبان عربی می شود و گفتگو: فرآیند زبان عربی محوری و همچنین تعامل زبانی بجای صرف و نحو غیر کاربردی گردید.

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

فرامرز میرزاپور
حسن اکبری آدرشپوری

دانشگاه پویان یزدی همدان

میزان آموزشی زبان عربی در آموزش و پرورش و آموزش عالی ایران بینندی بر یادگیری قواعد زبان عربی يعني صرف و نحو می‌باشد. در این میزان آموزشی بی اعتنایی به دست آوردهای زبان شناسی در امر آموزش، تصویب برای است که فرهنگی با یادگیری قواعد، زبان و هم‌پیمانه‌گی در عمل جنگ به‌خاطر محقق نشده است، در زبان شناسی مهمترین واحدهای جمله و با شناخت آن می‌توان به مهارت‌های زبان دست یافت. از این رو تایید ساختار جمله بر اساس علم زبان و زبان‌شناختی امری ضروری برابر یادگیری زبان به شمار می‌رود. این امر در آموزش زبان عربی در ایران مغفول مانده است. آموزش زبان، آموزش قواعد زبان و متضمن آموزش خود زبان و کسب مهارت‌های آن می‌دانند. این امر لازم است برای آموزش هر زبانی با توجه به کثرت لغات و جملات، نوعی گریزی و درجه‌بندی نهایی می‌باشد که با نکار و تمرین، تکاک آموزشی شده و باید به مکیه ای در ذهن نمود یا یادگیرند به‌کمک کسب مهارت‌های لازم، خود بتوانند آن را به کار ببرند. به‌نظر می‌آید توجه به الگوی دونوینی ساختار جمله در زبان عربی می‌تواند منجر به ارائه الگوی مناسب برای آموزش زبان عربی گردد که در آن فراگیران به جای یادگیری صرف قواعد زبان، آنها را در نظام جمله فرا می‌گیرند و به کار می‌برند. در نتیجه آن می‌تواند با آشنا شدن با ساختار جمله مهارت به کارگیری آن در خواندن، نوشتن، صحنه‌گفتار و شیرین یادبودی. این امر با کمک شناخت نظام زبان به وسیله زبان‌شناسی عربی امکان پذیر می‌باشد که در آن جمله به دست کلی اساسي و گرفته تفکیم می‌شود و هر کدام به اثرت از جملات ساده به پیچیده تظیم می‌گردد و قواعد هر دسته از آنها نیز در متن آموزشی گنجانده می‌شود. لذا به جای آموزش دستور زبان، ساختار جمله اساس یادگیری قرار می‌گیرد که آشنا با آن کمک شتاب به حل مشکلات فرا روا در تدریس این زبان می‌کند.

واژگان کلیدی: زبان عربی؛ مهارت‌های یادگیری؛ ساختار جمله؛ آموزش
الترجمه انديشيي آفته آموزش زبان در دانشگاه‌های ايران

(برسی موردي؛ آموزش زبان عربى در دانشگاه‌ها)

علي سليمي
آزاده فروغي
دانشگاه رازی کرمانشاه

آموزش زبان عربی در ایران، به سبب آفته «ترجمه انديشيي» حاکم بر شباهت فارسی آن، به شدت ناکارآمد است. در این شیوه آموزشی، معیارآموز به زبان فارسی می‌اندید، و حتی گاهی به فارسی می‌نویسد، و سپس آن را به زبان دوم ترجمه می‌کند. در چنین روشی، زبان آموز، زبان مادری را واسطه فارسی زبان دوم قرار می‌دهد و به طور قطعی با زبان دوم ارتباط برقرار می‌کند. در نتیجه آن، ایزه مهارت‌های زبانی به خوبی دست نمی‌یابد و صاحبان زبان دوم به شکلی پیشرفت نمی‌نماید. این پروردگاری، با روشهای توصیفی-تحلیلی این موضوع را بررسی نموده است. جامعه مورد پروردگاری با ۳۶۵ مورد برگه امتحانی و سنجش زبان عربی در دو دانشگاه پیام نور و رازی کرمانشاه، همه انشا مورد بررسی قرار گرفت. جملاتی که در ظاهر با کلمات عربی، اما با واقعی ساختار کامل فارسی نوشته شده بودند، استخراج و سپس کلیه یافته‌ها مورد تجزیه و تحلیل شد. از مهمترین یافته‌ها این بود که توان استفاده از اصطلاحات و ترکیبات فارسی در لایه‌ای جمله عربی، استفاده از جملات فارسی در الفاظ عربی، استفاده نادرست از افعال مشابه و گاه ساختن افعال جدید، استفاده از فعل در جای اسم و استفاده از اسم در جای فعل، استفاده از حروف اضافه را بیشتر. بر اساس یافته‌ها این پروردگار شخصی می‌شود که انگیزه‌ها در قابل‌ساختن لغات و اصطلاحات زبان عربی ایجاد، به علت این زبان اول، در نوشتن به زبان جملات و اصطلاحات به زبان عربی به عنوان زبان دوم اثر داشته و باعث شیب زبان انشا‌ای نوشته به جملات متن فارسی استفاده بروزان کلیدی: ترجمه انگیزه‌ای؛ آموزش زبان دوم؛ آموزش زبان عربی؛ تداخل زبانی
زبان عربی، از پژوهش تا آموزش

علي نوروزی
حمید عباس زاده
دانشگاه فردوسی مشهد

هدف این مقاله بررسی یکی از جالش‌های روزمره در آموزش زبان عربی است. مبتکر این که در نظام آموزشی

کلیه:

1) بخش از آن که زبان عربی آموزش شود، می‌تواند می‌شود.

2) روش پژوهش در زبان را در آموزش زبان عربی که کار می‌گیرد، توضیح می‌دهد که در فرآیند زبان پژوهشی، حیطه‌های

نظام زبانی (آویزی، نحوی، معنایی) از یکدیگر جدا می‌شود، اما در فرآیند زبان آموزی همه این حیطه‌ها

با هم به کار می‌رود. در این روش، نسبت زبان و زبانی، نشان می‌دهد آموزش زبان عربی در این دو هماهنگ به انتقال "دادن" زبان محدود می‌ماند و از رسیدن به 

سطح "تنومند" درمانده است. از این رو پیشنهاد می‌شود در روش گرفتن روش های کاربردی وطبیعی در 

آموزش زبان که منابع‌های زبانی و زبان پژوهشی تفکیک می‌کند؛ اساسی های کنونی را به حداکثر رساند.

واژگان کلیدی: زبان دوم؛ روش؛ آموزش؛ پژوهش؛ مهارت های زبانی
جایگاه شعر در آموزش و یادگیری دستور زبان عربی

احمدضا حیدریان شهری
حسین دامی
دانشگاه فردوسی مشهد

نحو عربی از اواخر فرن اول و اواکل فرن دوم هجری قمری مورد توغه علماء و ادبیان قرار گرفت. اهمیت فراگیری این علم بر هیچ کس پوییده نبود اما از ابتدا نگارش، اختلافات زیادی بین علمای نحو دو جوته آمده که ناشی از تفاوت درجه ای آنها بود و آنان برای اثبات قواعد نحوی خود، به اشعاری استفاده کرده که میان زمان سروشان شدن و کتابت آن، فاصله ی زیادی وجود داشت و برخی از این ابیات اشکالات فاحشی داشتند از جمله اینکه سرانده معلوم نبود یا گمانه زنی، دو یا سه سراپرداز اعلام می کردهند و با برای اثبات ادعای خود به شعری جعلی استفاده می کردهند. لذا نگارنده اکثر این سرود را برای اینکه انتخاباتی که با نگاهی تحلیلی و تطبیقی، تاریخ کتابت شعر و نحو عربی را بررسی نمایند تا فاصله ی بین زمان سروند و زمان تدوین شواهد نحوی، معلوم شود و با نگاهی تحلیلی در مورد صحبت استشمام به چنین اشعار یا عدم استشمام بدان یا نتیجه گیری گردید.

واژگان کلیدی: دستور زبان عربی؛ استشمام؛ ابیات شعری؛ آموزش نحو