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2016 / Iran - Ardabil

National English Language Conference:
The New Directions in ELT and Literature
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**Book
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organisers:



بهار زبان آموزان



Book of Abstracts

**1ST National English Language Conference in Ardebil
(New Directions in ELT & Literature)**

(BZRA-2016)

**May, 2016
Ardebil, Iran**

Book of Abstracts

**1st National English Language Conference in Ardebil Province
(New Directions in ELT & Literature)
(BZRA-2016)**

Organized by:

Bahare Zabanamoozan Foreign Language Institute

Hayate Pak Institute



بهار زبان آموزان



**May, 2016
Ardebil, Iran**

Organizers:

- Bahare Zabanamoozan Foreign Language School

Directors :



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Elnaz Masoomzadeh

- Hayate Pak Institute :



Amir Seyyed Sharifi



Amin Seyyed Sharifi



Saeedeh Azizzadeh



Mehdi Solhi Andarab (PhD.)

Medipol University, Turkey

Mehdi Solhi Andarab obtained a bachelor's degree in English Language Literature from Ardabil Azad University in 2009. After graduation, he completed a master's degree in English Language Teaching from Tebriz Azad University in 2009. In 2014, he graduated with a doctorate degree in English Language Teaching from Istanbul University. In 2012, he started to work as an English instructor in the preparatory department of Bahcesehir University, Turkey. As of 2015, she is an English language instructor at Istanbul Medipol University.

Foreword

Dear Distinguished Speakers, Participants and Colleagues,

On behalf of the organizing committee, it is our pleasure to welcome you all to the 1st National English Language Conference in Ardebil. The theme of the conference set as “the New Directions to ELT and Literature” as we do believe that exchanging current trends, knowledge, experiences and practices can pave the way for the emergence of the far-fetched inspiration needed for the academicians within the Iranian educational community. As organizers, we hope that this conference will cater for ELT and English language literature professionals and practitioners with opportunities for professional development through an exchange of brilliant ideas and practices.

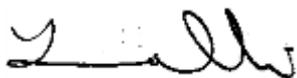
We would like to express our deepest gratitude to the members of the blind screening committee whose invaluable contribution and thorough evaluation played a decisive role in the process of selecting the papers. It is noteworthy that about 250 ELT and English language literature professionals attended the conference, a three-day program of nearly 100 national presenters. The presenting participants delivered speeches on theoretical and practical issues in the field of ELT and English language literature. Among them are topics addressing learning styles and strategies, major language skills, bilingualism, cognitive analysis, translation studies, autonomy, testing, socio-cultural studies, and linguistics.

As the organizing committee, we decided to invite a group of both nationally and internationally well-distinguished Iranian features and an eminent internationally-known scholar to give keynote speeches at the 1st National English Language Conference in Ardebil. Hereby we would like to place on our record our sincerest thanks and appreciation to our keynote speakers, Prof. Farzad Sharifian, Prof. Bruce Stirling, Associ. Prof. Zohre Eslami, Associ. Prof. Ali Rahimi and Prof. Majid Hayati, for kindly accepting to share their specialist knowledge and unrivalled experiences with us and for not considering us like taking a leap in the dark!

We hope that all the participants will experience a rewarding and memorable time while staying in Ardebil for the 1st National English Language Conference in 2016.

Mehdi Solhi, Ph.D. in English Language Teaching

Head of the Conference



Keynote Speaker:



Prof. Farzad Sharifian

Monash University, Australia

Professor Farzad Sharifian holds the Chair in Cultural Linguistics at Monash University. He has made significant contributions to the development of Cultural Linguistics as a multidisciplinary area of research. He has received multiple awards for his research, teaching, and postgraduate supervision, including the Edith Cowan University's Research Medal and the Award for Excellence in Early Career Research of the Year, Faculty of Arts, Monash University (2008). He was a Post-Doctoral Fellow of the Australian Research Council at the University of Western Australia before joining Monash University in 2005. He has widely published in many international journals and edited books. Reviews of Sharifian, F. (2011).

Director: Language and Society Centre, Faculty of Arts, Monash University

Editor-in-Chief: *International Journal of Language and Culture* (John Benjamins Publishing)

Book Series Editor: *Cultural Linguistics* (Springer)

Editor (With Professor Ning Yu): *Cognitive Linguistic Studies in Cultural Contexts* (John Benjamins Publishing)

President: Applied Linguistics Association of Australia (ALAA)

Associate Dean (Graduate Research), Faculty of Arts, Monash University

Keynote Speaker:



Ali Rahimi (Ph.D.)

Associate Professor

Bangkok University, Thailand

Ali Rahimi, Ph.D. is an Associate Professor of Applied Linguistics at Bangkok University. He is the author of 13 books. Four recent titles are *Critical Discourse Analysis, The Art of Communication, Roadmap to Meaning: Fine-tune Your Translation Skills, Textbook Evaluation*. He has translated 12 books on *CDA, Creative Intelligence, Psychology, Sociolinguistics, and Pragmatics*, etc. He has also published extensively in various reputable international journals and has presented his articles at national and international conferences. He has run workshops throughout Asia and Europe on Creativity, Critical Thinking, Communication Skills, Critical Discourse Analysis, Language and Culture and Research Designs. He has had major roles in international educational associations as well as curriculum development policies and has served on numerous editorial boards. He has worked with Croatian Public Relations Association (CPRA) and teachers' professional development and research at BAU in Istanbul, Turkey. He has also collaborated with the South Korean Educational Development Organization and KJEP. He is a guest editor of Elsevier, *Social and Behavioral Sciences* (2014 and 2015). He has also been the president of LINELT, 2013 and LINELT, 2014. He is the editor-in-chief of the *Global Journal of Foreign Language Teaching*. He has been a keynote speaker at a number of international conferences such as 2nd Global Conference on Contemporary Issues in Education , 27-28 August 2015, The University of Chicago, Chicago, USA ; 6th World Conference on Psychology and Counseling, and Guidance : Turkey , 14-16 May, 2015, and The Third International Conference on Language, Discourse and Pragmatics : (LDP, 2015), etc.

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Article and books available at : <https://bu-th.academia.edu/AliRahimi>

Youtube channel : <https://www.youtube.com/channel/UCdwiYYYLoZiJRJmb74j61g>

Keynote Speaker:



Zohreh. Eslami

Associate Professor

Texas A&M University

Dr. Eslami-Rasekh has more than 20 years' experience in ESL/EFL teacher education both in the USA and overseas. She has publications in the area of ESL teacher education, content area literacy for ELLs, reading in a 2nd language, cross-cultural pragmatics, pragmatics and language teaching and intercultural communication.

Editorial Board Member (2015 -). *Lodz Papers in Pragmatics*

Editorial Board Member (2015 -). *Reading Psychology*

Editorial Board Member (2013 -). *Iranian Journal of Society, Culture and Language*

Editorial Board Member (2008 -). *Journal of Linguistics Research*

Keynote Speaker:



Bruce Stirling is a best-selling TOEFL author. His innovative TOEFL books - based on the strategy called argument mapping - have helped millions get the TOEFL scores which need to actualize their dreams of going to the English-speaking schools of their choosing or getting a professional license to practice in the United States. He is an American university professor with 30+ years' experience teaching Composition, English Literature, and Business English at the BA, MBA, PHD, and non-credit ESL and ESP levels.

Also, he is an on-site corporate trainer specializing in business writing, idea pitching, and presentation strategies; clients include GE, Purdue Pharma, IBM, Affinion, and Emcor.

From communicative competence to meta-cultural competence: Towards an EIL based pedagogy

Farzad Sharifian

Monash University

Since Chomsky's made the distinction between competence and performance, the notion of 'competence' has found a pivotal place in ELT. During late 1970s and early 1980s, Dell Hyme's notion of 'communicative competence', a reaction to the narrowness of Chomsky's 'competence', gave rise to the paradigm shift in ELT known as 'Communicative Language Teaching'. During the 1980 and 1990s several scholars put forward various proposals framed as components of communicative competence. These included 'sociolinguistic competence', 'strategic competence' (Canale and Swain, 1980), 'discourse competence' (Canale, 1984), 'organizational competence', and 'pragmatic competence' (Bachman, 1990). Michael Byram (e.g., 1997) was among the first to argue for a need for an intercultural dimension to the notion of competence, for as he pointed out L2 learning naturally involves exposure to and interaction with speakers from a different cultural background. The last two decades have witnessed an upsurge of models and definitions, such as 'intercultural communicative competence' (ICC), and simply 'intercultural competence' (e.g. Deardorff, 2009), for a culture-based notion of competence. Other proposals to which the notion of competence has been applied include 'symbolic competence' (Kramsch, 2011) and 'transcultural communicative competence' (Ting-Toomey, 1999). In a recent article, Martin (2015, p. 6) argues that most models and theories of ICC remain limiting in that they narrowly focus on "the ABC (affect, behaviour, and cognition/knowledge) triumvirate". This keynote critically reviews some models of intercultural competence, and discusses how the notion of *meta-cultural competence* (Sharifian, 2013) can provide an alternative that acknowledges the complexity that characterizes communication in English as an International Language in the 21st century. Metacultural competence enables interlocutors to communicate and negotiate their *cultural conceptualizations* explicitly. Unlike very broad and binary (source culture versus target culture) notions of culture, the concept of metacultural competence focuses on a dynamic and pluralistic view of cultural encounters and experiences (Sharifian, in press). This keynote elaborates on this theme and provides some examples of metacultural competence in action.

Teacher Identity Predicament: The Rubik's Cube of Pedagogy

Ali Rahimi (Ph.D.)

Associate Professor, Bangkok University

Abstract

A myriad of parameters may affect teachers' professional practice and identity formation. The fact is that teacher identity development may be formed or reformed by a large number of norms and values. Macrostructural and micro structural elements encompassing sociopolitical, cultural as well as personal specificities can shape or reshape teachers' manner and praxis of teacher identity formation. The norms and touchstones specified by organizations, intimately tied up with the organizational cultures, are far from unequivocal and symmetrical in different countries. Rather, teachers' identity development is fraught with complexities and idiosyncracies of the relevant educational systems. With regard to the act of teaching, it can be stated that the ideas and practises the teachers opt for either converges towards the organizational culture and norms or conversely diverges from them. The construct of teacher identity turns out to be a dynamic and volatile phenomenon massively influenced by teachers' harmony or disharmony with the macro structural underpinnings, ideologies and policies. Likewise, it can be assumed that ideologically convergent teachers bend over backwards to maintain a supine attitude towards the macro structural values and this collosally affects their professional identity development. It could be pointed out, however, that congruence with the policies dictated by the higher echolons of power at the organizations can lead to formation and reformation of identities, academic elitism, advantages and "developments". In the bargain, incongruence with the institution's ideological perspectives could have certain repercussions such as academic disenfranchisement and alienation. The pattern and direction of EFL teachers identity formation and development are extensively expunded in this talk. The results and aftermath of identification and congruity with the dominant organizational values and; conversely opposition and resistance to them are lucidly manifested. In this talk, the incongruity and divergence from them is under a piercing meticulous critical analysis. The interface between teachers' attitudes towards macro structural norms and the identity formation as well as development is clearly elucidated.

Key Terms: Identity, Teacher identity formation, Divergence, Convergence, Teacher development

Pragmatic Instruction and Research in the Digital World

Zohreh R. Eslami

Texas A&M University

A review of recent studies on pragmatic development of L2 learners shows a noticeable trend in the use of technology-enhanced (semi) authentic tasks to treat and assess the learning of pragmatics (e.g., Belz & Vyatkina 2005; Cunningham & Vyatkina 2012; Eslami, Mirzaei, & Dini, 2015; Kakegawa 2009; Johnson & deHaan 2013). These studies used telecollaboration, wiki, video conferencing, online discussion, and virtual environment for researching, teaching, and assessing pragmatics. The use of different technologies and online platforms have shown a promising approach to connecting learning with authentic language use. In many of these studies, there has been an interface between instruction and authentic online dialogues with native speakers so the degree of learning is reflected in the learners' ability to perform target pragmatic functions in a naturalistic meaning exchange. Furthermore, researchers have used online data in the digital world to complement other sources of pragmatic data and thus be able to make stronger claims about pragmatic performance (e.g., Bardovi-Harlig, 2015).

Recently a small but growing number of research has identified the potential of multiuser virtual environments (MUVE) as a beneficial context for interlanguage pragmatic development (e.g., Palmer, 2010; Peterson, 2012; Sykes, 2009, 2013, 2014; Thorne, 2008). In this presentation, I first provide an overview of the use of technology in instructional pragmatic studies and then provide a review of the use of online games for pragmatic development. I will present the advantages of multiuser online games and the affordances it provides to facilitate pragmatic development by presenting different studies in this area (Holden & Sykes, 2013). The exemplary studies that will be presented attest to different forms of resourceful, technology-driven teaching approach.

1st National English Language Conference :New Directions in ELT & Literature CONFERENCE PROGRAM
Day One: Wednesday 22nd of Ordibehesht 1395 (MAY. 11, 2016)

8:00 – 9:30	Registration		
9:30 – 12:00	Opening Ceremony		
12:00 – 12:15	Break		
Keynote Speaker 12:15 – 13:30	Prof. Dr. Ali Rahimi		
13:30 – 14:45	Lunch / Prayers		
Parallel Oral Sessions: 15:00 – 17:00	<p>The Influence of the Neo-Platonism Concept of Poetic Imagination on Wordsworth's Poetry' Amir Ali Baba Kiyani</p> <p>The Effects of Corrective Feedback Techniques on Students' English Vocabularies Pronunciation Moslem Haghi</p> <p>An Investigation of Differential Effects of Cooperative Learning Methods on Reading Comprehension of Iranian Students From High and Low Socioeconomic Status Shahram Alipour</p> <p>The importance of Motivation in L2 learning Mohammad Karami</p>	<p>On the Analysis of Bilingualism in Iran and its Effect on English Vocabulary (The Case of Persian-Turkish Language) Mina Raeisi</p> <p>The relationship between Teacher self-disclosure and learners' motivation: the case of Iranian EFL learners Seddighe Ebrahimi</p> <p>Collaborative writing feedback on progressing cognitive ability to write in the L2 classroom Sheida Adibi Tash</p> <p>Philosophy-based Language Teaching Approach: A Brand New Direction to Put Applied ELT into Practice Ali Dabbagh - Mahdi Noshadi</p>	<p>Linking Teacher and Student Learning Styles Match with Achievement and Motivation of Grade 9 Iranian EFL Learners Marzieh Ebrahimi</p> <p>Iranian EFL Students' Self-Assessment, Self-Efficacy, and Gender Samaneh Zolfeghari</p> <p>Relationship Between Willingness to Communicate and Oral Performance of Iranian EFL Learners Under Strategic Planning Conditions Sajjad Shafiq</p> <p>A Relief after the Grief: A Comparative study of William Shakespeare's and Thomas Hardy's Treatment of Love Parva Porbareh</p>
17:00 – 17:15			

Break

Prof.Dr.Zohreh Eslami

Keynote Speaker
17:15 – 18:00

Parallel			
Oral Sessions: 18:00 – 20:00			
<p>Domestication and Foreignization: Translation of Cultural Items in Literary Texts Ali Najafi</p>	<p>Dramatic Epic of Hamlet: Epic, Tragedy or None Seyede Zahra Noozan</p>	<p>Problems and Strategies in Translation of Quranic Divine Attributes: a Gender-Based Study Samaneh Nazarian</p>	
<p>Long Day's Journey into Night Domesticated Gothic and the Family Dynamics Mozhgan Kheradmand</p>	<p>Smiotic-ideology analyze of Far from madding crowd movie Homeira Maykhosh Esmah kandi</p>	<p>Patterns of Translation of Sadness Metaphors from Persian into English: A Cognitive Analysis Fatemeh Safarnejhad</p>	
<p>Self and Text in John Donne's Poetry: A Cognitive Poetic Approach Zohreh Sohrabi</p>	<p>Post modernism an idealistic fun Ali Rezavand Zayeri</p>	<p>Double Colonization in John Maxwell Coetzee's Writing for the Barbarians Mina Mohammadi</p>	
<p>Self-assessment and self-monitoring and their inhibiting factor before learning and stages leading to learning Mohammad Karami</p>	<p>The Long Path of Translation through Multimedia Translation, Strategies: Case Studies of the Black Market Subtitled Materials Ali Najafi</p>	<p>the relationship between body languages and gestures in teaching(english and mathematical) Helen Mokhtari</p>	
<p>The Determining Role of EFL learners' Self-esteem in Listening Comprehension Roya Gardeshi</p>	<p>A Hegelian Study of V. S. Naipaul's Miguel Street and Morteza Moshfeqh Kazemi's Horrible Tehran Parisa Adlifar</p>	<p>the relationship between body languages and gestures in teaching(english and mathematical) Helen Mokhtari</p>	
<p>The Relationship between Autonomy Level, and Willingness to Communicate among Iranian Postgraduate English Literature Students Saeedeh Amani</p>	<p>The Effect of Contextual Guessing Strategy on Vocabulary Retrieval and Retention among Iranian EFL Learners Abdollah Kohansal</p>	<p>Recasts or Prompts? Which One is More Effective on Pronunciation of Iranian Third Grade EFL High School Learners Aram Affifi</p>	
Poster Sessions: 18:30 – 20:00			

1st National English Language Conference :New Directions in ELT & Literature CONFERENCE PROGRAM
Day Two: Thursday 23rd of Ordibehesht 1395 (MAY. 12, 2016)

<p>Keynote Speaker 9:00 – 9:45</p>	<p>Prof.Dr.Farzad Sharifan</p>		
<p>Parallel Oral Sessions 10:00 – 11:30</p>	<p>The Effect of Cognitive Strategies Training (Note Taking) Vs. Socio-affective Strategies Training (Cooperation) on Reading Ability and Anxiety Reduction Zohreh Mohammadi Zenouzaegh</p> <p>The effect of anxiety on oral language proficiency of Iranian male and female EFL learners Fatemeh Sharifi</p> <p>explaining the relation between power and gender in turntaking: case study: Shakrazad serial Leyla Alizadeh Nabli</p>	<p>The relationship between cognitive learning strategies and the vocabulary retention of Iranian female EFL learners Maryam Eslami</p> <p>Iranian ESP Subject Matter Teacher's beliefs on Language Teacher's Professional Knowledge as Defined in Kumaravadivelu's KARDS Model: A Survey Seyed Mohamadreza Shah Ahmadi</p> <p>Cooperative principles and sociocultural factors in discourse: The case of Aviation English Alireza Hazrati</p>	<p>The Relationship between Iranian EFL Teachers' on Self-regulation, Self-efficacy and Effective Teaching Dara Tafazoli</p> <p>The Washback Effect of Iranian English University Entrance Exam on the Students' Language Learning Beliefs Khadije Aghajani Delavar</p> <p>The Effect of Teaching Lexical Collocational Clashes on Iranian EFL learners Speaking Proficiency: Taleb Bidar</p>
<p>11:30 – 11:45</p>	<p>Break</p>		
<p>Distinguished Speaker 11:45 – 12:45</p>	<p>Prof.Dr.A.Majid Hayati</p>		

Parallel Oral Sessions 13:00 – 13:30	The Effects of Implicit and Explicit Recasts on the Acquisition of Simple Perfect Tenses Sepehr Ejlili	Learning Styles as Predictors of Listening Comprehension Ability Sana Goljani Amirkhiz	A Typical Sample of Language Contact in Iran: the Phonological Effect of Azeri on Farsi Javid Fereidouni
13:30 – 14:45	Lunch / Praying		
Parallel Oral Sessions 14:45 – 16:00	The Effect of Glosses on Incidental Vocabulary Learning of Iranian EFL learners Maryam Vafaei Free Voluntary Reading (FVR) and Reading for Fun (RFF) Mohammad Makhdoomi art Crane : The Bridge and the Catastrophe of Modern Energetics Monir Chohamzadeh EQ and Iranian Bilingual English Learners Amy Relationship SeyedeH Hajjar Hosseini	The Effect of T-Coding on Iranian EFL Learners' Vocabulary Retention Tahereh Ehsan Moghaddam A Comparative Analysis of English-Persian Advertisements and the Influence of International Marketing Shakiba Fadaei	Exploring Interactional Meta-discourse in Research Articles of Social and Natural Sciences Maryam Rostamzadeh Mansour The Narrator and Narratee in Daniel Defoe's Robinson Crusoe: A Narratological Reading Amir Ali Ansari Eco-critical Reading of Nature Metaphors in the Selected Poems of Robert Frost and Solmaz Sepehri: A Comparative Study Maryam Sarafraz The Effect of Parental Over-involvement on Educational Attainment Mahsasadat Tabaeian
Parallel Poster Sessions:	The Effect of Personality Development on English Language Acquisition	The Effect of Parental Over-involvement on Educational Attainment	The Effect of Parental Over-involvement on Educational Attainment Mahsasadat Tabaeian

14:45 - 16:00	Sadegh Chafari Farsani	Mahsasadat Tabaeian	
16:00 - 16:15	Break		
Keynote Speaker 16:15 - 17:30	Prof.Dr.Bruce Stirling		
17:30	Closing Ceremony		

Cooperative Principles and Sociocultural Factors in Discourse: The Case of Aviation English

Alireza Hazrati

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Abstract

Communication has been known as a main issue in many aspects of human interactions including aviation interactions as a main branch of transportation (Krivonos, 2007). It plays a significant role in aviation environment regarding safety. In the present study, discourse analysis of air speak between controllers and pilots have been investigated. The aims of this study are 1) investigating the cooperative principle in the communications between controllers and pilots, 2) investigating the cultural factors in the aviation interactions and 3) identifying the reasons of aviation mishaps considering their discourse based on Grice's (1975) Maxims. To this end, first, a corpus of expressions in the interaction between controllers and pilots in 33 aviation incidents have been collected and analyzed. Then, considering the cooperative principle, Grice's (1975) Maxims have been computed. Finally, the reasons of aviation incidents considering the linguistic and discourse factors have been identified. The paper highlights that within the socio-technical context of aviation social factors such as culture and different styles of communication as well as cooperative principles must be taken into account in aviation communications.

Key words: Aviation interactions, Aviation mishaps, Cooperative principle.

Problems and Strategies in Translation of Quranic Divine Attributes: a Gender-Based Study

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Abstract

The present study was an endeavor to investigate how Quranic Divine Attributes (das) appearing in twins were translated into English and Persian by male and female translators; namely Nikayin (2006), Saffarzadeh (2001), and Kusha along with his team (currently under the translation) individually or jointly – in the form of committee. To this end, firstly, certain das appearing in twins were selected from the Holy Quran. Secondly, the problems each of the translators faced with were explored based on Miremadi's framework. Then, based on Chesterman's model of translation strategy categorization, the types and adoption of the strategies for overcoming the problems by these translators were described. And at the end, the translators' works were compared in terms of the problems and the strategies. The study showed that "lexical compression", "word class" and "voids" – semantic and syntactic voids -- posed the main body of problems for the translators. Furthermore, it was found that the most frequent strategy adopted by Nikayin and Kusha's team was "near synonymy", while Saffarzadeh mostly used "structure change" in her English translation, and "compression" in her Persian translation. Moreover, it was revealed that the most common strategy used by male translators under the study was "near-synonymy", while the female translator's most common strategy was "compression". The most frequent strategy used in Persian renderings was "compression" and the strategy of "structure change" was the most frequently used strategy in English translations. The study also showed that the most consistent translation was the one produced by male-female translators jointly with the lowest variety of strategies while Nikayin adopted the highest variety of strategies. Moreover, a new complementary phase to Showalter's (1977) historical phases for women's writing could be implicated from the findings. The new phase could be described as "female-male phase". Furthermore, the need for the expansion of Miremadi's translation problems was suggested.

Key words: Divine Attributes, Gender, Adequacy / Consistency, Semantic Equivalence,

**Video Clip Subtitling as a Vocabulary Learning Strategy:
Pros and Cons**

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Abstract

Needless to say, vocabulary has a determining role in developing L2 skills (i.e. speaking, reading, writing, and listening), and is considered as a factor of great importance to both EFL learners and teachers. Therefore, the present study attempted to investigate the advantages and disadvantages of video clip subtitling as a vocabulary learning strategy. To reveal the benefits and pitfalls, many researchers have done many studies in this connection. Various studies (e.g., Borrás & Lafayette, 1994; Garza, 1991) have presented the positive impact of subtitled films on different language skills. Opposing this idea, Zanon (2006) considers subtitles as a nuisance for covering visual information. Birds and William (2002) claim that it remains unclear whether subtitles lead to better or worse listening comprehension but they believe that it may help the learners to be better in other language skills such as reading. As the review of previous research has revealed, there are negative and positive ideas in this connection. Thus, based on the controversies among researchers and findings of previous studies and as the main aim of the study, the researcher tried to investigate and review many other studies via conducting the present study. The researcher reviewed the literatures of using subtitled films in order to collect more information about the advantages and disadvantages of using this strategy in EFL classroom.

Key words: Vocabulary, Vocabulary learning strategy, video subtitles.

Exploring Interactional Metadiscourse in Research Articles of Social and Natural Sciences

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Abstract

This study investigated the distribution of interactional metadiscourse markers (imms) across four disciplines of English research articles (ras), namely Applied Linguistics, Psychology (labeled soft disciplines), Chemistry and Medicine (labeled hard disciplines), in order to spot any probable differences between the Introduction (Int) and Result/Discussion (RD) sections of those ras. At first, a total of 120 ras were selected (30 articles for each discipline). The Int and RD sections were extracted and then were compared as to their use of imms using Hyland's (2005) model.

During the corpus analysis, the imms were manually and carefully counted by the researcher and then by a second rater. The obtained results were averaged out to yield one more reliable set of data. The frequencies obtained per 1,000 words and then the Chi-square test was run. The results of statistical analysis showed that there was no significant difference between soft and hard disciplines in the employment of imms throughout the whole corpus when subsections were compared.

On the whole, this study suggests that imms are valuable rhetorical means which are believed not only to help writers to write better but also to facilitate the reading process for readers.

Key Words: Discourse Analysis; Metadiscourse; Metadiscourse Marker; Interactional Metadiscourse; Research Articles

Collaborative Writing Feedback on Progressing Cognitive Ability to Write in the L2 Classroom

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Abstract

Writing is a kind of productive skill which is carried out individually then is along with feedback that provided by a teacher. There are many studies about error correction and collaborative writing skill. However, there are a few studies about collaborative writing feedback as well as the effect of it on progressing cognitive ability. Collaborative writing feedback can be useful for some teachers that are not aware of most of the errors, drawing students' attention to other errors as well. The way of collaborative writing feedback was suggested for a teacher and students that provided feedback simultaneously for someone who read his/her writing. Thus, students provided direct correction as well as teacher provided direct and indirect correction. In the result, this method provided an opportunity for students to collaborate with each other in the solution of someone's language problems. Moreover, in cognitive perspective, they learned new language knowledge from each other and their teacher.

Key words: Writing, Collaborative Writing, Feedback, Cognitive Ability.

A Study on the Effect of Critical Pedagogy on Iranian EFL Learners' Reading Comprehension

Hossein Abdollahzadeh

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Abstract

Critical pedagogy as a teaching approach attempts to help students question and challenge domination, and the beliefs and practices that dominate in order to motivate the learners to be more successful language achievers. Consequently, this study is focused on the impact of the critical pedagogy on English as a foreign language (EFL) learners' reading comprehension. In this study, 54 students were randomly and equally assigned to the experimental and control groups (27 students in each group). To see the impact of critical pedagogy on EFL learners' reading comprehension, reading comprehension test in form of multiple choice and some open ended questions were used as a pre – test and post – test to assess the participants' reading comprehension in both control and experimental group. The results revealed that the critical approach to the teaching of reading leads to a better comprehension of the text. In this way, learners develop a deeper understanding of their social environment, their histories, and themselves.

Keywords: Critical Pedagogy, Reading Comprehension, EFL (English as a Foreign Language) Learners

A Hegelian Study of

V. S. Naipaul's *Miguel Street* and Morteza Moshfegh Kazemi's *Horrible Tehran*

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Abstract:

This study traces the idea of freedom as represented in the Philosophy of Right by George Wilhelm Friedrich Hegel drawing on concepts mainly driven from German Idealism. Primarily, this article discusses free will in two novels, *Miguel Street* by V. S. Naipaul and *Horrible Tehran* (Tehran-e Makhouf) by Morteza Moshfegh Kazemi whose outstanding obsession in career beside most controversial issues is plight and predicament of women, however, attempts are made to expand the argument based on Hegel's theory of freedom and free will. This research details how Philosophy of Right's elements are applied through Post-colonial Trinidad and Post-constitutional Iran. The matter of women, their passivity, their having no voice, no rights in the society, and their suppression are analyzed considering Hegel's philosophy. Alongside to the women's question, marriage and family issues also become foremost in feminine world. Kazemi tried to portray the ideal women of Post-constitutional Iran; whereas, there's no depiction of real ideal women in V. S. Naipaul, though their role in the family and earning life is indisputable. Women of these societies strive to find their rights but the result is failure and oppression. In the context of Hegel's ethical life theory, the concepts of family (marriage) and social membership are employed to analyze both works from ethical institution's perspective. Although the women are after subjectivity, they get alienated at the end and destruction in these societies is awaiting them.

Keywords: Free will, Social order, Ethical life, Passivity, Women

The Effect of Using Blended On-line Learning Instruction on Iranian Advanced EFL Learners' S Achievement

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Abstract

The present study measured the effect of blended on-line learning instruction on Iranian advanced EFL learners' writing ability. The participants of study ($n = 100$) were selected based on their performance on Preliminary English Test (PET). A pre-test was administered to test their current level of writing ability. They were then assigned to two groups of experimental ($n = 50$) and control ($n = 50$). The participants of experimental group received 18-session writing instruction in blended on-line environment and the participants of control group received writing instruction through traditional techniques. Their performance was measured by means of post-tests. The result of independent sample t-test between pre-test and post-test showed that there is a significant difference between experimental and control group regarding their writing ability. Blended online instruction improved EFL learners' writing ability. It was also found that there is a significant relationship between participants' frequency of using online classroom and writing. The result of study may help EFL teachers and syllabus designer to gain insights and enhance EFL learners' writing ability.

Keywords: Blended learning, Online instruction, Blended online instruction, Iranian EFL learners, Writing ability , Advanced learners

The Impact of Gender and Natural Input Quality on Grammar Learning of Iranian EFL Learners' L2 Grammar Achievement

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Abstract

The role of gender and input quality in second language (L2) acquisition is subject of much debate. One of the major problems for EFL learners in learning a foreign language is learning the second language grammar and learners should be exposed to natural input. The main problem in the process of grammar learning is that English teachers ignore the learners' individual differences and input quality so they do not apply the most suitable methods and materials considering their learners. This study aimed at investigating the relationship between EFL learners' gender and input quality natural on grammar learning of EFL learners. Oxford placement test was used to homogenize the participants. Based on the oxford placement test, the students were homogenized as the beginner ones and then they were distributed into two groups of children and control (natural) each containing 50 students. In order to have a general and genuine reflection of the effect of gender and input quality natural on EFL learners' grammar learning, oxford grammar test was used as a pre-test and post-test (simple present, present continuous and to be verbs) to assess the participants' grammar in all groups. The results revealed that there is not a critical period, but a sensitive period for second language grammar learning and also natural input promoted the target grammar achievement in both comprehension and production tasks effectively.

Key words: Grammar, Input quality, Gender, EFL learners, Natural input

The Washback Effect of Iranian English University Entrance Exam (IEUEE) on Students' Language Learning Beliefs

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Abstract

In washback literature, there is a widely held belief that a test will influence attitudes to the content, method and other aspects of learning/teaching (Alderson & Wall, 1993). That is, tests might impact the attitudes and beliefs of stakeholders. However, few studies have addressed the effect of tests on beliefs. This study intended to probe the washback effect of Iranian English university entrance exam (IEUEE) on fourth-grade high school students' language learning beliefs. The study focused on a small number of students (N=10) in an EFL context. Semi-structured interviews were conducted and the data were subjected to qualitative content analysis. Analysis of data indicated that the IEUEE negatively motivated students to focus on language components tested, and ignore higher order skills such as writing, speaking and listening. Moreover, the IEUEE negatively encouraged the students to hold non-communicative beliefs. The immediate implication of this study concerns the need to design a new test which is performance-based and communicative. In addition, it emphasizes the necessity of conducting more studies to investigate different contextual factors that interact with tests to shape and reshape beliefs.

Keywords: Washback, High-stakes test, IEUEE, Learners' beliefs

Parents' Preferences for Children naming in Kerman

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Abstract

Since the creation of the human beings, naming people has been an important issue. People began naming their children after many different properties, such as: natural properties, regions they used to live in, the days of their birth, and finally, their relatives, no matter maternal or paternal, and for several different reasons such as: making a personal identity (Richard J. Gerrig and Mahzarin R. Banaji, 1991), simplicity of being called among the members of a society, and to enable people to get their rights in the case of courts of law (social security). The aim of this study is to investigate the resources parents most frequently use to name their children in Kerman-Iran. The sample includes 130 subjects who completed a questionnaire developed by Soheila Feiz, 2004. The instrument comprises 5 categories and 28 sub categories people normally use to name their children. The study shows that parents' decisions were mostly influenced by ethnic motivation and individual characteristics categories (47.6%). The others' influence as a naming category was not favored by most parents. Surprisingly, the minority of the participants (13.8%) favored religious names which reject the previous studies.

Keywords: Identity, Naming, Ethnic, Individual Characteristics

Shades of Meaning in Translation: Understanding the World of Words

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Abstract

Any language includes four skills of listening, speaking, reading and writing, all of which are based on two main language elements: grammar and vocabulary. Vocabulary, although closely interrelated with grammar, plays a far larger role in communicating ideas and concepts. All vocabulary items have delicate shades of meaning, most of which are not written and hence not found in dictionaries. Many of these shades of meaning are learned by being in contact with the language and in the context of use. Understanding different shades of meaning helps language users exploit language resources better in order to communicate ideas effectively in speaking, writing, and translation. In this paper, shades of meaning are divided into ten types, each type is explained, and examples are provided for the clarification of these shades.

Keywords: vocabulary, meaning, understanding word meaning, delicacies of meaning, shades of meaning

Analyzing the Use of Relative Clauses in a Corpus of Argumentative Essays by Iranian EFL Learners

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Abstract

Syntactic complexity has received a great deal of attention in the literature on second language writing. Relative clauses, which function as a kind of noun phrase post-modifier, are among those structures that are believed to increase the complexity of academic prose. This grammatical structure can pose difficulties for EFL writers even at higher levels of proficiency, and it is therefore important to determine the frequency and accuracy with which relative clauses are used by L2 learners; understanding learners' strengths and weaknesses in using these structures can inform the process of their instruction in the writing classroom. This paper reports on a corpus-based comparison of relative clauses in a number of argumentative essays written by native and nonnative speakers of English. To this end, 30 argumentative essays were randomly selected from the Persian sub-corpus of the ICLE and the essays were analyzed with respect to relative clauses found in them. The results were then compared to a comparable corpus of essays by native speakers. Different dimensions regarding the structure of relative clauses were investigated, such as the role of relativizers, the gap, and the modified head nouns. The type of relative clause (restrictive/non-restrictive), the relativizer (adverbial/pronoun), the gap (subject/non-subject), and head nouns (both animate and non-animate) in the two sets of data were manually identified and coded. The Findings revealed that Iranian EFL writers tend to use a greater number of relative clauses compared to their native-speaker counterparts.

Keywords: relative clauses; learner writing; argumentative essays; ICLE; LOCNESS

Syntactic Complexity in Academic writing: A Closer Look into Complex Noun Phrases

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Abstract

The genre of academic research articles is unique in its frequent use of lengthy noun phrase structures. The density of extended noun phrases could be attributed to the need to convey a large amount of information in a limited number of words. Those seeking to write academic research articles, both native and non-native alike, would need to become familiar with this characteristic feature of the genre. In fact, Biber, Gray and Poonpon (2011) have predicted that the ability to employ such extended noun phrases is linked to the writer's level of proficiency. The purpose of this study is to test this hypothesis by comparing three groups of abstracts: one group by MA-level EFL non-native writers, a second group by PhD-level EFL non-native writers, and a third by a group of published native speaker abstracts. To this end, noun phrases in our three sets of data were identified and pre-and post-modifiers were manually coded. By comparing the phrasal structures of the abstracts, the differences between the three groups were observed. The findings of this study can reveal how advanced EFL writers differ from their native speaker counterparts, and can be of great significance to EFL writing instructors, textbook writers and advanced EFL students.

Keywords: academic writing instruction; noun phrase development; syntactic complexity; research article abstracts

A Study on the Impact of Age and Critical Pedagogy: A Case of Iranian EFL Learners' L2 Grammar Learning

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Abstract

The role of age and Critical pedagogy in second language (L2) acquisition is subject of much debate. Learners considering their age (children & adults) differ fundamentally, and these differences can affect the second language learning. Critical pedagogy as a teaching approach attempts to help students question and challenge domination, and the beliefs and practices that dominate in order to motivate the learners to be more successful language achievers. One of the major problems for EFL students in learning a foreign language is learning the second language grammar, and the main problem in the process of grammar learning is that English teachers ignore the learners' individual differences so that they do not apply the most suitable methods and materials considering the age and gender differences. Therefore, this study aimed at investigating the relationship between EFL learners' age and Critical pedagogy on their grammar learning. This study was conducted in boys' high schools located in Kerman, district two. In this study, 54 students were randomly and equally assigned to the experimental and control groups (27 students in each group). The instrument applied in this study was a FLCMS questionnaire designed with some modifications based on the questionnaires of Gardner (1985), Tamimi and Shuib (2009), and Chalak and Kassaian (2010). The questionnaire was given to the students in both control and experimental group (as the pre and post questionnaire). The results revealed that the critical approach to the teaching of grammar involves the search for multiple possible interpretations and requires that teachers stimulate differences in the way learners relate to a grammar which causes to increase the learners' motivation in order to lead to a better comprehension of the grammar and also there is not a critical period, but a sensitive period for second language grammar learning, and adults can show to be better learners in grammar learning.

Keywords: Critical pedagogy, Grammar, EFL learners, Age

Preference of vocabulary learning strategies

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Abstract

Vocabulary is a crucial building block of language and lack of these building blocks has always led to difficulties in the use of language either in reading or in other language skills. Thus knowing vocabulary learning strategies can be a big step towards passing by this barrier. The present study tries to investigate that whether English major students have any information about Schmitt's vocabulary learning strategy or not; and tries to identify 3 most common vocabulary learning strategies adopted by the students. A total number of 120 English major students (60 males and 60 females) at different universities of Naqade, Mahabad, and Urmia in Iran participated in the study. After an interview to gather information about their knowledge about Schmitt's taxonomy, in order to make sure that all the participants are familiar with it, a hard copy of his taxonomy was given to all of them. They were asked to read "strategies for discovery of a new word's meaning" part and choose three of them which they preferred and used more. The results showed that 23 of the participants know about the existence of that taxonomy and among them, 8 people knew what is included inside the taxonomy. After studying the taxonomy and writing the desired strategies, most of them preferred a bilingual dictionary, then guessing from textual context, and at last, asking teacher for paraphrase or synonym of new words. Moreover, the results indicate that male tend more to ask others (teachers, classmates, and group works) than females. On the other hand, females tend more to find the meanings themselves; it can be interpreted as a matter of face-saving strategy.

Keywords: Preference, Vocabulary learning, Schmitt's taxonomy

The Narrator and Narratee in Daniel Defoe's Robinson Crusoe: A Narratological Reading

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Abstract

This paper tries to address the issue of the relationship between narrator and narratee in Daniel Defoe's Robinson Crusoe. The realistic novel in question has been the source of inspiration for many literary and cinematic works. It is still on the reading lists in universities and also read for pleasure. Readers of different times seem to have divergent experiences of the novel. This could be related to the idea that Defoe creates a narrative style which seems to assume different narratees at different points in the narrative. Also, there is often assumed a close relation with the reader and the theme of spiritual adventure seems to attract everybody. The original readers of the novel were relatively satisfied with the ending while modern readers seem to disagree. This does not apply just to the ending. Many modern readers find the religious and moral values of the novel questionable. This paper tries to look into this special relation between the narrator and different narratees in order to shed some light on the significance of this relation stylistically and thematically.

Keywords: Daniel Defoe's Robinson Crusoe, Narrator, Narratee, Narratology, Reader-response criticism

The Determining Role of EFL learners' Grammar knowledge in Reading Comprehension

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Abstract

The aim of the current study was to explore the relationship of grammar knowledge with reading comprehension performance of EFL learners. To this aim, one hundred and twenty post graduate ELT (English Language Teaching) students of Tabriz Islamic Azad University were participated in the investigation. To gather the data, two instruments including TOEFL grammar test and TOEFL reading comprehension test were utilized. The analysis of the data based on the Pearson correlation revealed that grammar knowledge has a strong relationship with EFL learners' reading comprehension. Ultimately, the researcher hopes that the findings shown in this study will provide insights into the connection between EFL learners' grammar knowledge and reading comprehension. The current study has some implications for EFL teachers, EFL learners, and researchers. EFL teachers should consider about the grammar knowledge of the learners in instructing the reading comprehension skill. EFL learners also are expected to pay full attention to this important skill and factors that may influence the process of learning.

Keywords: Grammar knowledge, Reading comprehension, EFL learners

The Effect of Direct and Peer Feedback on Accuracy of EFL Learners' Written Performance

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Abstract

The present study was an attempt to explore the impact of direct and peer feedback on the improvement of Iranian EFL learners' writing skill. Seventy intermediate-level students learning English at Furuzesh Institute of Parsabad participated in the present study. For the purpose of homogeneity, prior to research, an Oxford Placement Test as a proficiency test was given to the students and the participants of the study were selected based on the results of the proficiency test. Students whose scores were between one standard deviation minus and plus the mean took part in the study. Accordingly, four students were taken out of the study since their scores were one standard deviation below or above the mean; therefore, sixty six students remained in the study. All the participants were assigned to three groups; control group (CG) and two experimental groups (EG1 & EG2). CG received no feedback, EG1 took advantage of direct feedback, and EG2 received peer feedback. The data were obtained through a pretest and a posttest, both of which were writing compositions. Data analysis indicated a statistically significant difference between direct and peer feedback and no feedback. In other words, both direct and peer feedback outweighed no feedback, and peer feedback outperformed direct feedback in improving writing accuracy of Iranian EFL learners.

Key words: Direct feedback, Peer feedback, No feedback, Writing skill

Dictionary Use by Iranian Senior Undergraduate Students of Translation

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Abstract

Dictionaries are fundamental tools for translators and even many professional translators believe that translating without using dictionary is a waste of time. As every professional requires some tools to perform an activity excellently, a translator needs dictionary to transfer the SL into TL properly. Dictionary use is a skill and in order to realize that how much students of translation are skilled in dictionary use, we need to investigate how they use this reference material in the process of translation. In order to achieve this purpose, this study was conducted and a self-administered questionnaire was designed. The questionnaires were handed to 35 Iranian senior undergraduate students of translation. Results found that although most students had been taught how to use dictionary, they felt that they needed more instruction on dictionary use. The results also indicated that the students seldom applied Persian monolingual dictionaries to translation. Moreover, bilingual dictionaries, according to these students, suffered from incompleteness, since most of the students could not find the information they were looking for. The results suggest that dictionary use instruction and an introduction to Persian monolingual dictionaries must be included in the curriculum of translation program. In addition, lexicographers must take action on the incompleteness of bilingual dictionaries.

Keywords: Dictionary, Dictionary use instruction, Lexicography

A Mixed-Method Study on the Effectiveness of English Lecturers: Learners' Voice

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Abstract

The importance of effective teaching as the basis for improving student achievement, teacher evaluation and designing teacher education programs has been discussed (Brown & Atkins, 1988; Mujis & Reynolds, 2001; Chen, Brown, Hattie, and Millward, 2012). According to Chen (2010), the significance of listening to student voices in relation to their understanding of effective teaching may be profound. Therefore, this study investigated university students' perceptions of an effective English teacher. To accomplish the purpose, the study conducted questionnaires among 92 university students. The students believed that delivery skills, knowledge and credibility, and rapport are respectively the most important attributes of an effective English teacher. Moreover, interviews were conducted with nine volunteer participants. Analysis of the interviews with students confirmed the results of questionnaire; delivery (error correction, frequent asking, and clarity of teaching), knowledge (good knowledge of vocabulary and grammar), and rapport (friendliness, sociability, and receptiveness) were considered important characteristics. Implications for teaching standards and teacher improvement are discussed.

Key words: English teaching, English lecturers, Learners' voice

The Effect of Teaching Lexical Collocational Clashes on Iranian EFL learners Speaking Proficiency

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Abstract

Collocations are one of the areas generally considered problematic for EFL learners. Iranian learners of English like other EFL learners face various problems in producing oral collocations. This study focuses on the role of teaching lexical collocational clashes on Iranian EFL learners' speaking proficiency. For this purpose, an attempt was first made to define collocations and to dwell on their significance in language learning. Then, the types of errors that the learners made when producing collocations were identified and analyzed as to their source and frequency of occurrence among Iranian EFL learners. The data for this study came from the oral productions of 60 adult Iranian EFL learners. They were chosen among 90 students through the PET and a general vocabulary knowledge test. They were randomly divided into two groups, experimental and control, each consisting of 30 students. The new vocabulary was presented to the control group through classical techniques such as synonym, antonym, definition and mother tongue equivalence as it was in the previous classes before the study. The experimental group was presented the new vocabulary through their collocations which were thought to be the most frequent ones. The statistical analysis showed that the experimental group had a better performance comparing to the control group. The findings of the present study will give teachers some hints and guidelines as to overcome EFL student's problems in lexical collocations, and the material developers to write suitable materials for the students.

Keywords: Collocations, Clashes, EFL learners, Proficiency, Oral productions

Moving beyond Communicative Competence: Towards Metacultural-based ELT Materials

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Abstract

With the advent of the localization of English by a variety of communities around the globe and the vigorous expansion of contact among people from different cultural backgrounds, the native speaker communicative competence no longer seems to be the sufficient target in language education. Instead, language users started to use English as an International Language (EIL) to express their local cultural conceptualizations. This paper aims to present metacultural competence (Sharifian, 2013) as an underlying essence for ELT material development in order to enable EFL learners negotiate their cultural conceptualizations. More specifically, the paper focuses on modifying Iranian EFL nation-wide materials through inserting examples of Persian cultural conceptualizations, including cultural schemas of Târof (ritual courtesy), Rudarbayesti (state of distance-out-of respect), Sharmandegi (being ashamed), Âberu (face), and Shekasteh-nafsi (self-lowering). Additionally, the following insights for Iranian language teachers and material developers are provided to integrate metacultural issues in the nation-wide ELT materials: (a) conceptual variation awareness should be raised through integration of tasks that help Iranian EFL learners compare and contrast their cultural schemas to those of other languages and cultures, (b) other tasks should move beyond such awareness and include conceptual explication strategy instruction to clarify relevant Iranian conceptualizations with which interlocutors from other cultures may not be familiar, and (c) more importantly, certain tasks should deal with conceptual negotiation strategy instruction to assess learners seek conceptual clarification when they feel some expressions contain more than what is immediately apparent in terms of usage and understanding.

Keywords: Metacultural competence, Cultural conceptualizations, Cultural schema, Material development

Philosophy-based Language Teaching Approach: A Brand New Direction to Put Applied ELT into Practice

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Abstract

Philosophy-based Language Teaching (PBLT) is perceived as a unique approach that engages learners in dialogues using philosophical question and answer activities in order to tackle the process of language learning in ELT classes. Accordingly, the current study aims to illuminate the practical ways through which PBLT as a brand new approach could be utilized to put Applied ELT into practice. To do so, the key is to redefine the roles both English learners and practitioners play in an Applied ELT classroom. Bringing examples of philosophical questions, the paper provides the following suggestions to implement PBLT in an Applied ELT classroom. First, ELT life syllabus can be designed using the principles of PBLT approach in that the philosophical questions for class discussions are drawn from teaching topics which are centered on the foundational life-related issues. Second, material designers might include life-related philosophical questions in pre and post tasks while dealing with language skills. Also, materials should provide a platform to augment learners' thoughts through sharing ideas of both genders in the classroom in answering philosophical questions. In addition, learners' local environment and community should be taken into consideration in developing materials as a good source for learners in designing and /or answering philosophical questions. Third, PBLT coupled with cross-cultural approaches can aid life syllabus design which assists learners to consider themselves as an active member of the local as well as the global community all around the world.

Keywords: Philosophy-based Language Teaching, Applied ELT, Life Syllabus, ELT practitioners

Analysis of Culture-Specific Items and Translation Strategies Applied in Translating Jalal Al-Ahmad's *By the Pen*

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Abstract

Due to differences across languages, meanings and concepts vary across 2 different languages, too. The most obvious points of difference between languages appear in their literature and their culture-specific items (csis), which lead to complexities when transferring meanings and concepts from a language into another. To overcome the complexities arisen from the distinction between languages in the process of translation, translation scholars have proposed different strategies. After adopting csis with Newmark's (1988) 5 proposed domains of csis, we sought to find his proposed translation strategies applied in the English translation of Jalal Al-Ahmad's *By the Pen* by Ghanoonparvar (1988) and to evaluate the frequency of each in order to determine which strategy could help the most in translating csis. To do so, we first studied both the SL text and its translation and then we found the translation strategies applied. Having found the strategies as the sources of the data, we arranged and analyzed the strategies. Results showed that functional equivalent was the most frequently used strategy, and modulation and paraphrase were the least frequently used. Findings have pedagogical implications for translation students and literary translators.

Keywords: Culture-bound terms, Culture-specific items (CSIs), Equivalence, Translation strategy

On the relationship between Teacher self-disclosure and learners` motivation: the case of Iranian EFL learners

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Abstract

Research in education literature has shown that teacher classroom behavior influences learners` learning behavior and motivation. One such teacher behavior which has been studied frequently in mainstream educational literature but has gone almost unnoticed in second language (L2) research is teacher self-disclosure. The present study examines the relationship between EFL learners` L2 learning motivation in the classroom and their perception of their teachers` self-disclosure. The participants were 87 learners (36 male and 51 female) who were recruited from a private language teaching institute. Cayanus and Martin`s (2008) Teacher Self-Disclosure Scale and the Student Motivational State Questionnaire developed by Papi and Abdollahzadeh (2011) were used for the purpose of data collection. Students responded the questionnaires during normal classroom time. The results indicated that teacher self-disclosure dimensions of amount and relevance had a significant positive relationship with learners` motivation. Teacher-self-disclosure dimension of negativity, however, was not significantly related to the construct of L2 motivation. The findings highlight the importance of increasing teachers` awareness of the role that their self-disclosing information in language classrooms can play in increasing or decreasing learners` motivation.

Keywords: Self-disclosure; L2 learning motivation; learners` perception; classroom communication

Linking Teacher and Student Learning Styles Match with Achievement and Motivation of Grade 9 Iranian EFL Learners

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Abstract

The present study with a quantitative design aimed at evaluating the relationship between teachers' teaching style and learners' learning style match and Iranian EFL learners' achievement and motivation. Participants were divided into two groups of 120 learners and 30 teachers in some public schools of Mashhad's districts, Iran. They were males and females. The age range for students was 12-13 and 25- 35 for teachers. Students were studying at grade 9. Learners' style and teachers' style questionnaire and motivation questionnaires were applied as instruments in this study. During the course of study they were instructed based on new English teaching methodology in the first year of its adoption at grade 9 in Iranian educational system. Then they were assessed by one achievement test to analyze their progress. During the course of instruction teachers should complete the questionnaire related to their preferred teaching styles. Two questionnaires about students' motivation and students' style were distributed to them at the end of instruction. A linear regression analysis revealed a significant relationship between teachers' teaching style and learners' learning style match and their success and motivation. The results of the study manifested that teacher was regarded more of a facilitator than a mere modeling for students' learning. Also, the result of the study indicated that students preferred individual learning than any other learning styles. So, this study highlighted student's centeredness as a major predictor of students' achievement and their motivation to learn English. It had also some implications for teaching foreign language in public schools. A perfect classroom atmosphere takes place when the environment created is convenient and one of the vital factor to create this convenient setting is to have the knowledge about the best methods to be used that suits the students' learning styles.

Keywords: Achievement, EFL learners, Learning style, Motivation, Teaching style

The Relationship between Cognitive Learning Strategies and the Vocabulary Retention of Iranian Female EFL Learners

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Abstract

In this study subjects were 108 adult Iranian female learners who were at Upper-intermediate level (in Kish English Institute) aged from 18-41. The subjects were asked to take part in a TOEFL test as a test of homogeneity. Based on the results of the TOEFL test, 12 of the subjects who were not homogenous with the rest were eliminated from the study. Therefore, the number of the subjects reduced to 96. The subjects were then assigned into four classes. One of the classes was randomly selected as the control group and the other three as experimental ones and each experimental group underwent a different Cognitive Learning Strategy (Grouping strategy, Deduction strategy, Resourcing strategy). The three different cognitive learning strategies used were based on the O'Mally et al. classification of cognitive learning strategies. The instruments used to collect data from the subjects included: a) A TOEFL test to be sure of the homogeneity of the groups prior to the experiment. b) A Language Learning Strategy Inventory Questionnaire (SILL) designed by Oxford (1990), and c) Three 50- item tests of vocabulary which were developed by the researcher. The reliability and validity of the tests were measured. The tests were then used as assessment tools in the pre-test and post-test phase of the study. Finally, the data gathered on the characteristics of the subjects under study were analyzed and an analysis of variance through the repeated measures was run to compare the mean score of the four groups (one control and three experimental groups) on the pre-test and post-tests to see how significant the trainings were. Based on the results of the study, all Cognitive Learning Strategies used in the research were effective but only two of them (Semantic Mapping Strategy and Analyzing the Lexical Items Strategy) had significant effects on learners' retention of vocabularies; Using the Dictionary strategy was effective too but it did not have significant impacts on the vocabulary retention of the subject of the present study.

Keywords: cognitive learning strategy, vocabulary retention, Semantic Mapping strategy, Deduction strategy, Resourcing strategy, Grouping strategy

The Principles and Practices of Developing EFL Materials: The Case of Young Learners

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Abstract

As Riazi (2003, p. 52) mentions, “textbooks play a very crucial role in the realm of language teaching and learning and are considered the next important factor in the second/foreign language classrooms after the teacher”; however, to date, very few research studies have been conducted concerning materials designing. Furthermore, Tomlinson (2003) notes, although material developers have provided various descriptions concerning the processes they have taken while developing materials, most of them rely mainly on their intuitions and little has been said by them about the principles of learning and teaching and the frameworks they have adopted while designing materials. He refers to Johnson (2003) who examined the existing literature in the field but found nothing to his amazement concerning the procedures taken by materials writers while writing materials. Owing to this fact, the present study aims at providing a precise discussion on the gaps, perplexities and the inadequacies in the field of materials designing for young learners. Also, a general framework for designing materials for young learners will be offered. The present research provides comprehensive information for teachers as well as materials writers who are eager to write, adopt and evaluate materials intending for young learners.

Keywords: Young learners, Materials designing, Materials adoption, Materials evaluation

The Path to First Language Acquisition: A Review

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Abstract

Today, the study of first language acquisition has become an important area of investigation and many are interested in delving into the enigmatic nature of child language acquisition. This is because a unified theory of first language acquisition has not yet been devised in the field. In the late 19th century, many researchers examined the data obtained from the development of their own children but because they lacked the required tools like audio- or videotape as well as International Phonetic Alphabet for recording their own observations, the results of their studies vary in quality. Subsequently, in 1960s, Chomsky's proposal of Universal Grammar attracted the attention of many researchers into the way children acquire their first language and this led to a product view of language acquisition instead of a process view. Above all, the problem with many of the studies conducted on first language acquisition is the relative absence of empirical findings and testable hypothesis and this fact calls for more detailed studies on how children acquire their mother language. The main aim of the present study is to provide an exhaustive encyclopedic review of the stages that children go through as they learn to understand others and to talk themselves. First Language acquisition is an area of investigation that draws on different disciplines and owing to this fact, a voluminous body of literature is available on it. Therefore, myriad topics of discussion are raised in this paper and some of the controversial questions related to this issue are answered by adopting different perspectives from prolific and well-known authors.

Keywords: Child-directed speech, Perception problems, Acquisition of meaning, Acquisition of inflections, Acquisition of complex structures

The Effect of Students' Gender on the Interface between CALL and Students' Autonomy

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Abstract

This paper tries to show the effect of Computer Assisted Language Learning (CALL) on Iranian EFL learner's autonomy. It also explores the effect of students' gender on the interface between students' autonomy and CALL. Sixty intermediate students from two intact classes of a language institute in Tehran participated in this study. They were assigned as control and experimental groups. A Proficiency Test was administered to the participants of both groups to guarantee their homogeneity. During the CALL-based treatment each participant in the experimental group had an access to a computer in the English lab. The quantitative data gathered through a five-scale Likert questionnaire was analyzed using ANCOVA and independent T-Test on SPSS 18.0. The method of this research was a quasi-experimental (Nonequivalent Comparison) with pretest and posttest. The results of this study demonstrated that the application of CALL had a significant effect on the improvement of students' autonomy and it also indicated that its effects on girls were more than boys. Therefore, CALL appeared to be useful in developing autonomy of EFL learners specially girls. The findings of this study can benefit EFL students and teachers, materials developers, curriculum designers and assessment specialists.

Keywords: CALL, Learner Autonomy, Iranian EFL learners

The Analysis of Politeness strategies used in English Textbooks

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Politeness, as an area in pragmatics, has been the subject of research recently. The strategies people use in their speech so as to save face and its first notion by Ervin Guffman (1955/1967) has influenced many researches in this field. It is feasible to treat politeness as a firm concept, or as a number of general principles for being polite in social interaction within a particular culture. In every society this concept may differ. The image of politeness is directly related to its culture. In this paper, we investigated the use of politeness strategies in the conversation parts of four widely used English books in order to find out the frequency of negative and positive politeness strategies according to Brown and Levinson's model. Our findings showed that partners in conversation exchanges do not use negative politeness strategies as often as we might expect in encounters, no matter what the social distance between participants is, but they rely heavily on positive politeness strategies, especially those relating to claiming common ground', 'conveying cooperation' and especially 'noticing the interlocutors' interests and needs'. The lack of all kinds of strategies would indicate that you cannot rely completely on the textbooks as a source of pragmatic knowledge, because they are not true representatives of real English usage of pragmatics. And there is a need for complementary sources in order to foster learners' pragmatic competence.

Keywords: politeness, politeness markers, textbooks

Traditional or Alternative: A Comparative Study on the Effect of Assessment on Learning Retention and Retrieval

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Abstract

Recently, the concept of technology-based teaching and learning has become a popular subject in many educational fields such as assessment. Tremendous changes have emerged in the field of education that have entirely changed the facet of traditional system of education. It is inevitable that in line with these tremendous changes over the last decades new terms and concepts are also introduced. One of them is Alternative assessment which is considered as the utilization of non-traditional approaches in determining students' performance. This study was designed to make a comparison between traditional and alternative methods of assessment and examining their effect on learning process. E-portfolio application was chosen as the alternative method of assessment. In this quasi-experimental research that was carried out in an Iranian context with 54 female EFL learners, the participants of our control and experimental groups were chosen according to a questionnaire by purposeful non-random sampling method. Analyzing the scores of this study revealed the significant superiority of alternative method of assessment over its counterpart traditional one. The results also showed that self-assessment and self-evaluation as the result of alternative assessment leads to meaningful learning that had statistically significant effect on long-term retention and retrieval of learning. So, it is inferable that active involvement of learners in the assessment of their own performance and the development of reflective thinking improve learning.

Keywords: Traditional assessment, Alternative assessment, e-portfolio, Self-assessment, Retention.

The Effect of Personality Development on English Language Acquisition

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Abstract

Humans have emerged as the most distinctive and brainy species of the world. Their organized patterns of attitudes and behavioral features include a good personality. Personality development has always played a very necessary role in enhancing the thought process, temperament as well as the character of a person. Personality development and acquiring English language to improve one's communication skills go hand in hand. The present paper focuses on the necessity of acquiring a language like English to enhance one's personality. The purpose of this paper is two-fold. On the one hand, it is hypothesized that personality is a dominant factor in achieving the desired aim in life and on the other hand the paper focuses on the dominance of English language to attain a good personality. This paper also emphasizes the relationship between the acquisition of English language and a good personality. It has also tried to give a few strategies to make it possible for those who are seeking to have a good personality, to acquire a few tips to learn English language adding a feather to their cap of personality development.

Keywords: Personality development, English language, Acquisition.

Investigating the Impact of Podcast Use on Iranian Visually Impaired EFL Learners' Listening Skills and their Attitudes

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Abstract

Language learning process is no longer limited to books and pages; rather, computers have been added to the field of education. In Computer Assisted Language Learning (CALL), teachers can challenge the traditional teaching and learning methods (Hasan & Hoon, 2013) by incorporating computer technology into language teaching process. One of the tools of CALL is podcast, which was not originally designed for teaching purposes, but it can be used for language learning (McBride, 2009). This study was conducted to investigate the impact of podcast use on Iranian VI (visually impaired) EFL learners' listening comprehension ability, and also on their attitude towards listening to podcasts. As the number of VI learners were rare, 28 VI learners participated in this study, 10 females and 18 males, from 16 to 35 years old. Using a listening test in pretest and posttest, followed by interviews, this study employed a mixed method design. After dividing them equally to control and experimental groups, ELT podcast was taught to experimental group while traditional methods were performed to controlled group. After 12 sessions, the data were collected through a pre-test, a post-test and interview. Paired- and independent-samples t-tests were run on the data and the results indicated that participants in the experimental group outperformed the control group significantly. In other words, those VI learners who used podcasts as the main learning materials had a better listening comprehension. Interview results revealed that VI learners who used podcasts had a positive attitude toward using them for listening skill. The findings suggest that listening to podcasts as a teaching tool might improve VI learners' listening skills, as they have limited access to English materials which are mostly visual. This information are beneficial to EFL teachers of VI learners both in schools and private English institutions. This study emphasizes on the pedagogical potential of podcasts in EFL classes.

Keywords: Learners with visual impairment, Podcast, Listening comprehension, CALL.

The Determining Role of EFL learners' Self-esteem in Listening Comprehension

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Abstract

The present study aimed at investigating the relationship between self-esteem and listening comprehension of Iranian EFL learners. To conduct the study, one hundred and twenty academic M.A. students, studying English Language Teaching (ELT), from Islamic Azad University of Tabriz, Iran, were selected. Students' English language listening comprehension scores were calculated using a sample test of TOEFL, and their self-esteem was estimated using Coopersmith's questionnaire. The results of the data analysis based on the Pearson Product Correlation showed that self-esteem as a psychological factor has a significant positive relationship with EFL learners' listening comprehension. The results of the current study have some implications for both EFL teachers and EFL learners. EFL teachers should consider about the individual characteristics of the learners in instructing the listening skill. EFL learners also are expected to pay full attention to this important skill and factors that may influence the process of learning.

Key words : self-esteem, listening comprehension

Hart Crane`s The Bridge and the Catastrophe of Modern Energetics

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Abstract

By the development of technology, the shift in energy history from coal capitalism to oil-electric capitalism in the nineteenth and twentieth centuries, ensued the changing cultural conceptualizations and representations of psyche, body, society, and environment, which in turn transformed the symbolic cultures, and among them literature. Scientific progress as an inseparable form of modernism has penetrated the cultural vocabulary, leading many writers to borrow from technological terminologies to express their ideas in the aesthetic realm. The early twentieth century American poet, Hart Crane (1899-1932), chronicles aspects of this immense social and cultural change. Despite the ambivalent attitude towards technology in his poetical collection, *The Bridge*, Crane declares homage to Whitman, and at the same time, by considering the complexities of modern life in relation to the developments of technology, he takes distance from his technological utopianism. By both celebrating and condemning the "Machine Age", Crane's masterpiece signifies a successful example of futuristic poetry in America. The use of corporeal tropes and representing various manifestations of technological progress displays both skepticism and enthusiasm towards modernism that also provides the unprecedented link between evolution and technology reaching to an early example of technological sublime.

Keywords: technology, modernist poetry, Hart Crane, *The Bridge*, technological sublime

Treatment of Theme of Escape in Tennessee William's The Glass Menagerie

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Abstract

The Glass Menagerie which is inspired by Tennessee William's his own family life and Chekhov's Seagull is one of the best plays ever written in the history of American Modern Drama. This play is well-known for its artistic features such as lyrical language, modernistic utilization of light, music, and light. Another salient feature of the play is its theme of 'escape' which the playwright artistically delivers it through Amanda in particular when he recalls Blue Mountain in her Youth. In this regard, this article endeavors to illustrate how the playwright by means of intermingling character and the symbol highlights theme of 'escape'.

Key Words: Theme, Symbol, Armada, Blue Mountain, Character

Destruction of Culture by Barbarism in Tennessee Williams' a Streetcar Named Desire

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Abstract

Tennessee Williams is one of the greatest playwrights of America which breathed life to both American drama and Broadway in the twentieth century. He also has been influential in the formation of American Drama identity which revolves around family affairs analyzed from psychological, social, and economic prism, albeit artistically. One of his plays which earned him respect and fame in the eyes of both drama critics and play goers was his masterpiece A Streetcar Named Desire which is a domestic tragedy. This play is well-known for the richness of its symbols and themes, and superb characterization, along with the artistic combination and interplay of the aforementioned elements by the playwright. Accordingly, this article endeavors to show how the playwright intermingles symbols and characterization in the play to move forward the theme of the destruction of culture by barbarism.

Key Words: Theme, Symbol, Character, Interplay, Culture, Barbarism, Destruction

Learning Styles as Predictors of Listening Comprehension Ability

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Abstract

The purpose of this study was to determine which learning styles (field dependence/independence, visual, auditory) can be predictors of listening comprehension ability and which one is the best predictor. The data for this study were gathered from a sample of 175 intermediate students of Safir English Language Institute, Qazvin branch. The students completed one questionnaire and one test, and then a test of listening was administered to students. To test the research hypotheses and answer the research questions, the multiple regression procedure was used. The results indicated that all of the learning styles, i.e. Field dependence/independence, auditory, except visual style can be predictors of listening comprehension ability, and auditory style is the best predictor thereof. The study furthermore suggests some theoretical and pedagogical implications for teachers, syllabus designers and material developers.

Keywords: Field dependence/independence, Visual, Auditory, Listening comprehension ability.

The Effects of Corrective Feedback Techniques on Students' English Vocabulary Pronunciation

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Abstract

This quasi-experimental study investigated the impact of two corrective feedback techniques (recasts and prompts) on students' pronunciation accuracy. Seventy-two students from Shahid Beheshti High School in Ardabil were assigned as the participants of this study. The data collected from three classroom-based studies; the two experimental conditions—one received corrective feedback in the form of recasts and the other in the form of prompts—and a control group. The instructional intervention, which was spread over a period of two weeks, targeted the final –s and –es endings' pronunciation, a difficult aspect of English pronunciation for these learners. To measure the students' prior knowledge of the targeted pronunciation, a pre-test was designed. Immediate post-test were administrated after the treatments were given to participants. Delayed post-test were administrated two weeks after the immediate post-test. Fill-in-the-blank, oral picture-description, and read-aloud tasks formed the materials of this study. Comparison of group means across testing sessions using a one-way repeated measure ANOVA consistently revealed that corrective feedback conditions had a positive effect on the learner's pronunciation accuracy. The effects of recasts were greater than those of prompts for increasing accuracy in the targeted pronunciation of final –s and –es endings.

Keywords: Corrective feedback, Recasts, Prompts, Pronunciation.

**EQ and Iranian Bilingual English Learners:
Any Relationship?**

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Abstract

English as 3rd language acquisition is a complicated process that can be influenced by some factors. So the primary objective of this study was to explore the effects of EI on learning English as a 3rd language among Iranian bilingual high school students. The participants were 30 senior students in Shahrekord, Iran majoring in Biology from Taghanak Ahrar High school. A series of instruments were used to obtain the related data including Oxford Proficiency Test, Bar-On EI Questionnaire. The study employed correlation method for data analysis. The result revealed that there was no significant correlation between EI and learning English as a 3rd language. The findings could be used as a guide for material preparation courses, course designers, and TEFL instructors.

Key Words: EI; Learning English; Bilingual

The Impact of Morphological Dynamic Assessment on EFL Learners' Reading Comprehension

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Abstract

Morphological awareness, refers to the ability to reflect upon and manipulate morphemes and morphological structure of words (Carlisle, 2003). The purpose of this study was to investigate the effect of dynamic assessment on EFL learners' reading comprehension. A secondary aim of the study was to examine which method of assessing morphological knowledge could predict and account for the EFL learners' reading ability to a larger extent. To fulfill these aims, 50 intermediate EFL learners were divided into experimental and control groups. The abilities of 25 EFL learners in the experimental group were assessed using a dynamic assessment procedure following Larson and Nippold (2007). The results indicated that dynamic assessment of morphology improved EFL learners' reading comprehension. Furthermore, the dynamic assessment task could predict EFL learners' reading comprehension over and above the static assessment task of morphology. The findings provided preliminary support for the usefulness of a dynamic assessment of morphological awareness within an EFL context. The study also found that morphological awareness as measured by the dynamic assessment made a significant contribution to the prediction of reading proficiency for intermediate EFL learners. Replication of this study with a larger sample size is warranted and may yield more generalizable results in support of using a DA to assess morphological awareness in the EFL context.

Keywords: Morphological Awareness, Dynamic Assessment, Reading Comprehension, EFL learners

**The Effect of Morphological Dynamic Assessment on EFL Learners’
Morphological Awareness**

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Abstract

DA is grounded in the Vygotskyan concept of the Zone of Proximal Development (ZPD) and includes mediated teacher-learner dialog during the assessment procedure. The purpose of this study was to investigate the effect of dynamic assessment on EFL learners’ morphological awareness. A secondary aim of the study was to examine whether there was a relationship between dynamic assessment and static assessment measures. To fulfill these aims, 50 intermediate EFL learners were divided into dynamic and non-dynamic groups. The abilities of 25 EFL learners in the dynamic group were assessed using a dynamic assessment procedure following Larson and Nippold (2007). The results indicated that dynamic assessment of morphology improved EFL learners’ morphological awareness. Furthermore, there was a relationship between dynamic assessment and static assessment measures. The findings provided support for the usefulness of a dynamic assessment of morphological awareness within an EFL context. The study also revealed that morphological awareness as measured by dynamic assessment can be effective in enhancing EFL learners’ morphological awareness. Replication of this study with a larger sample size is warranted and may yield more generalizable results in support of using a DA to assess morphological awareness in the EFL context.

Keywords: Morphological Awareness, Dynamic Assessment, ZPD, Morphology

**Effectiveness of exploiting dynamic assessment in teaching writing to EFL
intermediate level learners across gender**

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Abstract

Dynamic assessment (DA) is an alternative to standardized testing methods. DA is a method of conducting a language assessment which seeks the potential skills an individual learner is capable of naturally, as well as learning potentiality they possess. It puts emphasis on the process of learning rather than the product of learning (unlike traditional assessment). The present study tries to investigate the effectiveness of exploiting DA in teaching writing to EFL intermediate level learners; moreover, it takes learners gender into account. A total number of 60 randomly selected intermediate language learners (30 males, and 30 females) participated for the purpose of the present study. They were divided into two groups of 30 (15 males, and 15 females each). The five session treatment was the same for all the participants. The experimental group was assessed dynamically, while the control group was assessed traditionally. Two raters assessed the essays written by the participants. T-test results indicated a significant difference between the two groups. It can be concluded that DA, as a step by step process, leads to a better writing ability.

Keywords: Dynamic Assessment, Traditional Assessment, teaching writing, EFL learners

Communicative Competence in English Language Teaching

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Abstract

Language is used for self-expression, verbal thinking, problem-solving, and creative writing, but it is used essentially for communication. In this paper, we discuss about the communicative competence and role of that in English language teaching. To achieve the goal, we discuss briefly about English language teaching and relationship of that on communicative competence. According to the result of the study, the basic goal of learning is just communication. Communicative competence is fundamental for a successful life in our society as it is of great importance for all areas of life. Communicative competence is of central importance not only for scientific purposes, but also for practical application.

Key words: Communicative competence, English language teaching, methodology

On the Relationship between Iranian EFL Teachers` Interaction Style and L2 Learning Motivation

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Abstract

Having enough motivation to learn a foreign language is one of the main variables that affects the achievement of language learners. The present study attempted to investigate the correlation between L2 learning motivation and teacher interactional styles as perceived by teachers themselves and their students. The participants were 97 adult EFL learners who were studying English in a private language teaching institute in Iran. The participants' L2 learning motivation was measured using the Motivational State Questionnaire and their perception of their teacher interactional style was measured using Questionnaire for Teacher Interaction (student version) and teachers` perception of their own communication style was evaluated using Questionnaire for Teacher Interaction (teacher version). Descriptive statistics and Pearson product moment correlation were used to analyze the data. The results of the study reveal that learners` perception of their teachers` interpersonal style was significantly related to their L2 learning motivation. Also, it was found that students` L2 motivation was related to the teachers` perceived communication style, too. Based on the findings, it might be concluded that EFL teachers` communication strategies can be used as a way to motivate learners in EFL classes. Implications of the findings for teacher educators and teachers are discussed.

Key words: Interaction style, Learning motivation, EFL teacher, EFL learner

Iranian Foreign Language Teachers' Power Dominancy and Classroom Discourse

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Abstract

Classroom discourse has long been the topic of investigation in the field of applied linguistics. The presence and the usage of discourse and its fundamental role in classroom have been investigated by a number of researchers. This study aims to observe whether teachers who are teaching English as a foreign language use certain types of discourse to confirm their dominancy and control in the classroom. To this aim, thirty classes with intermediate level students from three different institutes in Isfahan, Iran were selected and observed for one semester and the teacher-student conversations were recorded and transcribed. Prior to this phase, three teachers were selected randomly and a pilot study was conducted in order to check the practicality of the study. In the last phase, a retrospective think-aloud procedure was conducted with the teachers and their reflection on their communication with the learners was recorded as well. The frequency of the instances of discourse and the situational comments and sentences uttered by the teachers were calculated and the reliability of the results was ensured through chi-square test. The results showed that the teachers made use of specific discourse and sentences in the classroom in order to ascertain their dominancy and gain the control of the classroom.

Keywords: Classroom discourse, Discourse, Retrospective think-aloud procedure, Think-aloud procedure, Teacher dominancy, Triangulation

A Quest of Her Own in Nature: A Psychoanalytical Study of Atwood's Surfacing

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Abstract

Surfacing is one of Margaret Atwood's most successful works. Accordingly, the novel has been studied from diverse points of view. This paper intends to present a psychoanalytical study of the protagonist of the novel according to theories of Kristeva and Jung. Surfacing is the story of a woman who uses the quest form in order to find her lost father, her identity, and her past ties. This unnamed protagonist is one who feels a sense of loss and melancholia; she exhibits strange behavior, loses her language and isolates herself. The protagonist suffers from an internal division that needs to be fixed; the whole novel deals with her journey to wholeness. The story may be interpreted as a process of individuation. Through the struggle to reclaim her identity and roots, the protagonist begins psychological journey that leads her directly in to the natural world. The nature acts as a tool of self-exploration, helping the protagonist to advance in her healing process. It is the aim of this paper to discuss how Margaret Atwood's melancholic female protagonist in Surfacing goes on a quest- journey in the wildness to deal with her sense of loss and regain a new life.

Keywords: Jung, Kristeva, nature, psychological quest, self-exploration

**Genre-base Discourse Analysis of obituaries announcement:
Affect of attitude, culture, religion**

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Abstract:

Obituary is one of the important text genres. Obituary is a published announcement of death. This study tried to investigate the rate of attitude and culture of people for selecting an obituary announcement. The present study analyzed linguistic and non-linguistic genres. Linguistic components such as: literary, text, poem, and verse of Quran and non-linguistic component like appearance. Forty-eight men and women of different level of education, age, occupation in Kerman, Iran participated in this study and questionnaire with 16 items was used for the purpose of this research. The participants were divided into three groups based on education, financial situation and age. Then, SPSS table frequency, diagram and bar procedures were used to compare the means of each group. The findings showed that different reason affect the obituary announcement discourse selection such as: gender, education, wealth, religion, and culture. Swales (1990), identifies genre as “a class of communicative events where there is some shared set of communicative purposes”.

In Swales’ (1990) approach to genre there are two kinds of obituary: optional and obligatory. This study has examined corpus of different obituary announcement from 1380-1394. The result showed obituary genres are in course of development in Iran.

Key word: obituary announcement, discourse selection, genre move analysis

Exploring the Relationship among Gender, Education Level and Iranian Teachers' Burnout

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Abstract

Burnout is a psychological condition of emotional and mental exhaustion due to extended stressors on the job (Maslach, 1999). Emotional exhaustion, depersonalization, and lack of personal accomplishments are three dimensions that constitute the burnout syndrome. Many studies have already been conducted to understand the various dimensions of burnout. The main purpose of this study is to explore the possible relationships among gender, education level and Iranian teachers' burnout in formal (public schools and universities) and informal (private language institutes) settings among 70 (54 male, 16 female) teachers from primary, secondary, high school and university levels in two provinces of Iran (Ardabil and East Azerbaijan). The research method chosen to this study is descriptive survey method of research. Three variables, gender, education level and burnout, are used for the study. Gender and education level are the dependent variables while burnout is the independent variable. The data were gathered through the application of the Maslach Burnout Inventory (MBI) questionnaire and the demographic questionnaire. The data collection process took 3 weeks. The data were analyzed by One-way ANOVA test, one sample t-test and independent samples t-test using SPSS version 19 software. Based on the findings, the level of burnout is higher among female teachers compared to male teachers. The study also found that there was no significant difference between teachers with different degrees (BA, MA and phd) and burnout level. Implications of the study are discussed, and suggestions for further research are made.

Keywords: Burnout, Gender, Education level, Teacher

The Relationship between Teachers' Creativity and Students' Critical Thinking among Iranian EFL Learners

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Abstract

The aim of present study is to find out whether there is any relationship between teacher's creativity and student's critical thinking or not among intermediate Iranian (EFL) Learners. A 60 -three item questionnaire on the basis of creativity and 30- item Likert-scale questionnaire based on critical thinking choice were utilized in this study. To fulfill the purpose of the study, 50 participants from among 70 university students majoring in English translation and TEFL were selected through administering a standardized Oxford Placement Test (OPT). Having applied the language proficiency test, the researcher distributed Honey's Critical Thinking Questionnaire to participants, then he dispatched the Torrance Test of Creative Thinking (TTCT) as well .The findings indicated that there was a moderate positive correlation between teacher's creativity and student's critical thinking. Based on the findings of present study, the researcher made some recommendations for teaching, teacher training, and classroom management.

Keywords: Critical Thinking, Teachers' creativity, Correlation, EFL Learners

What are the workings of the domesticated gothic on the family dynamics in Eugene O'Neill Long Day's Journey into Night?

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Abstract

Eugene Gladstone O'Neill is one of the most renowned playwrights of the twentieth century. He is the father of modern American drama who has written more than sixty plays. He has shaped the course of American Drama from 1915 to 1930. O'Neill's works have taken American theatre out of its infancy, and at once endowed it with strength and majesty. Drama is the most objective of the arts, but this great dramatist made personal experience the basis of his plays. This makes an understanding of his life and character indispensable for a proper appreciation of his plays. The current article attempts to investigate O'Neill's Long Day's Journey into Night from Gothic approach which present a Gothic portrait of the American family by borrowing dramatic techniques from the Gothic literary tradition in order to critique traditional American myths about the family including the belief that a type of social harmony will result if each family member adheres strictly to his or her prescribed role within the family.

Key words: Gothic, Family, Family dynamics, O'Neill

Alienation and Anxiety in Kafka's Selected Short Stories Based on Kierkegaard's Theory

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Abstract

Existentialism is a philosophy about the concrete individual. For Kierkegaard, true individuality is called selfhood. Alienation refers to the estrangement that occurs in the relation between an individual and that to which he or she is relating. This break in the relation occurs in a variety of forms, such as the estrangements between an individual and his or her social community, natural environment; own self or even God. Kafka's world is essentially chaotic, and this is why it is impossible to derive a specific philosophical or religious code from it. In fact, Kafka's works are among the darkest in literature because they are rooted in absolute disaster. They describe the situation of one who has lost the world belongs to exile. Moreover, his characters are all away from society and they live in their own world which makes them anxious.

Keywords: Anxiety, Alienation, Existentialism, Kafka

The Effect of Collocational and Synonym Awareness on Translation Accuracy among EFL Translation Students

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Abstract

The role of vocabulary in listening, speaking, reading and writing cannot be ignored. The use of synonym in vocabulary teaching activities can effectively enhance the vocabulary knowledge of students. However, there has been a paucity of experimental studies on the effect of collocational and synonym awareness on translation accuracy among EFL translation students. The purpose of this study is to add to the limited information in this field. This article examines the effect of synonym awareness on translation accuracy among EFL translation students. It employs a pre-test/post-test control group design. 30 Bachelor of Art (BA) male and female senior translation students were selected through convenient sampling. They were divided into two groups of 15. In the experimental group Persian – English translation was instructed by means of collocational techniques. Then students were required to paraphrase their translation by the use of finding synonyms in thesaurus dictionary, while in the control group classical techniques of translation instruction were used. After the instruction post-test was taken and translations were rated holistically by three experienced instructors. The result indicated that students were more satisfied about their translations and the translation of experimental groups outperformed the control group.

Key Words: Collocational and Synonym Awareness, Translation Accuracy, Translation Students

The Age Effect on the Acquisition of the Phonological System of L2

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Abstract

Some of the most commonly asked questions concerning foreign/second language learning and teaching are whether it is possible to acquire the phonological system of L2 perfectly and reach native-like or near-native proficiency in pronunciation and whether the best age for acquiring the phonological system of L2 is before puberty or after puberty. Many articles and books written in this regard have been reviewed and conflicting viewpoints have been weighed against one another. Some researchers believe that there is no barrier to acquiring native-like proficiency and provide evidence that some people perfectly acquire a language although they have started learning it after their puberty. However, others believe that after puberty the acquisition becomes increasingly demanding and foreign accent is distinguishable in learners' speech. In the end, it is concluded that there is an overall consensus among researchers that the best age for the acquisition of the phonology of L2 is before puberty and it is possible to reach near-native proficiency in L2 or a foreign language although it is difficult. However, further research is needed to confirm the findings.

Keywords: Phonology, Native-like pronunciation, Puberty, Acquisition

Personality Traits as Predictors of Metacognitive and Motivational Regulation

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Abstract

This paper examines to what extent personality traits can predict self-regulated learning. The researcher predicted that personality traits cannot predict self-regulated learning. For this aim, 190 participants were selected from different English language institutes named Ilia, Nashr Danesh, Baran, Sahand, Aras. After distributing the questionnaires, the number reduced to 165 participants. The a) Big Five Factor (BFI) (Costa & Mcrae, 1992), b) Metacognitive Awareness Inventory (MAI) (Nelson & Narens, 1990), c) Motivational Strategies for Learning Questionnaire (MSLQ) (Pintrich & DeGroot, 1990) have been applied for collecting data. Reliabilities of all questionnaires were verified with Cronbach's coefficient alphas. Correlation and multiple regression analyses were used with a sample of 165 students to examine the relationship between Big Five personality traits and learner self-regulated learning (motivational and metacognitive regulation). The results indicated that all personality traits except extraversion can be predictors of self-regulated learning. Being familiar with personality and improving self-regulation in a learning context can help learners to have positive attitudes toward learning new things and positive views of themselves as learners. Also, when subjects regarding self-regulation and personality are inserted in appropriate parts of a program and course book, teachers can facilitate language learning activities, and learners can benefit from a more detailed EFL context.

Keywords: Personality Traits, Self-Regulated Learning, Motivational Regulation, Metacognitive Regulation

Free Voluntary Reading (FVR) and Reading for Fun (RFF)

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Abstract

Remarkable and sorrowful reduction of the book circulation and declining of study time in Iran indicate a danger to our cultural society of Iran. Considering the importance of reading and studying in the society, the cultural authorities have planned to increase study rate among students and to spread this trend to all society. The president of Iran, Rouhani, in the opening ceremony of educational year of 1392-93 in Mehr 1392, asked for the allocating of a class time just for studying and allocating some hours to studying in a week or a month and giving a summary of what they have read at home (Khorasan newspaper, a morning newspaper in Iran, Tuesday, 2 Mehr, 1392). Iranian society has taken a distance from book studying. Reading book should be started from the first grade in elementary level. In developed countries, the elementary students read several books every week and they represent the book summaries to their classmates (Scientific foundation, 2008). The purpose of this study is examining Free Voluntary Reading (FVR) and Reading for Fun (RFF) to motivate and create positive attitudes towards reading in students. The research method was descriptive and metaanalysis. Several new scientific articles have been reviewed and analyzed. The findings show that we can enhance the students' reading time through using FVR and RFF. The results show that this strategy of reading has 81 advantages (Krashen, 1993) and it motivates students and causes positive attitudes in them towards reading and studying. These strategies are very efficient and new, and they are considerably different from the previous methods, so that they can increase reading time among the students and consequently among all members of society.

Key words: Free Voluntary Reading (FVR), Reading for Fun (RFF), Reading Rate

A Teachers' Action Research: Diminishing Students' Foreign Language Classroom Anxiety

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Abstract

Foreign language anxiety is a general difficulty experienced by a large number of students worldwide. Taking proper measures to address this problem is of utmost significance. In this regard, this study attempted to delve into the anxiety problems of a group of Iranian students in an English language classroom. The first stage was identifying the problem through a questionnaire. Then, focused interviews were carried out with all the anxious students to find the causes of their anxiety and to recognize what the teachers can do to alleviate their problem. Multiple causes of foreign language classroom anxiety surfaced from the content analysis of the interviews, which can be categorized under three main themes; namely, tests, course materials, and stakeholders. Test anxiety of students was due to task difficulty, task format, time limit, test content validity, lack of preparation, and fear of failure. Anxiety instigated by course materials was because of uninteresting and difficult materials. Stakeholders who caused anxiety were teachers, peers, and parents. In addition, the actions that instructors can implement in an EFL classroom in order to surmount foreign language anxiety were explored. Lastly, an action plan was developed and carried out. The action plan proved to assist the anxious students in the current study to decrease their anxiety. The outcomes of this study have a number of important implications for future practice.

Keywords: Foreign language anxiety, Teachers' role, Action research

The Effect of Learners' Language Proficiency on Using Vocabulary Learning Strategies

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Abstract

The purpose of this study was to investigate the effect of learners' language proficiency on using different vocabulary strategies. Two groups of students with different levels of proficiency (high and low) were selected by a proficiency test among 254 students of an institution. They were 254 male & female students of an English institution in Tehran. For some sessions, these students became familiar with different strategies for vocabulary learning. For observing the effect of language proficiency, some reading passages with new words were given to them that they were asked to use different strategies to learn the meaning of words and also researcher used a questionnaire that students answered and that was related to the strategies the students used for learning the meaning of words in the test. Results of the test and also observing the questionnaires showed that students in high group used more vocabulary learning strategies with higher frequency than students in low group.

Keywords: Vocabulary learning, Learning strategies, English proficiency

The Effect of Glosses on Incidental Vocabulary Learning of Iranian EFL learners

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Abstract

Reading passages contain many new words. Looking up every word in the dictionary and finding the exact meaning can be a difficult job for learners and may hinder the process of reading. Providing glosses helps learners overcome this problem and also learners can have a better comprehension of the text. The aim of the present study is to investigate the effect of glosses on incidental vocabulary learning. To this end, 45 Iranian EFL learners were selected from 70 based on their performance on KET test. They were randomly divided into three groups of 15. Ten reading texts were selected and unfamiliar vocabularies were glossed in three ways: pictorial, textual and pictorial-textual glosses. Participants were required to read the texts under one of the three conditions. After the completion of ten sessions of treatment, participants were given a vocabulary post-test to measure vocabulary learning. The results of the study revealed that the group receiving the combination of pictorial and textual glosses outperformed the other two groups. The findings can be of great importance for language teachers and material developers.

Keywords: Incidental vocabulary learning, Gloss, Pictorial gloss, Textual gloss, Pictorial and textual gloss

**Short Story Workshops as Complementary to Top Notch Series Curriculum:
Content-based and Balanced Approaches**

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Abstract

In recent years, incorporation of literature in EFL curricula has increased due to features like authenticity of materials, cultural and language enrichment, affective knowledge and creative and critical thinking opportunities. Based on the content-based approach, choice of contextualized content that takes into account students' cultural interests and motivation is vital. Also, to the balanced approach, teaching is a research-based process with a combination of both skills-based and holistic approaches. The final aim is to turn students into self-motivated lifelong readers and writers. Different course books, despite having much comprehension, lack suitable content for Iranian teenagers, dealing more with meaning than form and lack context for grammar or vocabulary repetition. Drawing on the above approaches, this study made use of short story workshops along with a review of Top Notch series in class to provide students with depth of knowledge about grammar and writing strategies. We designed two Top Notch (3B) classes in an Iranian institute, each with 20 low intermediate students, class A as control, attending short story workshops for 12 sessions and reviewing top notch 3B for 6 sessions for the entire term. Top notch grammar was taught by 1-2 page short stories rather than by the book's de-contextualized grammar. Class B did not go through this procedure. A comparison between the two classes through a final parallel exam showed that class A, through a questionnaire, it was made clear that while most students in class A were more satisfied with the workshops and obtained better scores, most students of the class B were not truly satisfied with some of the Top notch contents and wished for substitute or complimentary materials.

Key word: Short Story Workshop, Content-based, Balanced Approach, Top Notch

Double Colonization in John Maxwell Coetzee's *Waiting for the Barbarians*

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Abstract

The concept of double colonization is one of the crucial issues for showing the status of people, and especially women, in colonized societies. The marginalization and subaltern are broad categories that characterize individuals, whose voices and actions have been muted, drastically reinterpreted, lost, or consciously swept away. The South African novelist, John Maxwell Coetzee (1940), depicts the situation of people in South Africa during both apartheid and post-apartheid regimes in which colonized people, particularly women, are colonized by colonizers. Coetzee's *Waiting for the Barbarians* (1980) shows injustice and marginality coming mainly from imperialism and corrupt system of South Africa. In this paper, postcolonial theories of Edward Said (1935-2003), and Gayatri Chakravorty Spivak (1942) are used to analyze people's condition in countries which experience colonialism and post-colonialism. Women in South Africa are encountered with double colonization and subaltern by both imperial system and male-dominated society. In *Waiting for the Barbarians*, the language of dominance should support oppressive people, characters, and especially women; therefore, they are considered as other and inferior in community.

Keywords: Colonized, Marginality, Imperialism, Edward Said, Other

Illustration Allegory of Post-apartheid in Coetzee's Disgrace

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Abstract

This article powerfully attempts to depict allegory of post-apartheid to enhance communication social, political and historical reality of the South Africa in the novel of Coetzee's Disgrace. In this study, allegory is the most appropriate tool to express the reality in a distanced/alienated manner and J. M. Coetzee uses it to its fullest in giving the truest picture of life through his novels. In particular, this study investigates allegory as powerful literary medium for portraying hidden social disorder in the setting of Coetzee's works and how the novel criticizes Coetzee's Disgrace as a postcolonial allegory for the rising dominance of the oppressed black South Africans, the consequences for those in positions of power and the repentance and gradual acceptance of past mistakes by white South Africans. This study also benefits from Michel Foucault's perception of power, authority, knowledge and truth in analyzing the experience of South African society, and Paul De Man's theories on allegory to depict and the concepts of 'allegory' as a medium by which Coetzee manages to write under the apartheid and post-apartheid regime. By examining Coetzee's works with a great scrutiny, this study attempts to highlight how literature and society are complementary to one another, and to demonstrate that J.M. Coetzee in his novel respectively tries to rectify the popular misconception of post-apartheid.

Key words: Allegory, Post-apartheid, Post-colonialism, Paul De Man, Michel Foucault

An Examination of Thematic Markedness, Propositional Content, and Textual Naturalness in two Translations of the Same Source Text

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Abstract

In this study, two Persian renditions of an English source text were taken into examination in terms of thematic markedness of one cleft structure (It-clefts) and two pseudo-cleft structures (wh-clefts and all-clefts), the underlying propositional content, and the textual naturalness. The results of the study have shown a great agreement in the thematic structuring of both translations, and a significant disagreement between them and the source text. The underlying propositional content of the sampled sentences has not shown any specific deviations from the source. It has also been found that a thematically marked rendition do not necessarily have any particular and meaningful effects on the degree of naturalness and accuracy of the translated texts. The main founding of this study is that translators are mostly ignorant of thematic arrangements, and textual markedness of source text constructions are mostly disregarded by them.

Key words: Thematic markedness, Propositional Content, Textual Naturalness, Translation

Language as a Gendered Property in Doris Lessing's Feminist Utopia, The Cleft

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Abstract

Lessing's *The Cleft* is the story of a woman-only community existed long before the sudden appearance of Monsters (males). Clefts were the owner and master of language until the birth of Monsters, and the eventual establishment of Men's system and values. As a result of men's dystopian system, they not only lost their ability of asexual productivity, but also their supremacy over language. Lessing has tried to re-conceptualize the man/woman dichotomy and to present its readers with an alternative in which male and female would live as complementary halves together as equal humanity. The role of language as a gendered property in the utopian/dystopian context of the novel is undeniable. The paper tends to consider language both as the property of woman writers, here Lessing; and as a gendered-ability of human to communicate. Language has the capacity to free a woman, to engage her in fantasy, and to help her to become empowered; and Lessing, through her own version of history, has the chance to put this order in reverse, and deconstruct the notion that language is Man-made. Women writers use language to play with patriarchy, and to formulate feminist alternatives to the system of sexist reality constructed by men (Barr, 1987, p. 188). In *The Cleft*, one of the cores around which the novel's Utopian and Dystopian dispositions confront each other, is the linguistic struggle one.

Key words: Doris Lessing, Dystopia, Gendered language, the Cleft, Verbal hygiene theory

Domestication and Foreignization: Translation of Cultural Items in Literary Texts

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Abstract

Primarily, it is about significant strategies that rise above linguistic boundaries and make bewildering situation for inexperienced and even experienced translators with the names of domestication and foreignization. They are more concerned with the two cultures. So framework for this study is Venuti's domestication and foreignization that their roots are traced back by Venuti to Schleiermacher. Philosopher Friedrich Schleiermacher in an 1813 lecture on the different methods of translation argued that there are only two; either the translator leaves the author in peace, as much as possible, and moves the reader towards him; or he leaves the reader in peace, as much as possible, and moves the author towards him. The question concerns with the translation of cultural items in literary translation, what will we do and what should we do? For answering this questions, I selected cultural items from the novel the Third Man by Graham Green that Mohsen Azarm (1390), exerts domestication by adapting literary items as usual and clearly domesticates it and Behroz Tourani (1360), prefers foreignization, that are common strategies between translators. In this study, I selected cultural items from this novel and gave them to 20 students of last year of translation studies in university college of Daneshvaran to translate them. Consequently, these translators decided that, it is culturally variable and their translations shows that they prefer to translate source-oriented and foreignized the cultural items.

Key words: foreignization, domestication, cultural items

Efficiency of Short-Term In-Service EFL Teacher Education Programs in Zanjan City

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Abstract

The short-term in-service EFL teacher education programs are assumed to be of crucial importance in upgrading teachers' methodologies and gearing their teaching more closely to the students' needs. Therefore, a dynamic in-service program for EFL teachers is needed to keep abreast of the time. The present study aims to investigate the EFL teachers' perceptions of efficiency of short term in-service teacher education programs in Zanjan city. 200 EFL teachers from Zanjan province (1 & 2 districts) were participated in this study. The data collected through the Course-evaluation questionnaire with "five-level Likert scale". The results were analyzed through both descriptive and inferential statistics. The findings showed that: a) EFL teachers had different perceptions towards the content efficiency, on presenting the kinds of applicable techniques in their teaching process, on enabling them to be reflective teachers, on the quality of the provision and executing of in-service programs and on teachers' teaching experience; b) there is no difference in satisfaction of teachers who had studied TEFL in teaching training centers with non TEFL teachers; and female and male teachers had the same perceptions about in-service courses.

Keywords: Efficiency, In-service Teacher Training, Pre-service Teacher Training, Teacher Education, Teacher Training

The Long Path of Translation through Multimedia Translation, Strategies; Case Studies of the Black Market Subtitled Materials

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Abstract

Subtitling is one of the newly growing interests in Iran, and English films are presented in original language with either English (intralingual) or Persian (interlingual) subtitling; but in this long path, inexperienced translators, actually, will be faced with so many problems. In this study, the researcher has focused on strategies introduced by Gottlieb and the question concerns with the applicability of these strategies; which one of them is mostly used in the black market subtitling? For answering this question, six action movies (Homefront, Good people, Sabotage, Fast and Furious 5, 6 and 7) with their black market subtitled materials were chosen. So, framework for this study is Gottlieb's translation strategies for subtitling. From among these six movies, 87600 Frames, totally 60 Min were selected randomly and were analyzed. Consequently, transfer is mostly used in black market subtitling. After transfer, paraphrase is the second one. Black market translators utilize these two strategies with high percent in subtitling.

Keywords: Multimedia, Black-market, Subtitling, Gottlieb, Strategies

The Implied Reader in the Little Prince

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Abstract

The Little Prince (1943), the most famous novel by Antoine de Saint-Exupery, is among the best-selling books published. The present study investigates the implied reader in The Little Prince. To this end, based on Aidan Chambers's five principal techniques in determining the concept of the "Implied Reader", the novella will be analyzed. These elements include point of view, style, intermission, tell-tale gaps, and taking sides. There has been much study on the novella, but since no academic study has yet focused on the implied reader, the author of this study hopes that the results would help scholars to focus more on the significance of the reception studies in children's literature. The results reveal that although the application of some of the techniques presented by Chambers proves that children are among the audience, the dominant style (consisting of imageries, symbols, and themes) and tell-tale gaps are the means by which the true audience are revealed. As the conclusion, it is manifested that adults (or as Saint-Exupery calls them 'the grown-ups') are the implied readers of this novella.

Key words: Implied Reader, Aidan Chambers, The Little Prince, Reader-Response Theory, Antoine de Saint-Exupery

Dramatic Epic of Hamlet; Epic, Tragedy or None

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Abstract

This paper tries to investigate Shakespeare's possible intention of pioneering a new genre, dramatic epic. The simultaneous composition of Troilus and Cressida, which is an adaptation from Homer's epic, Iliad and Hamlet, the longest tragedy of Shakespeare, might have made Shakespeare ambitious of trying his hand in a different genre which could have approximated the measures of epic. As Troilus and Cressida is an originally epic work which shares the features of tragedy; similarly Hamlet can be evaluated as an original tragedy which shares the features of Epic, in its length, language, tradition and form. This paper will attempt to find out how much of an epic Hamlet can be seen rather than a tragedy.

It seems that one experimental spirit in the Sixteenth Century was maneuvering over prose, poetry and theater. Marlowe contributed to altering the English drama by creating an unprecedented theatrical language. Sidney was fond of incorporating genres in poetry and prose but he was against intertwining genres in theater. Later on, some writers, especially Shakespeare, undertook the task of pioneering and experimenting it in theater. Sidney disapproved of the violations of time and space regarding Aristotelian unities but Shakespeare's plays broke these rules.

Keywords: Hamlet, Tragedy, Epic

The Effect of Using Flashcard on Iranian Guidance School Students' Vocabulary Learning

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Abstract

This study investigated the effects of flashcard on vocabulary learning of students. First the researcher administered the pre-test, then taught vocabulary by using flashcards in two weekly sessions of 50minutes over a month in eight sessions in one class (males), this class was experimental group and named group1, and in the second class(females) did not use flashcards in teaching vocabulary. The researcher administered the post-test after finishing the sessions. The numbers of the participants were 30 students of one guidance school in a village. Two tests were used to compare the two groups of students. First the researcher holds a pre-test before started to teach vocabulary. After finishing sessions of teaching, he administered the post-test. Then precisely the scores of students in the pre and post tests were calculated. In order to compare the scores of the two groups the researcher used T-test. The analyses of two scores by T-test indicated that the male students (group1) who used flashcards in their classes did significantly better ($M=9.96$, standard deviation= 4.89) than the females class (group2) ($M=5.50$, standard deviation= 4.66) according to their Means. So the results show that flashcards have a positive effect on students' vocabulary learning. And the results proved that there is a significant relationship between flashcards and the students' vocabulary learning. According to post-test scores ($sig=0.016$) indicated that the researcher hypotheses was proved. Findings of the study suggest the need for using facilities like flashcards to foster of students' vocabulary learning

Key Words: Vocabulary learning, Flashcards, Language learning, Pre-test, Post-test

A Relief after the Grief:

A Comparative study of William Shakespeare's and Thomas Hardy's Treatment of Love

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Abstract

Tragedy of Romeo and Juliet could be considered as the tragic love story in its extremist sense. As one reads the play one can witness how cunningly Shakespeare slowly but surely makes certain his audience could savor the sweet taste of a true love yet at the same time taste the bitterness of leaving that true love unfulfilled as well. By doing so, Shakespeare conveys a message that true love is not possible in this mortal realm. But possibly under public pressure Shakespeare might have been left with no choice other than appeasing his audience after a one-year gap by bringing a love comedy, A Midsummer Night's Dream, milder in nature to alleviate the injuries inflicted upon the defeated expectations on the failure of the fulfillment of the true love in the earlier play. In his last comedy which marked Shakespeare's farewell to stage he still used magic to unite the lovers but later on excluded its use. Thomas Hardy, however, failed to accomplish the fulfillment of love after his fourth well-received novel. As other pessimistic novels followed so did the negative reaction of his society which heightened in his last tragedy forcing him to surrender his pen. This study hopes to shed light upon the process in which Shakespeare used many devices in order to relieve his audience from the earlier tension, yet Thomas Hardy boldly insisted that romantic passion is a dangerous and heartbreaking illusion.

Key words: Romeo and Juliet, A Midsummer Night's Dream, The Tempest, Jude the Obscure, love and audience.

**Genre-base Discourse Analysis of obituaries announcement:
Effect of attitude, culture, religion**

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Abstract

Obituary is one of the important text genres. Obituary is a published announcement of death. In this study, we tried to investigate the rate of attitude and culture of people for selecting an obituary announcement. The present study analyzed linguistic and non-linguistic genres. Linguistic components such as: literary text, poem, and verse of Quran and non-linguistic component like appearance. Forty-eight men and women of different level of education, age, and occupation in Kerman, Jiroft, south of Iran participated in this study and a questionnaire with 16 items was used for the purpose of this research. The participants were divided into three groups based on education, financial situation, and age. We used SPSS table frequency, diagram and bar procedures to compare the means of each group. The findings showed that different reasons affect the obituary announcement discourse selection such as: gender, education, wealth, religion, and culture. In this research, we adopted Swales (1990) approach to genre move analysis. Swales identifies genre as "a class of communicative events where there is some shared set of communicative purposes". Swales' (1990) approach to genre move analysis, there are two kinds of obituary: optional and obligatory, this study has examined a corpus of different obituary announcements from 1380-1394. The result showed that obituary genres are in a course of development in Iran.

Key word: Obituary announcement, Genre analysis, Discourse selection, Genre move analysis

Poetry Workshops for Teaching Vocabulary and Writing: Multiple Intelligence and Phonics Approaches

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Abstract

Incorporation of literature, i.e. Poetry, into EFL curricula and methodologies has increased since 1990s. In Iranian Institutes, however, there is still a gap and need for consideration of literature. Most of the institutes stick to a fixed curriculum which stands rather distanced from literature than close. This study aims at evaluating the effect of teaching vocabulary and writing procedures through poetry to advanced students who have almost finished Summit 2B books and have time for a complementary program. Poetry has specific features that make it suitable for teaching language to EFL classes. Drawing on phonics and multiple-intelligences approaches, a teacher can engage students' talents, i.e. Painting/drawing, playing music for a musical poem, creative writing, etc. To produce a more communicative atmosphere and higher rate of participation in classrooms. Vocabularies and organized writing can be better memorized, recalled and practiced if students are exposed to authentic literary materials, i.e. Poetry. Holding several workshops, William Blake's poetry— Songs of Innocence and Songs of Experience— was selected for teaching vocabulary and paragraphs of description (e.g. Human character), comparison and contrast (i.e. between the songs) for 2/3rd of the entire 18-session semester. Drawing on Hess's model of teaching poetry to advanced classes (a nine-step process), poetry of William Blake was taught. As the students' writing papers and exam results on Summit books in the previous terms were at hand, this made data analysis easier. Through both qualitative and quantitative exams at the end of the last semester (paragraph essay writing, questions on vocabulary and writing and questionnaire, students' abilities were assessed and compared with their own status in previous semesters to see if they outperform themselves; it was made clear that most students agreed upon poetry as a great help to their EFL learning process and got better scores (by 10%) compared with their previous term.

Key word: Poetry Workshop, Multiple Intelligence, Phonics Approaches, Summit 2, William

Simulated Signifiers in Don Delillo's White Noise

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Abstract

This study is concerned with Lacanian's Psycho-lingual concept for simulation in accompaniment of Ferdinand de Saussure and Jean Baudrillard in Don delillo's White Noise. Lacan reshaped Freudian psychiatry and suggested that unconscious is structured like a language, which gives language a key role in constructing our picture of the world, but also allows the unconscious to enter into that understanding and dissolve essential distinctions between fantasy and reality. The researcher tries to investigate Lacanian theory about language in White Noise and how is replaced reality with simulation by using language .Also, in this study researcher tries to use F.de Saussure's and J.Baudrillard's beliefs about how simulation works in relation of signifiers in language framework of Jack Gladney. The protagonist of the novel, and all persons around him are captured in endless chain of signifiers, and their signification is imposed unconsciously by a mysterious system to manage individuals' behavior to show that simulation is realer than real.

Key words: Simulation, Reality, Signifier, Unconscious, Language

**On the Analysis of Bilingualism in Iran and its Effect on English Vocabulary
(The Case of Persian-Turkish Language)**

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Abstract

It is known that language is a means of communication, weather it is English, Turkish, Japanese, or Persian; therefore, bilinguals would be more successful in communications, because knowing new languages opens new horizons. The objective of the present research is to know whether an Iranian bilingual student, who knows Turkish as the second language, could have a better and enriched vocabulary in English language, in comparison with the monolingual students, the ones who know only Farsi language. To carry out this study, a population of BA students majoring English translation of Tabriz University were selected based on convenient method. Thirty male and female students were selected from among the population who were originally from Tabriz (bilingual ones) randomly. The monolingual students of that university who were not originally from Tabriz were classified in the control group. A general English proficiency test and a questionnaire were administered to both groups. Results of the collected data showed that the bilingual students act better than the control group; therefore, there is a significant relationship between bilingualism and better knowledge of vocabulary.

Keywords: Bilingualism, Vocabulary, Turkish, Language

English Language Teachers; Opportunities and Challenges in the Twenty-First Century

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Abstract

The argument throughout this study is that English has become the global language for communication in industry, business, scholarship, entertainment, advertising, and diplomacy and, more recently, the Internet. It is taught in different settings with learners of different sociocultural backgrounds, different aspirations, and of different ages. It has now been established that learning to teach is a complex process and teaching in the twenty-first century is one of the controversial and thought-provoking questions the author poses in this article. As educational leaders, classroom teachers, students and parents will agree, 21st century teaching carries with it a complicated mix of challenges and opportunities. The challenges facing the world are huge and the answers lie in teachers' hands. Challenges include the issues of teacher turnover, accountability, changing student populations and student expectations, mounting budget pressures, and intense demand to build students' 21st century skills. On the opportunity side of the equation, the growing capacity, capability, and power of technology based tools and resources give the education community the ability to address these challenges successfully. With strategic use of 21st century learning tools, educational institutions can provide the supportive productive environment educators need to reach, teach, and support each student's learning needs and potential. The significant change in world warrants a response in how we prepare teachers. This article is an effort to share the contributors' knowledge, experience, and ideas with colleagues, particularly with novice language teacher educators, but many can be adapted to professional teacher development programs.

Keywords: teacher education, development, 21st century, opportunities, challenges

A critical review of “Learning to think and thinking to learn

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Abstract

This article is an attempt to have a critical review of a globally-known textbook entitled “Learning to think and thinking to learn” written by Stuart Maclure and Peter Davies. Although the ideas seem to be quite challenging and revolutionary, the writer tries to question some conceptions proposed by the author. It seems essential for both language teachers and language learners to know how to think. However, it was posed by the writer that first we should learn how to think before our endeavor to employ our thinking for further learning. Some claims made by the author sound to be plausible to be implemented and adopted for both Native and non-native speakers of English. Some abstract reformulation of constructive concepts and percepts do not seem to suffice. More grounds are required to be made and stakeholders, language assessors, curriculum developers, and syllabus designers may be cooperatively called for more crystal and direct implementation of learning to think and accordingly thinking to learn.

Keywords: CoRT, Textbooks, Reformulation, Concepts, Percepts, Revolutionary, Challenging, Constructive, Endeavor, Curriculum developers, Syllabus designers

A Critical Review of English Language Teaching and the Postmethod Era

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Abstract

This article is a critical review of practices in ELT (English language teaching) (particularly in Iran) and investigates to pave to way for partially comprehended concept of post-method in the modern era. Accordingly, it tries to challenge some misconceptions prevalent in ELT contexts especially those ones presumed to or attributed to ELT practitioners and stakeholders. As such, the writer probes and poses some preliminary questions for which, many people conceive to know the answer, while it is not necessarily the case. In conclusion, the author believes that it is time to get into post-method era or welcome its revolutionary as well as humanistic principles.

Keywords: Language teaching method, Post-method era, Critical review, Sociocultural theory, Humanistic approach

Translation of Personal Proper Names in the subtitling of Animation Movies

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Abstract

Translation has many challenges, one of which is the problem of translating proper nouns (pns). The focus of this study lies within translation of personal names, which are a subclass of proper nouns. The translation of personal proper names seems to be an effortless task, but several minor setbacks may occur during the process of the translation of these items. This paper presents some translation techniques proposed by various researchers in this regard, then aimed at determining the translation procedures involved in the translation of personal proper names in 3 animation movies: Smurf1, Smurf2, Mr.P Body, Lego movie. The framework of this study was Newmark's (1988a) translation procedures for translating proper names in general. The study also attempted to identify which methods of translation in this case had best conveyed the national flavor of the original text. The study concluded that two procedures, i.e. Transference and naturalization, were applied in the subtitling for translating personal proper names.

Key words: naturalization, personal proper name, transference, translation procedure

The Effect of Cultural Linguistic Quran Ayat Signs on Male and Female Foreign Tourists' Attitude

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Abstract

This study investigates the effects of Cultural Linguistic across Quran Ayat Signs on Male and Female Foreign Tourists' Attitude in Isfahan city. Quran Ayat were written on signs which emplaced on Iran's city walls. They are in three languages; Arabic, English and Persian. However, any study on this topic has been done." what is the effect of QAS on Male and Female Foreign Tourists' Attitude?" is a fundamental question in Cultural Linguistic area. It was hypothesized that the effects of Cultural Linguistic QAS is more positively related to Male and Female Foreign Tourists' Attitude. This study has two goals: (1) finding the effects of these signs on Male Foreign Tourists' Attitude and (2) Female Foreign Tourists' Attitude toward Iranians' culture. A questionnaire was used to collect data from about 60 tourists both Male and Female Foreign Tourists. The preliminary results of the research showed that Tourists' from different cultures initially have different Attitude about QAS. The findings from the research are: first, female foreign tourists rate transferring our culture and conceptualizations through these signs very good. Second, using metaphor and explicit meaning in sentence structure has encouraged them to developing their knowledge about language and culture of Iranian people. The findings offer development of these signs in Germany, French, Russian and Korean or two other more languages.

Key words: Cultural Linguistic, Quran Ayat Signs, Foreign Tourists' Attitude, gender

Visual Evaluation of an ELT Textbook: Gender Bias and Instructional Purposes

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Abstract

Unfortunately there exists gender bias against women in today's societies, particularly in some developing countries. While females nowadays comprise a great majority of the work force all around the world, they are assumed as the weaker sex associated with stereotypical roles as stay-at-home mothers. Such an assumption might be reflected in English language teaching (ELT) materials, affecting second/foreign language (L2) learners' attitudes, viewpoints, and their choice of language in L2 communication. This study aims to investigate several potential areas of gender bias in the pictorial representation of women and men in Top Notch (2B) textbook, an ELT textbook taught in many English language institutions in Iran. Also, it seeks to examine the instructional purpose of the pictures in the textbook. In so doing, the pictures in the above textbook were analyzed, with a focus on gender discourse, in terms of visibility of males and females, occupation, and activities in which they were depicted. Moreover, the functions, including decoration, reiteration, representation, organization, interpretation, and transformation, that the pictures serve were examined and the frequency and percentage of each category were obtained. Content analysis of the textbook revealed that there existed no gender bias against females as regards visibility, occupations, and activities. Also, majority of the pictures (about 75%) represented at least one of instructional functions. Moreover, some of the pictures (about 24%) were used for decorative purposes. Findings suggested that Top Notch (2B), in general, was not male-oriented and gender-biased as regards visual representation of occupations, activities, and visibility. Findings would help pave the way for ELT material developers and teachers to avoid gender bias in their educational endeavor and to make the best use of visual elements in their pedagogical instructions.

Keywords: Textbook evaluation, Gender bias, Instructional purposes

A Study of EFL Students' Metacognitive Awareness of Reading Strategies

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Abstract

Reading is a complex skill and some English as a foreign language (EFL) students have difficulties in comprehending academic texts. Moreover, research has showed a positive relationship between metacognitive knowledge and success in reading comprehension. This study was intended to assess metacognitive awareness and perceived use of reading strategies of EFL university students in reading academic texts in English. It also examined the differences between more proficient and less proficient EFL students in the perceived use of metacognitive reading strategies in reading academic texts. To these ends, 75 university students participated in this study. Based on their scores in a reading comprehension test, they were divided into more and less proficient readers. To collect data, Survey of Reading Strategies (SORS) and Test of English as Foreign Language (TOFEL) were used. The results revealed that the students reported using the overall strategies at a moderate frequency level. The most frequently used reading strategies were problem solving strategies followed by global and support strategies respectively. Furthermore, the more proficient group significantly outperformed the less proficient group in problem solving, global and support reading strategies. The findings of this study can help less proficient students to improve their reading comprehension and lead them to autonomous learning.

Keywords: Reading comprehension, Reading strategies, Metacognitive strategies

A Correlational Study of EFL Reading Comprehension, Reading Anxiety, and Reading Motivation

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Abstract

The main purpose of this study was to investigate the causal relationship among the reading anxiety, reading motivation and EFL reading comprehension in Iranian EFL learners. In other words, it attempted to determine how well this set of variables predicts reading comprehension of Iranian EFL learners. To do so, a descriptive study was adopted. The data through 2 different questionnaires, EFL Reading Anxiety Instrument (EFLRAI) by Zoghi (2012), and Motivation for Reading Questionnaire (MRQ) by Wigfield and Guthrie (2000), and also the learners' Reading Comprehension Scores, collected from among 100 learners who were studying English as a foreign language in ILI Pars Abad Moghan Branch. The obtained data were analyzed by means of the statistical software program (SPSS) through an advanced statistical test named the multiple regression method. The results showed that EFL reading motivation along with EFL reading anxiety can significantly predict the criterion variable of reading comprehension i.e. %38 of variance in reading comprehension scores are due to the predictor variables in this study. Besides, the predictor variable of EFL reading anxiety was found to be the best predictor (53% of the variance) of reading comprehension. The findings of this study can be of a great help for EFL teachers, both in schools and private language institutes, in their classrooms when teaching foreign language reading comprehension. They will be aware of some factors which influence the learner's performance in reading a foreign language. They will also be able to prepare a better condition for the learners to improve their reading comprehension in EFL classes. The other implication of this study goes to teacher training programs. The aim of such programs should be familiarizing the teachers with the most useful methods and techniques of teaching.

Key words: Foreign language reading anxiety, Reading motivation, Reading comprehension

The Effect of T-Coding on Iranian EFL Learners' Vocabulary Retention

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Abstract

Vocabulary is a prerequisite skill in learning to read and write. Language learners use vocabulary as a mean of reception and expression to acquire and convey meaning. Several students declare that they usually memorize words through repetition, making notes, explanation, translation, using flash cards, and other conventional techniques. Therefore, being able to remember new and unfamiliar word is outstanding for their success. Language learners may encounter some difficulties when applying such strategies. This may consequently lower their motivation. Because of that, it is required for students to know some techniques to learn, retain, and recall vocabulary in different conditions. In this study, an attempt was made to find out the effectiveness of T-Coding (a new version of mnemonics) on Iranian EFL learners' vocabulary retention. For this purpose, 80 Iranian EFL learners at intermediate level of language proficiency, were selected and participated in this study. There was no limitation regarding their age. To ascertain the homogeneity of the learners, the researchers carried out a Nelson Proficiency Test. The participants were assigned into two groups of 40, experimental and control. The experimental group was instructed 150 pre-selected words through T-Coding, and the same vocabularies were given to the control group in a conventional way. The findings revealed that instructing words through T-Coding method is much more influential than through the conventional method, it means that those who learned words via T-Coding method were retrieved well both in the process of immediate and delayed retention.

Keywords: Vocabulary, Mnemonic, T-Coding, Immediate Retention, Delayed Retention

The Effect of Competitive Role-play Task on Young Adult Persian EFL learners' Fluency

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Abstract

The present study was an attempt to find the effect of using competitive role-play (CRP) task on EFL learners' fluency. The researcher aimed to find out whether or not the use of CRP task results in improvement in EFL learners' fluency in their oral production. Seventeen female pre-intermediate EFL learners from two intact classes participated in this study. The pre-test results were analyzed to make sure of the groups' homogeneity, and the groups were proven to be homogeneous prior to the study. Participants in the experimental group were required to do CRP task every other session during 20 sessions. Participants in the control group, meanwhile, were not required to do the task but only practice the usual speaking practices available in their course book. Results revealed that the use of CRP task assisted subjects in the experimental group to outperform those in the control group in terms of fluency both in the pre- and post-tests. In conclusion, it is claimed that the use of CRP task improve EFL learners' fluency in oral production in terms of the rate of speech.

Keywords: Role-paly, Fluency, Competitive task, EFL learners

**Patterns of Translation of Sadness Metaphors from Persian into English:
A Cognitive Analysis**

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Abstract

The preservation and reproduction of a source metaphorical expression in the target language is a problematic challenge for translators. The aim of this study is to examine the translation of emotive metaphorical expressions of sadness from the Persian novel “Savushun” into English. Emotive metaphorical expressions relating to sadness from the source text and two target texts are identified. Subsequently, the conceptual metaphors underlying the metaphorical expressions in the source text and the target texts are investigated. Using the framework of metaphor identification procedures (MIP), and conceptual metaphor theory (CMT), the study attempted to identify the patterns used in the translation. The particular concern is whether the translations of the metaphorical expressions from the source text are instantiations of same conceptual metaphor as in the source text; instantiations of a different conceptual metaphor; or the neutralization of the metaphor. This paper presents the preliminary results of the translation patterns of metaphors that have been identified.

Keywords: Metaphorical expressions, Cognitive analysis, Sadness, Translation patterns, Conceptual metaphor

Directed Motivational Currents: Periods of Intense and Enduring L2 Motivation

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Abstract

The concept of Directed Motivational Currents (dmcs) represents a brand new construct within the L2 motivation research. Dornyei and his associates proposed the construct and elaborated on it. It is a period of exceptionally intense and sustained motivation that differs from high levels of motivation that might take place by doing enjoyable activities. A DMC is an overriding surge motivation that undermines all other activities and temporarily alters the everyday routines of an individual learner. It consists of a clear and valuable goal/vision, and a salient facilitative structure that provides the pathway for the learner to proceed. It has a third element which is concerned with the emotionality that is connected to the resulting motivation. The current paper aims at describing this new construct and its components in details. It explicates the theoretical underpinnings of the construct and compares it with another similar concept (flow). Finally, the pedagogical implications are discussed.

Keywords: Directed Motivational Currents, Vision, Goal, Behavioural routines, Positive emotionality

Effects of Pre-Reading Activities on EFL Reading by Iranian College Students

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Abstract

This study investigated the effects of two pre-reading activities (class discussion and vocabulary definitions) and a control condition on the reading comprehension of 57 Iranian college freshmen. It also investigated the differential facilitative effect of the two pre-reading activities on the students' comprehension. Each student read an expository text under one of the three conditions and immediately afterwards answered a 9-item short answer test designed to measure comprehension of the text. A one-way ANOVA and a post-hoc comparison test were applied to the results. This revealed that the two pre-reading activities produced significantly higher comprehension scores than the control condition. Vocabulary definitions activity resulted in increased comprehension compared with the control condition, but was significantly less effective than the class discussion activity. Results of the study were interpreted in relation to the schema-theoretic view of the reading process, and to their implications for EFL reading instruction.

Key words: Pre-reading activities; Activating background knowledge; Reading comprehension

Teaching Translation: Focus on translatability or Untranslatability of poem

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Abstract

Translation of Poetry has been a much debated issue since old times, with many pros and cons and dichotomist reasoning as to its possibility or impossibility. Poetry translation is the most controversial issue caused by the existing conflict between form and content and also high figurative language of poetry. Translating literary works is actually so central to translation studies that without it much of the world's best literary works would be lost to us. The present study is an attempt to investigate the poetic translation assessment at extra textual level. Twenty translation students from Vali-e-Asr university of Rafsanjan and some poems by different poets were chosen accidentally in the study. It is tried to show that how linguistic and extra-linguistic features of the original poem has been dealt with in the translation process. The study showed that, most problematic part of Poem translation is form translation like Alliteration, Assonance, Rhyme, etc., which are related to form are most untranslatable parts of Poem translation. The results confirm that nearly all the translators have translated the poems as word for word rendering. Finally, as long as you are still seeing features, of form and expression and meaning, as separate problems, you are not yet ready to translate.

Key words: Teaching translation, poem translation, form translation, Translatability

An Examination of the Errors committed by Iranian MA Students in Their Translation of Advertisement Slogans Based on Keshavarz's Taxonomy of Errors

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Abstract

The present work is motivated by the researcher's wish to reveal the nature of translating advertisement slogans over two different cultures by investigating the errors that will occur by Iranian MA translation students in translating a corpus of advertisements from English into Persian and from Persian into English. The researcher also seeks to find whether substantial differences exist between the ratio of the errors committed by students in English and Persian translation of advertisements. The sample of this study consisted of sixty MA students of translation studies who were randomly selected from three Azad University branches (Fars Science and Research branch, Tehran Science and Research and Bandar Abbas Azad University). The instruments used for data collection included a questionnaire consisted of eight advertising slogans in English and seven in Persian for products that were internationally marketed. The statistical procedure to analyze the data was Chi-Square procedure to illustrate the frequency and percentage of errors occurrence. The results demonstrated that the ratio of wrong answers in the two languages is not the same. Generally, participants committed more errors in the translation of the Persian advertisement slogans comparing to English ones. The most errors which participants committed in Persian translation slogans were related to grammatical and lexical interferences and the most errors which participants committed in English translation slogans were related to misunderstanding and misinterpretation of semantic and pragmatic aspects of the slogans.

Keywords: Translating advertisement slogans; Translation errors

A Relief after the Grief: A Comparative study of William Shakespeare's and Thomas Hardy's Treatment of Love

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Abstract

Tragedy of Romeo and Juliet could be considered as the tragic love story in its extremist sense. As one reads the play one can witness how cunningly Shakespeare slowly but surely makes certain his audience could savor the sweet taste of a true love yet at the same time taste the bitterness of leaving that true love unfulfilled as well. By doing so, Shakespeare conveys a message that true love is not possible in this mortal realm. But possibly under public pressure Shakespeare might have been left with no choice other than appeasing his audience after a one-year gap by bringing a love comedy, A Midsummer Night's Dream, milder in nature to alleviate the injuries inflicted upon the defeated expectations on the failure of the fulfillment of the true love in the earlier play. In his last comedy which marked Shakespeare's farewell to stage he still used magic to unite the lovers but later on excluded its use. Thomas Hardy, however, failed to accomplish the fulfillment of love after his fourth well-received novel. As other pessimistic novels followed so did the negative reaction of his society which heightened in his last tragedy forcing him to surrender his pen. This study hopes to shed light upon the process in which Shakespeare used many devices in order to relieve his audience from the earlier tension, yet Thomas Hardy boldly insisted that romantic passion is a dangerous and heartbreaking illusion.

Key words: Romeo and Juliet, A Midsummer Night's Dream, The Tempest, Jude the Obscure, love and audience

Cross-Cultural Differences in the Use of Address Terms

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Abstract

Cross-cultural communication involves drawing on different linguistic and cultural resources. The choice of terms of address in different cultures is one area of sociolinguistic research which reflects cultural differences. The current study intended to investigate the choice of address terms in two different cultures, namely, Iranian and American. The participants consisted of 23 Iranians and 20 Americans. A ten-item questionnaire was designed and employed in order to gather the relevant data. The results were analyzed by descriptive statistics, and it was revealed that the two groups were different in their use of address terms in different settings and contexts defined in this study.

Key words: Cross-cultural differences, linguistic, address terms,

Relationship between Willingness to Communicate and Oral Performance of Iranian EFL Learners under Strategic Planning Conditions

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Abstract

The study reported was primarily aimed at investigating the relationship between willingness to communicate (WTC) and Iranian intermediate EFL learners' oral performance i.e., complexity, accuracy, and fluency (CAF) under strategic planning condition. To this end, thirty male and female Iranian intermediate EFL learners whose mother tongue was Persian and whose age ranged between 18 and 26 were chosen. Assigned into two groups of treatment and control, the participants of the study were engaged in an oral narrative task in which a 10-minute part of a silent classical film was chosen to be watched and subsequently recounted by the participants. Whereas treatment group learners were allowed planning time prior to production, control group learners were asked to retell the story impromptu. The learners were then provided with the WTC questionnaire after which its results were correlated with complexity, accuracy and fluency. The results obtained from t test revealed the fact that there was statistically significant differences between the treatment group and control group with regard to all aspects of production i.e., complexity, accuracy, and fluency. Additionally, the correlation between WTC and CAF interestingly indicated the existence of a statistically significant and positive association. Finally, stepwise regression analysis was employed in order to discover the degree to which WTC could predict CAF. The results illustrated that WTC significantly predicted all the aspects of oral performance under investigation.

Key words: Willingness to communicate, oral performance, EFL learners, Strategic planning

The Effect of Anxiety on Oral Language Proficiency of Iranian Male and Female EFL Learners

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Abstract

This study aimed at investigating the probable effects of anxiety on oral language proficiency of Iranian male and female EFL learners. To achieve the purposes of this study, 80 Iranian intermediate students (in the age range of 16-23, both male and female) studying English in Esfahan Jahad Daneshgahi institute during the 1393-1394 winter semester were selected. The foreign language speaking anxiety questionnaire, English language proficiency questionnaire and speaking test were used as investigation tools. The results showed that there was no significant difference observed between male and female learners in terms of anxiety level ($t=0.520$, $df=75$, $p=0.605$). No significant difference was observed between male and female participants in terms of speaking ability ($t=0.632$, $df=78$, $p=0.529$). Also, there was a significant negative correlation between anxiety and proficiency level ($r=0.276$, $p=0.013$) and There was also a significant negative correlation between anxiety level and speaking ability ($r=-0.302$, $p=0.006$). As a result, anxiety has a negative influence on oral language proficiency of Iranian male and female EFL learners.

Keywords: Anxiety, Oral language proficiency, Male and female, EFL learners

**War traumatic complexities in Khaled Hosseini's The Kite Runner under the light
of Shoshana Felman's Testimony**

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Abstract

The term "trauma" is used to define conditions that are emotionally painful and overwhelm people's ability to handle, leaving them defenseless. Every war forces children to live through some awful experiences. Memories of the event stay with them, causing thrilling nightmares, daily disturbing remembrances of the traumatic events, distress, concern and anger. Khaled Hosseini's The Kite Runner portrays the dilemma of Afghans under invasions, civil wars, cultural and religious intolerance, discrimination and bias. This essay aims to investigate war traumatic complexities in Khaled Hosseini's The Kite Runner through the theory of Shoshana Felman's Testimony. It aims to show that why the writer of the novel returned to United States, source of his traumatic complexities, that attacked him before.

Key words: Trauma, Refugee, Testimony

Qualities of an Effective English Language Teacher (EELT) from Students' Point of view

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Abstract

Crucial roles of teachers may affect students' attitudes and motivations to language learning. To improve the field of foreign language teaching and learning we need to improve the qualities of EFL teachers. For this attempt, recognizing and identifying the qualities of effective EFL teachers is essential. So, this study attempted to investigate the characteristics of effective English language teachers based on four categories: English proficiency, pedagogical knowledge, organization and communication skills, and socio-affective skills perceived by male and female English students at Islamic Azad University of Tabriz, studying teaching English language. A questionnaire which was based on four categories mentioned above was administered to 60 foreign language learners at this university. The collected data were statistically analyzed. The results indicated that students expect a good English teacher to have the ability to develop proper relationships with students, ability to build students' confidence, ability to maintain discipline in the classroom as the most important points. In terms of participants' gender, there wasn't any significant difference between the perceptions of male and female students regarding the characteristics of an effective English language teacher.

Key words: Linguistics, Effective teaching Performance, Perception, Teaching methodology

The Effect of Parental Over-involvement on Educational Attainment

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Abstract

Parental involvement has been shown to be a very important variable that positively or negatively influences children's education. Lack of involvement or over-involvement may have a negative impact on student's performance in and out of the classroom and ultimately affects their educational development and success. This Research was conducted to determine whether or not teacher-initiated, regular communication with parents makes an impact on parent's over-involvement. The researcher's goal was to communicate with parents in their native language about school activities. There was a significant improvement in rate of parent's consciousness about negative effects of over-involvement.

Key words: parental involvement, parental over-involvement, teacher-initiated communication, educational development

Avoid Closure Just On with the Story

Towards 'Multiple Endings' as a Postmodern Technique in Barth's *On with the Story*

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Abstract

By the coming of Postmodernism into the field of literature, all previous narrative strategies are subverted and postmodern concepts of fracturing, fragmentation and indeterminacy are imposed upon the narrative to bring about particular effects in narratives and reflect postmodern ideas or concepts. One of the techniques employed is the 'multiple endings' which resists closure by offering numerous possible outcomes for a plot. Relatively, *On with the Story: Stories* (1996) by John Barth is the best instance of this, in a way that John Barth made an attempt to reflect the poetics of postmodernism by replacing the traditional single ending with a multiplicity of endings. Although it seems that all the twelve stories of the collection are interrelated, one is not able to find ending neither for each single story nor for the whole collection. Therefore, he introduces senses of uncertainty and instability into the book so much so that the reader seeks, in a labyrinthine plot, to find coherence and ending.

Keywords: Postmodernism, Multiple Endings, John Barth's *On with the Story*, Instability

Improving Iranian Intermediate L2 Learners' Listening Comprehension through Watching Movie

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Abstract

The present study aimed at finding whether watching movie improves Iranian intermediate L2 learners' listening comprehension. To do so, first, the researchers selected a group of 10 intermediate L2 learners, aged 15-20, from Feraasat Language Center in Isfahan. The group was homogenized through the previous term final exam. Next, one of the researchers taught the group, the first half of 'Top Notch, 3B' and the researchers held a pre-test (listening exam). Then, the same researcher taught the second half of the book and worked on movie tracks of mentioned part, as well. After that, the researchers held a post-test (listening exam). Finally, the researchers administered a paired t-test and Eta squared. The discussion of the results showed the positive effect of watching movie on Iranian intermediate L2 learners' listening comprehension.

Key words: L2 learning, listening comprehension, listening exam, watching movie

On the Relationship between Iranian EFL Teachers' Self-regulation, Self-efficacy and Effective Teaching

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Abstract

The present study aimed to explore (a) whether there is any relationship between EFL teachers' self-regulation and their effective teaching (b) if there is any relationship between EFL teachers' self-regulation and their self-efficacy. Through a convenience method of sampling, the first group of participants who were 85 high school male and female EFL teachers were selected. The second group consisted of 200 high school students of the mentioned teachers participated in the current investigation. EFL teachers' self-regulation trait was measured by means of the Teacher Self-Regulation questionnaire. Data on EFL teachers' effectiveness and self-efficacy was gathered through the Qualified EFL teachers' questionnaire. The result from the Pearson product-moment correlation revealed that (EFL) teachers qualified by self-regulatory trait are more effective and efficacious in their students' points of view. The findings will be valuable for EFL teacher training courses. This means that the central focus of teacher training programs in Iranian educational system in EFL teacher training programs can shift from focusing on the content to developing characteristics like self-regulation, effectiveness and efficacy.

Keywords: Iranian EFL teacher; Self-regulation; Effective teaching; Self-efficacy

Iranian ESP Subject Matter Teacher's Beliefs on Language Teacher's Professional Knowledge as Defined in Kumaravadivelu's KARDS Model: A Survey

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Abstract

Optimal L2 teachers' knowledge and skill have now become a key concern in L2 teaching domain. ESP subject matter teachers (ESPSMTs), accordingly, are expected to enjoy both. Kumaravadivelu (2012), in his last book, presents a model called KARDS, in which he stresses L2 teachers' competence as Knowing, Analyzing, Recognizing, Doing and Seeing. In the present study, the first parameter, Knowing, was investigated to see whether ESPSMTs meet that trait. At first five main indices were extracted out of his notions on Knowing, including language as system, discourse, ideology as well as ESPSMTs' knowledge of L2 learning and teaching. Then a questionnaire composed of 24 questions was developed. Its validity was ensured both through expert judge and a .87 Cronbach Alpha index. It was then distributed among 58 ESPSMTs the majority of whom were PhD degree holders. The data gathered underwent both qualitative as well as quantitative data analysis encompassing frequency, level of significance, t-test and a non-parametric Kalmogorov-Smiranov test. The results indicated a high preference in considering language as ideology on the part of ESPSMTs. However, ESPSMTs' knowledge of L2 teaching received the least confirmation which means great concern should be taken care of in terms of informing ESPSMTs about the L2 teaching, both theoretically and practically.

Key words: ESP subject matter teacher, teacher's professional knowledge, teacher's belief.

Teaching English through Songs for Iranian Young EFL Learners

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Abstract

This study aimed to explore the use songs and music in teaching English as a foreign language (EFL) to Iranian young learners. This quasi-experimental research was based on a pretest-posttest control group design. For the purposes of this study, 80 young EFL learners were divided into two groups. Before the teaching, both groups were administered a vocabulary pretest. The experimental group (n=40) was taught the new words through songs. However, the control group (n=40) received the traditional vocabulary instruction. The teaching lasted for an academic semester. After the teaching, the same vocabulary post-test was administered to the groups. The data analysis through the statistical test of t-test indicated that the use of songs in class had a significantly positive effect on vocabulary performance of young EFL learners. The positive effects of songs are result of their role in making a very relaxed atmosphere and decreasing anxiety. Through making use of songs learner feel free and since songs are enjoyable there is no such a burden on memory in the process of learning. Results show that songs and music enhances motivation and learners' academic results in English vocabulary.

Keywords: Vocabulary knowledge, Song, Traditional instruction, motivation

A Survey on Several Potentially Problematic Areas of Pronunciation for Iranian EFL Learners

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Abstract

Almost all English language teachers get students to study grammar, vocabulary, etc., but some of these same teachers make little attempt to teach pronunciation in any overt way and only give attention to it in passing. Pronunciation teaching not only makes students aware of different sounds and sound features, but can also improve their speaking. Concentrating on sounds, making aware of where words should be stressed, where words made in mouth, give students information about spoken English and help them achieve the goal of improved comprehension and intelligibility. Pronunciation forms a natural link to other aspects of language use, such as listening, vocabulary, and grammar; ways of highlighting this interdependence in teaching need to be explored. The present paper looks at the problems which Iranian learners are deal with through learning English according to the differences between their segmental and suprasegmental patterns in phonology. Comparing the Persian vowel system with that of English reveals some significant differences in the following three areas: 1) the number of vowels, 2) tense/lax distinctions, and 3) the pure glide. There are also noticeable differences in consonantal distributions between Persian and English such as their numbers, clusters, manner and place of articulation. The syllabus types of English and Persian are also cause a lot of problem in spoken language. The differences between word stress patterns in Persian and English also make problematic areas for Iranian students. In this paper, through detailed examination of Persian and English sound systems, some of the specific problems areas have been identified, especially in reference to some of the characteristic phonological differences between the two languages.

Keywords: vowel, consonant, syllable type, stress pattern

English Language Teachers' Methods of Using Nonverbal Communication

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Abstract

Nonverbal communication (NVC) plays a vitally important role in classroom settings. Teachers' use of NVC skills enhances language learners' motivation and results in a more permanent learning. This study aimed to investigate, describe, and observe teachers' performance in English as a foreign language (EFL) classrooms to record the nonverbal behaviors (NVB) they exhibit, to record the functions of NVC skills in EFL classrooms, and to offer teachers some recommendations for the effective use of NVC skills. Through convenience selection, 50 teachers participated in this study. The main tools of data collection were observation, interview, and a researcher-made questionnaire. The findings of this study provided information on the NVC skills of teachers and suggested that teacher training course designers, curriculum planners, education policy makers, and other education leaders appreciate the importance of NVC and encourage teachers in the use of NVC skills. The study also recommended teachers to be concerned with the communication phenomenon and use NVC skills intelligently, consciously, and properly in the classroom.

Keywords: body language, EFL classrooms, English language teaching, Nonverbal communication

Examining the Impact of L2 Reading and Listening Proficiency and Task Type on Scores on TOEFL-iBT Writing Tasks

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Abstract

The present study is an attempt to investigate the impact of L2 reading and listening proficiency and task type on scores on TOEFL-ibt writing tasks. It was conducted on four male and female TOEFL ibt candidates getting ready for the exam, living in Iran, and wishful to live or study abroad. They were dealing with TOEFL ibt instruction and further practice and exposure to relevant exercises. After a couple of sessions on TOEFL ibt required skills and practice, they took some tests of listening, reading, and eventually both integrated and independent writing. Their obtained scores were correlated to see if there was any significant correlation. The finding of Spearman correlation analyses indicated that there was no significant correlation between ibt candidates reading and listening proficiency and their independent writing performance, whereas integrated writing was highly influenced by listening and reading ability. In addition, they outperformed in 'addition' question of integrated writing rather than 'comparison' questions. Furthermore, the findings, based on the interview, revealed that time and keyboarding skills were the main challenges for most ibt takers.

Keywords: TOEFL iBT, proficiency, integrated writing, independent writing, keyboarding

**The impact of open-ended and closed-ended tasks on Iranian EFL learners'
reading comprehension performance**

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Abstract

The present study is an attempt to investigate the influence of open-ended and closed-ended tasks on reading comprehension through implementing task-based language teaching. It was conducted on male EFL students at the second grade of Nemouneh high school, i.e. A high school for talented students, in Amol, Mazandaran. Convenience sampling was applied to select the subjects. Having administered a pretest, and based on the obtained mean and standard deviation, the researcher selected 60 out of 120 students, participating in two classes. The subjects in both experimental groups went through task-based language learning, during which one group concentrated more on open reading tasks, whereas the other group focused only on closed reading tasks. Afterwards, both groups participated the posttest of the study. Then, the difference between the obtained means of the first and second experimental groups was calculated through a t-test. Data analysis showed that the significant difference between the performances of the two groups was related to more effective impact of open reading tasks rather than closed reading tasks.

Keywords: Task, Task-Based Language Teaching, Closed Task, Open Task, Grading, Sequencing

The Relationship between Anxiety and Motivation Among Iranian EFL Learners

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Abstract

The present study investigates the relationship between two effective learner variables which are language anxiety and motivation. The participants were 56 EFL learners studying in a language institute in intermediate proficiency level. To investigate their anxiety and motivation levels a questionnaire was employed. It consisted of three sections that measured speech anxiety, fear of negative evaluation and self confidence. Results of the data analysis indicated that anxiety levels were significantly lower when students had a higher degree of motivation. The findings revealed that the speaking anxiety and fear of negative evaluation acted as a source of language anxiety in the Iranian EFL classroom.

Key words: Anxiety, Motivation, Language proficiency

The role of Motivation and Motivational Factors in Reading in English among Iranian University Students

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Abstract

The present study attempts to investigate students' motivations in reading English and finds out how they are influenced by their attitudes towards reading in English. Moreover, it aims at gaining an insight to the values English learners assign to different motivational factors. To do this, 67 female students of Islamic Azad University, Falavarjan Branch were asked to answer a questionnaire. They were majoring in Biochemistry. In order to gather the required data, a 5-point Likert-scale questionnaire was distributed among the participants. The analysis of the data showed that the students' motivation to read in English mostly depends on external factors such as Exam-related extrinsic motivation and interest in written material. Family attitudes and intrinsic motivation in reading were also influencing at the same level. However: instrumental motivation was rated as the least influential factor.

Keywords: Motivation, Reading, Motivational Factors, Attitude

A comparative study of the use of collocations in Junior Secondary and the Prospect 1 English Textbooks Versus the Let's Go 1, 2, and 3 Book Series

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Abstract

Being highly proficient in communicating with other interlocutors can be done by resorting to one's knowledge of collocations which may enable language learners to produce flawless language. The present research aimed at comparing two sets of English language textbooks, Iranian junior secondary textbooks and the newly developed English textbook (i.e., the Prospect 1) versus the Let's Go 1, 2, and 3 textbooks to investigate the collocation pairs used in each and the differences between them. Moreover, the collocations used in seven books were organized into six different types according to their classification by Celce-Murcia (2001). As the results revealed, the three Let's Go textbooks were replete with collocation pairs specially the verb- noun pairs. Although verb-noun rated first in the junior secondary textbooks, the adverb-adjective was the least used collocation pairs in both the junior secondary and the Let's Go 1, 2, and 3 textbooks. The present researcher examined the frequencies of the collocation pairs, in the Prospect 1, which were greater than the collocation pairs in the other two textbooks (i.e., the junior secondary 1 and the Let's Go 1). In order to see the difference between the Prospect 1 and the other two textbooks, the Chi-Square was run. The findings of the present study may have crucial implications for teachers, materials developers, and syllabus designers by using the requisite lexical collocation pairs and by considering the culture-based aspects of the materials by complying with the authentic desire of the text.

Key words: Lexical Collocations, Collocation pairs, Collocation frequency

The effectiveness of improving working memory through play therapy on Learning English as a Foreign Language in educable mentally retarded children

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Abstract

This study is to investigate the effectiveness of working memory play based therapy on foreign language learning of educable mentally retarded students in Mashhad. To this end, 10 educable mentally retarded 9 to 13 years old school-boys who knew nothing in English were chosen. They were randomly divided into experimental and control groups. Cornoldi's (1995) visuospatial working memory test was taken from both groups as a working memory pre-test which revealed that both groups were mostly equal regarding their working memory level. Subsequently, the experimental group's level of working memory was enhanced through play therapy sessions. Conducting the same working memory test as a post-test to both groups revealed that working memory play therapy sessions resulted in experimental group's significantly better performance in working memory post-test from the control group. After that, both groups received equal amounts of instruction in English as a foreign language classes. To indicate that whether working memory improvement will enhance foreign language learning of students in experimental group, an oral production vocabulary test was taken from both groups as a post-test. The students' performance in the post-test revealed that the experimental group gained significantly better results in their English language post-test than the control group. Finally, the limitations and implications of the study were discussed.

Keywords: Working Memory, Play Therapy, Foreign language learning, Educable Mentally Retarded Children

Iranian EFL Students' Self-Assessment, Self-Efficacy, and Gender

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Abstract

The focus of education has changed from teacher-directed to learner-oriented instruction in the last few years (Bonyadi, A, et al 2012). Self-assessment, as a parameter determining learners' language competencies, has gained considerable attention in foreign language education. It is defined by Andrue and Du (2007) as "a process of formative assessment during which students reflect on and evaluate the quality of their work and their learning". Self-efficacy is also a major factor that has an outstanding influence on students' level of achievement in learning a foreign language. It indicates opinions about one's own competence to succeed in certain circumstances of learning or accomplishing performances at prospective levels (Bandura, 1986, 1997). Therefore, the present study aimed to investigate the interface between Iranian EFL students' self-assessment and their self-efficacy. Having used the random sampling procedure, the researchers selected 210 Iranian EFL students studying in different institutes of Mashhad, Iran. The participants responded to two valid and reliable instruments, namely Self-Assessment Inventory and a Self-efficacy Questionnaire. The obtained data were analyzed using SPSS program (version 21). The results indicated positive direct correlations among Iranian EFL students' self-assessment and their self-efficacy. Also, a positive significant relationship was found between Iranian EFL students' self-assessment and two subscales of self-efficacy. However, no relationship was found between students' self-assessment and their gender.

Keywords: Self-assessment, Self-efficacy, Gender, EFL

The Investigating of Contextual Visual Aids on Second Grade High School Students' Reading Comprehension

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Abstract

The present study was an attempt to investigate the effect of contextual visual aids on Iranian high school students' reading comprehension. To do so, a thorough review of the related literature was done and a quasi-experimental study was designed in which the participants were 96 female EFL learners at the intermediate level. These participants were chosen out of 140 learners through a homogeneity test. The selected participants were assigned to four groups; three experimental groups (pre-thematic, thematic and postthematic) and one control group. The participants went through the procedure of pretest, treatment, and posttest. The data was collected by means of three tests: a PET test, a pretest and a posttest of reading comprehension. A one-way ANOVA was run to probe the research questions posed in this study. The findings revealed that contextual visual aids had a statistically significant effect on Iranian high school students' reading comprehension. The study findings also revealed that among the Contextual Visual Aids, pre-thematic aids had the highest effect on high school students' reading comprehension. This was followed by thematic visual aids which had a moderate effect on this process. However, the post-thematic visual aids had slightly significant effect on high school students' reading comprehension.

Key words: Pre-thematic contextual aids, Thematic contextual aids, Post-thematic contextual aids, EFL, Reading comprehension

The Influence of the Neo-Platonism Concept of Poetic Imagination on Wordsworth's Poetry

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Abstract:

Neo-Platonic attitude toward poetry was so outstanding that influenced many literary men especially Romantic poets. Plotinus' great commentary on the nature of literary creation and his thesis on the nature of beauty undermined Plato's indictment on the philosophy of poetry. The paper is going to analyze the influence of Neo-Platonic idea of artistic creation on Wordsworth by focusing on Plato's idea about poetry and how it is opposed by Neo-Platonists, especially by Plotinus. For Romantic poets art is what Plotinus explains in his Ennead, that artists have direct access to Ideal Form. Poetry is ideal: it is not limited to sensible world but it goes back to the realm of ideas.

The main objective of this study is to focus on the development and the influence of Neo-Platonic idea of imagination on Romantic poetry and its influence on Wordsworth's poetry. The poetry of Wordsworth has been studied by critics from several different perspectives but the influence of Neo-Platonism on his concept of imagination has not received enough attention.

The paper concludes that Neo-Platonic justification for the deviation of art from reality had profound effects on eminence of poets. It was an argument to elevate art from the margin and shadow, to eminence that equals the intellectual level and divinity and finally in close connection to the Ideas and to God himself

Key Words: Platonism, Neo-Platonism, Ideal Form, Imagination, Artistic Creation

**Increasing English Language Learners` Intrinsic Motivation
through Formative Assessment: An Experimental Study of
Washback Effects**

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Abstract Because of the benefits of employing multiple techniques, formative assessment has recently attracted the attention of many researches and practitioners in applied linguistics and language teaching. Unfortunately, however, in the Iranian language education system, static assessment is still dominant in most contexts. Imperial studies of the effects of formative are rare and English language instructors and learners are less familiar with its benefits. The present study investigated the washback effect of formative assessment on undergraduate Iranian EFL learners` intrinsic motivation. 77 female and male undergraduate EFL learners in two homogeneous groups (40 in the control group and 37 in the experimental group) were selected through convenience sampling and pretested using the Michigan English language assessment Battery (MELAB). The groups both were also pre-tested on their initial intrinsic motivation level using the validated Dornye Intrinsic Motivation Questionnaire. The experimental group then received the treatment of the study, formative assessment over a ten-week period distributed in five 90-minutes sessions. In the meantime, the control group received the usual traditional exercises and class activities. The results of descriptive statistics and inferential T-test analyses indicated that formative assessment significantly increased intrinsic motivation by the end of the term; whereas, the control group showed no improvement in this respect. The details of the instructional practices involving formative assessment and the implications of the present experiment and its results for English language teachers are discussed in the report. Keywords: Formative assessment, Washback, Static Assessment, Intrinsic Motivation. Paper for oral presentation at First English Language Conference in Ardebil by Bahare Zabanamoozan Foreign Language School

A Comparative Analysis of English-Persian Advertisements and the Influence of International Marketing

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Abstract

Recent studies have suggested that with the development of economy, politics, and culture, advertisements translation play a significant role in public areas and even in private. It is necessary to take the culture of the consumer who the marketer tries to present the product into account. This study will analyze two advertisements for English-Persian FTAA (Free trade area of America) and oil and gas trade in Iran during post sanction. In this study both verbal and visual aspects of advertisements besides the translation from the SL to TL will be relevant to gain an insight into the similarities and differences between two languages based on intercultural and international marketing. Therefore, the theories of R.Cateara and L.Graham (2002), Forcevill (1996), and Lakoff and Johnson (1980). In sum, it is concluded that in transferring English advertisements into Persian advertisement, the soul of translation based on culture, metaphor, verbal and visual should not be neglected, on the contrary, the translator should be acquired metaphors, cultural points, in both languages explicitly in text and language instruction and research should be the actual goal. In other words, the system of language and culture is both complex of norms and habits. So, transferring idea from Persian marketers to English marketers and vice versa should be with standardization and differentiation of an international marketing and translating.

Keywords: Comparative Analysis, English-Persian Advertisements, International Marketing, Intercultural Translation

An Investigation of Differential Effects of Cooperative Learning Methods on Reading Comprehension of Iranian Students From High and Low Socioeconomic Status

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Abstract

This study was an experimental study with pre-test and post-test aimed to study the effect of cooperative learning method on the learners with low and high socioeconomic status in Iran. Forty participants who were homogeneous according to the obtained results of the PET test were selected as the sample for the purpose of the research. Homogeneous participants participated in the study by having them in 2 classes of 20 homogeneous learners in the new term of the institute. Another variable of the study was participants' socioeconomic status which was evaluated by socioeconomic questionnaire (Kuppuswamy 1976). For the purpose of the study 14 Low SES participants plus 16 high SES students have been selected for the group of Cooperative Learning (CL) and 14 low SES plus 16 high SES learners have been selected for the group of Conventional Method (CM). By the end of the treatment reading post test were given to the students. SPSS statistical software was used for analyzing the data. It was found that Jigsaw and Numbered Heads Together Cooperative methods have positive effect on reading comprehension of the learners. Also it was found that Cooperative Learning Methods positively affects learners from high SES more than learners from low SES.

Keywords: Cooperative Learning, Socioeconomic status, Reading Comprehension, Jigsaw, Numbered Heads Together

**Demotivating Factors Influencing Bandar Abbas High School Students
Speaking Skill:
A Study of EFL Language Teachers and Learners' Perceptions**

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Abstract

Demotivation is a new issue in the field of second language (L2) learning and teaching. What is more unfortunate is that in the context of Iran, this concept has not been explored in more than a few studies and it can negatively influence the learners' attitudes and behaviours. To address this gap, the current study was carried out to compare Iranian EFL teachers' and learners' perceptions about demotivating factors with regard to practicing speaking skill in high school. To achieve this goal, 80 Iranian EFL teachers (40 males and 40 females) and 300 Iranian high school students (150 males and 150 females) were selected through convenience sampling method. Students and teachers filled the Persian version of the developed Questionnaire Foreign Language Speaking Demotivation (QFLSD). The personal and external factors which emerged were negative attitude toward learning L2, teacher's inadequate competence and performance, lack of adequate teaching materials, unfavourable classroom climate, and insufficient opportunities for speaking practice. The Mann-Whitney test was run to probe any similarities and differences between students' and teachers' perceptions of these six factors. Both groups have similar perceptions about how much impact of teachers' inadequate competence and performance and competence on learners' motivation to practice speaking. Compared to teachers, students put significantly higher emphasis on the effects of their negative attitude to language learning and speaking on their demotivation regarding speaking practice and the other factors emphasized by teachers significantly more than by students.

Key words: Demotivation, speaking skill, high school learners, EFL high school teachers

Post modernism an idealistic fun!

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Abstract

This article will criticize postmodernism specially the claim of postmodern writing in third world countries. It will find some roots of postmodernism philosophy and with some quotations it will compare postmodern ideas in different situations. Some special questions are here like can someone really experience postmodernism or pure postmodernism? Is there anyone who can describe postmodernism? Do postmodernism have any description? If there is so it should have rules and do postmodernism appeared to break modern rules? And how we can know that if we break the borders it is the best way and the new world will be better than last one? It will ask some questions and it is not good to answer questions with questions but they will be like answers. "To be or not to be that is the question".

Keywords: Postmodernism, Postmodern, Postmodern literature, Postmodern philosophy

An Eco-critical Reading of Nature Metaphors in the Selected Poems of Robert Frost and Sohrab Sepehri: A Comparative Study

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Abstract:

Metaphor is a powerful tool to describe something abstract and compare it with something touchable. If metaphors are taken from nature, they are called nature metaphors. Nature metaphors imaginatively identify one thing with nature. Eco-criticism is a recently approach that emphasizes the significance of the relationship between man and nature. The present study makes a comparative study between nature metaphor poems of Robert Frost from United States and Sohrab Sepehri from Iran. They have different view of nature and different philosophies. Furthermore, comparing the works of two poets from two different cultures, the researcher attempts to make a bridge between American and Iranian literature. Their metaphors from nature have effect on our behavior with nature. Frost in his nature metaphors invites us to man subjects but Sepehri in his nature metaphors invites us to look.

Keywords: Eco-criticism, Nature Metaphors, Sepehri, Frost.

The Effect of Cognitive Strategies Training (Note Taking) Vs. Socio-affective Strategies Training (Cooperation) on Reading Ability and Anxiety Reduction

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Abstract

Research on Reading and the factors affecting it has a long and distinguished history but how the combinations of these factors along with psychological traits maximize learning opportunities is open to research area. This study aims at investigating how cognitive and socio-affective strategy training affects reading ability and anxiety reduction of female intermediate English language learners. For homogeneity issues in participants selection, 60 intermediate participants were selected as the target participants as their proficiency level was measured using OPT (Oxford Placement Test) who were then assigned into two experimental groups of 30 participants. At initial stage of this research, the groups attended a pretest of reading and filled out an anxiety questionnaire. In one experimental group, note taking strategy training as cognitive strategy training was implemented as a treatment and in the other experimental group cooperation as sociocognitive strategy training was used as another treatment. After the course of five weeks, the subjects were given a reading comprehension posttest and the same anxiety related questionnaire. Data gathered through this quasi experimental research were analyzed using series of t-test analysis. The results illustrated that note taking is an influential strategy in improving learners' reading comprehension ability. However, it did not reduce the anxiety. In addition, it is worth mentioning that cooperation had a positive effect both on individuals' reading ability and on the reduction of their anxiety. The haunch that the two treatments boosted up the reading ability of the learners was confirmed which suggests principled decisions in language teaching.

Keywords: reading comprehension, cognitive strategy training, socioaffective strategy training, and anxiety reduction

Recasts or Prompts? Which One Is More Effective on Pronunciation of Iranian Third Grade EFL High School Learners

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Abstract

This study focused on the effectiveness of two CF techniques –recasts and prompts – on L2 learners' pronunciation learning. Forty-five female third grade EFL Iranian learners were corrected on their pronunciation errors using recasts or prompts. The learners were divided into 3 groups randomly labeled as prompt, recast, and control. Each group included 15 learners. A pre-test, an immediate post-test, and a delayed post-test were administered. The 6th version of Narcis Dictionary Software was used to administer the mentioned tests and 30 new words from the learners' own textbook was used in testing the pronunciation of learners and the entire study took 11 weeks. The scores the learners received on these tests were statistically analyzed. Results of repeated measures ANOVAs revealed that explicit feedback (prompt) is, overall, more effective than implicit feedback (recast).

Keywords: Corrective feedback, Prompt, Recast, Pronunciation

The Effect of Contextual Guessing Strategy on Vocabulary Retrieval and Retention among Iranian EFL Learners

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Abstract

Vocabulary teaching/learning strategies has recently attracted outstanding attention by L2 researchers. In this regard, the present study was to examine the effect of contextual guessing strategy on vocabulary acquisition and retention. Drawing upon quasi-experimental research design, 44 participants from two pre-university centers in Tabriz, Iran were selected and randomly assigned into two conditions; an experimental, contextual guessing (CG) group and a control group. Three text passages including seventy new words were employed as materials and each group received pertinent treatment during the study. Receiving instruction on guessing from context, CG group was taught new vocabulary items accordingly. A regular traditional method (GTM) was used to teach target words to control group. A week after treatment, an immediate posttest was given for both groups and after one month CG group sat for a delayed posttest. Using Independent Samples T-Test and Paired Samples Test, the results indicated that the strategy was significantly effective in vocabulary learning and retention. The subjects in control group outstripped those in control group on immediate posttest and the difference was significant. Comparing the performance of control group in both posttests, the results revealed a non-significant difference, meaning that the strategy was useful in vocabulary retention as well.

The Effect of Negotiation of Unknown Word Meaning on Vocabulary Retrieval and Retention among Iranian EFL Learners

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Abstract

Vocabulary teaching/learning strategies has recently received a remarkable attention by L2 researchers. In this respect, the present study set out to scrutinize the effect of a vocabulary teaching/learning strategy _negotiation of unknown word meaning_ on vocabulary acquisition and retention. Following a quasi-experimental research design, 44 participants from two pre-university centers in Tabriz, Iran were selected and randomly assigned into two conditions; an experimental, word meaning negotiation (WMN) group and a control group. Three text passages including seventy new words were employed as materials and each group received pertinent treatment during the study. Receiving instruction on interaction sequences, WMN group learned new vocabulary items through negotiation and interaction. A regular traditional method (GTM) was used to teach target words to control group. A week after treatment, an immediate posttest was given for both groups and after one month WMN group sat for a delayed posttest. Using Independent Samples T-Test and Paired Samples Test, the results indicated that the strategy was significantly effective in vocabulary learning and retention. The subjects in WMN group outperformed those in control group on immediate posttest and the difference was significant. Comparing the performance of WMN group in either posttest, the results revealed a non-significant difference, meaning that the strategy was useful in vocabulary retention as well. The findings could be employed by L2 learners, EFL teachers, and curriculum designers and the results also revealed a need for negotiation be included in language classrooms especially for vocabulary teaching and learning.

Discourse Analysis Novel of Mill on the Floss base on solidarity text

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Abstract

Mill on the Floss by George Eliot is psychological novel production of it is important.

Characters are Tom; Maggie; Stephen; Philip and Lucy that Eliot is major character. What are more to consider are mind, thoughts, style, language, identity, personality and position of story with detail in related to discourse analysis.

What author created and what was caused? What happened in around of Eliot? Everything that happens in present novel, influences on the thought and attitude of others and we will observe internal and subjectivity of this novel, all of these are bases on process of perception, and of course process isn't suddenly; it is based on domestic reality.

A child who appears in front of us has a considerable pay to her clothes and her behavior. Floss water is sign of disaster, it is taking life. Inner desire entitles the author to go to the atmosphere of novel to be changed because of the mill.

Eliot is using satire and irony with tragic sense and dramatic but it is Base on love and claim of past and identity of present is considerable.

Key word: Sympathetic – Love – Sorrowful death – Disaster – Moral duty

The Relationship between Anxiety Provoking Factors and EFL Learners' Willingness to Communicate

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Abstract

This study aimed at investigating the relationship between anxiety provoking factors and English as a foreign language (EFL) learners' willingness to communicate in English language classes. 350 female high school students, grades two and three, in five different schools in Kerman, district 2 (15 to 17 years old) were the participants of this study. To homogenize the subjects of the study sample, the researcher employed Cambridge Placement Test to function as a test of homogenization, and based on the placement test, the intermediate students were considered as the sample of the study. The researcher employed two instruments to collect the required data (a WTC questionnaire, and an anxiety questionnaire). To analyze the collected data through the two questionnaires, the researcher used correlation. The results revealed that there is a negative relationship between anxiety provoking factors and EFL learners' tendency to communicate. The most important relationship was investigated and proved in terms of the fear of having grammatical mistakes, fear of not knowing enough vocabulary, teacher's feedback, and lack of self-perception.

The Impact of Intuitive Imitative and Analytic Linguistic Approaches on Teaching Segmental Features of English Pronunciation to Iranian EFL Learners

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Abstract

This classroom-based study investigated the impacts of analytic linguistic and intuitive imitative approach on teaching segmental features of English pronunciation, particularly towards Iranian learners of English. The study is based on quasi-experimental design. The participants were 46 students of the girl's secondary schools in Qazvin province in Iran. The treatments were operated in both experimental groups by employing two different techniques of analytic and intuitive to teach segmental features of English pronunciation. In addition, a pronunciation test was administrated for both groups in a form of distinct pretest and posttest design. To analyze the collected data, Analysis of Covariance (ANCOVA) was used. Moreover, an analysis of classroom treatment investigated by using Paired t-tests demonstrated a statistically significant increase in the posttest test scores and boosting the students' pronunciation skill in both approaches, which were used in the study. The findings and results showed that analytic linguistic techniques in teaching segmental features of English pronunciation were more beneficial and effective than intuitive imitative techniques.

Keywords: analytic linguistic approach, intuitive imitative approach, segmentals

Language Learning Strategies in Learning English among Iranian Male and Female Undergraduate Students

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Abstract

The purpose of this study is to investigate the use of language learning strategies in learning English among Iranian male and female undergraduate students. The participants included 190 Iranian male and female undergraduate students at Islamic Azad University of Karaj and Islamic Azad University of Tehran Central Branch who studied Economics and Management, also at Industrial Research and Training Center of Iran, and Karad Center of Applied Science in Tehran who studied Telephoning and Tourism. The instrument used was the Strategy Inventory for Language Learning (SILL test version 7.0). Analysis of Variance (ANOVA) was run to measure the extent of the difference between the learners in the two groups in terms of their use of Language Learning Strategies. The results showed that males and females had a significant difference just in terms of using compensation strategy in learning English, with males and females reported higher use of affective strategy but females were engaged more frequently in this strategy use than their male counterparts. Based on the obtained results, similar studies concerning the use of language learning strategies indicated that the students varied upon their gender and with regards to LLS use.

Keywords: Language Learning Strategies, Strategy Inventory for Language Learning, Undergraduate Students

Language Learning Strategies in Learning English for Academic Purposes (EAP) and English for Occupational Purposes (EOP) Among Iranian Male and Female Undergraduate Students

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Abstract

The purpose of this study is to investigate the use of language learning strategies in learning English for Academic Purposes (EAP) and English for Occupational Purposes (EOP) by male and female students. The participants included 190 male and female Iranian undergraduate students at Islamic Azad University of Karaj and Islamic Azad University of Tehran Central Branch who studied Economics and Management, Industrial Research and Training Center of Iran, and Karad Center of Applied Science in Tehran who studied Telephoning and Tourism. The instrument used was the Strategy Inventory for Language Learning (SILL test version 7.0). Analysis of Variance (ANOVA) was run to measure the extent of the difference between the learners in the two groups in terms of their use of Language Learning Strategies. The results showed that males and females had a significant difference in terms of using compensation strategies in learning English for EAP and EOP, with males and females reported higher use of Affective Strategy. The difference between EAP and EOP student was significant in their use of strategies on the whole. Based on the obtained results, similar studies concerning the use of language learning strategies indicated that the students varied upon their major and gender and with regards to LLS use.

Keywords: Language Learning Strategies, English for Specific Purposes, English for Academic Purposes, English for Occupational Purposes

Game based pronunciation teaching: stress of multi-syllable words in advanced level

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Abstract

Pronunciation is a part of every language learning and is the main outward linguistic sign of being non-native speaker of target language. One area of difficulty in learning pronunciation that can create problems for Persian speakers is learning English words' stress pattern. Game based teaching and learning can be a way to practice the implicit and explicit approaches to learn pronunciation. The use of games in teaching English language has been highly evaluated in different areas. This study investigates the effect of using classroom pronunciation game on learning multi-syllable English words' stress pattern by Iranian intermediate EFL students. 52 participants out of a population of 75 students were randomly picked through the administration of Preliminary English Test (PET). The participants were two groups of intermediate level. The age of the participants ranges from 17 to 20. The first group containing 27 students, who were selected as an experimental group (group A); the second entailing 25 students who were selected as an experimental group (group B). Experimental groups received instructions and materials of the game to play during four sessions. Two weeks after the fourth session the post-test was conducted to find out the changes. The results show significant difference between performance of experimental and control groups in the post-test. Experimental groups outperformed

control groups and revealed quite positive attitudes toward the use of the game-based learning.

Key words: Game-based teaching, Pronunciation, Stress, Intermediate EFL Students

An Overview of the Effect of Translation Literacy on Tourism Industry

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Abstract

In modern century, tourism industry is so popular so study of foreign languages may have a crucial impact on this industry. More specifically, training professional translators who are able to communicate in different languages can highly affect tourism industry in each and every country. When translators are available, visitors can recognize the background of historical places, they will easily find about shopping centers, choose suitable hotel, restaurant and so on. An expert translator can prepare useful guide books, brochures, and guidelines for visitors so that enjoy their stay in the country.

The aim of this study reported here was to provide an overview of the effect of translation knowledge or translation literacy on tourism industry especially in those countries in which tourism contributes to economy.

Obtaining feedback from some visit or scan help us understand the level of translation literacy in the country; in this case we are focusing on Iran. We will also conduct an interview with the managers of some tourism industries to inquire their ideas regarding this issue and find some ways to improve translation literacy so that it can have a positive effect on our tourism industry.

The results showed that usually tourists have difficulty visiting places and gain comprehensive information about the country. This is due to the fact that translators who have been hired by tourism industries have not been prepared and well trained for this purpose. As Iran can be a hub of Middle East tourism, it would be so great to improve the

translation literacy of the translators so that they can easily communicate with the tourists and improve our tourism industry.

Several activities as highlighted in the paper can improve translation literacy and may lead to the enhancement of the tourism industry.

VIDEO CLIP SUBTITLING AS A VOCABULARY LEARNING STRATEGY:

PROS AND CONS

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Needless to say, vocabulary has a determining role in developing L2 skills (i.e. speaking, reading, writing, and listening), and is considered as a factor of great importance to both EFL learners and teachers. so, the present study attempted to investigate the advantages and disadvantages of video clip subtitling as a vocabulary learning strategy.

To reveal the benefits and pitfalls, many researchers have done many studies in this connection. Various studies (e.g., Borrás & Lafayette, 1994; Garza, 1991) have presented the positive impact of subtitled films on different language skills. Thus, Canning-Wilson and Wallace (2000) believe that subtitled films can encourage the language learners to notice novel words and idioms, and as such, can facilitate vocabulary learning without any distraction. Opposing this idea, Zanón (2006) consider subtitles as a nuisance for covering visual information. Birds and William (2002) claim that it remains unclear whether subtitles lead to better or worse listening comprehension but they believe that it may help the learners to be better in other language skills such as reading.

As the review of previous researches has revealed, there was negative and positive ideas in this connection. Thus, controversies among researchers and findings of previous studies, the researcher as the main aim of the study tried to investigate and reviewed many other studies via conducting the present study.

Thus, the researcher tried to review the literatures of using subtitled films in order to collect more information about the advantages and disadvantages of using this strategy in EFL classroom.

Investigating the Relationship between Learner Variables and Reading Strategy Use of Iranian EFL Learners

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Abstract

During the recent years, the debate on individual differences among language learners has led into the great attention to reading strategies used by successful learners. Researchers and teachers have become interested in finding out what strategies are used by successful learners and how they can be taught to unsuccessful ones. This study aims to examine the relationship between reading strategy use of Iranian EFL pre-university learners and such learner variables as level of reading proficiency, gender, and fields of study. The study was conducted on pre-university learners sampled randomly from males and females in Shahrekord pre-university schools. It involved a Reading Comprehension Test, validated for the purpose of this study, to assess the reading proficiency level of the learners. It also included a Reading Strategy Use Questionnaire developed by Mokhtari and Sheorey (2002), known as SORS, to estimate the learners' awareness of their reading strategy use. The questionnaire also contained two questions about gender and fields of study of the learners. The research aimed at finding out the relationship between the use of reading strategies and the so-called learner variables. Comparing the means of scores, research findings indicated that there is a significant relationship between reading strategy use and reading proficiency level and fields of study. On the other hand, gender was found not to be significantly related to learners' use of reading strategies.

Keywords: Learner variables, Reading strategies, Gender, Field of study

Translation Shifts in Two Persian Translations of the Novel "1984" by George Orwell

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Abstract

Translators use different strategies and approaches in the process of translation. One of these approaches is shift in translation. This study intended to investigate *George Orwell's novel 1984* in terms of Catford's shifts in two translation versions from Hosseini and Balouch. Catford has divided shifts into two groups as level shifts and category shifts. Category shifts itself are divided into four sub-groups: structural shift, class shift, unit shift and intra-system shift. To see which type of shifts were the most frequently occurring shifts and to find out whether two translators applied the same type of shift in their translation of "1984", the current study examined the language chunks selected randomly from the first chapter of the original text and compared them with their corresponding parts in its two translations.

Comparative descriptive approach of the corpora (English novel and Persian translations counterparts) indicated that Balouch has used Catford's shifts in this form: among 476 language chunks, structural shift was the most frequent type of shift (45.16%). 30.46% of shifts were class shift, 9.66% intra-system shift, 9.24% unit shift, and 0.84% level shift occurred respectively in sub-corpus. The system of using shifts in the other translation was in this form: 31.09% of shifts were structural shift, 22.05% were class shift, 9.45% intra-system shift, 7.77% unit shift and 0.84% level shift.

Based on the comparison of the two translations, it was detected that both translators did not apply the kinds of shift similarly. The frequency of shifts in each translation was measured and discussed. It was also shown that shifts were inevitable in some places in the translation process and this was because of different natures of languages and variations that existed among them, so the translators are forced to deviate from the source text.

The reason of doing this research is that shifts as one of the most necessary aspects of translation should be considered especially by translators. Shifts can affect the quality of the translation texts. These effects can be examined in other studies in future.

Key words: translation, translation shift, Catford's model, category shift, level shift

The necessity of transferring the sense of safety in the process of teaching English through elementary course books' pictures.

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Abstract

Physical safety is not being transferred enough through elementary English course books in Iran comparing to industrialized countries.

Research on workplace and classroom safety and health in research articles has received increasing attention during the last few decades, but few have compared this matter in elementary English course books in Iran comparing to industrialized countries. This article explores the use of safety markers and learning them through course books which is based on the theory of Ferdinand de Saussure (1857) idea about langue and parole – an important type of learning point.

Gender differences are also examined by means of question are handing out to 30 M.A English teaching students. Statistical analysis of data show that students and teachers in Iran learn and teach few of these safety markers existing in the pictures of their books than those students and teachers living in industrialized countries such as England.

Key words: physical safety and health, safety picture markers in course books, the difference between danger and hazard in students' minds.

Self and Text in John Donne's Poetry: A Cognitive Poetic Approach

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Abstract

This study seeks to offer a cognitive analysis of the relationship between the concepts of self and text in John Donne's writings. As a great metaphysical poet of late Renaissance, Donne expresses his arguments mostly via elaborate metaphors. One of the most important components of a literary text, metaphor has often been defined as just an ornament to language. However, cognitive poetics, as a recently developed literary field, puts metaphor at the heart of not only language but also human thought. Lakoff and Johnson, as pioneers in this field, claim that metaphor is not a matter of mere language, but our conceptual system is fundamentally metaphorical. The aim of this paper is, thus, to probe the internal cognitive structures of the metaphors Donne uses for himself, his beloved, and his writings so as to shed light on his understanding of the two concepts of self and text. An attempt is also made to demonstrate the relationship between these metaphors and the ideologies of the time through a cognitive approach.

Keywords: John Donne, metaphor, cognitive poetics, self, text



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زبان و فرهنگ:

بررسی و تبیین ارتباط قدرت و جنسیت در نوبت‌گیری مکالمه؛

(مطالعه موردی سریال شهرزاد)

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چکیده

پژوهش حاضر ارتباط بین قدرت و جنسیت در نوبت‌گیری مکالمه را بر اساس نظریه فرانش‌های هلیدی بر روی شخصیت‌های سریال شهرزاد، بررسی و تبیین می‌کند. سریال موردنظر به‌علت داشتن معیارهای قدرت و جنسیت در گفت‌وگوهای مشارکین گفتمان، بعنوان پیکره پژوهش انتخاب شده است. داده‌های این پژوهش به‌صورت کمی و کیفی مورد تحلیل و ارزیابی قرار گرفت. در بخش تحلیل کمی از آزمون خی دو استفاده شد و در بخش کیفی فرانش‌های اندیشگانی و بینافردی هلیدی بکار گرفته شدند. این پژوهش با بررسی ارتباط بین قدرت و جنسیت در نوبت‌گیری مکالمه به این سؤالات پاسخ می‌دهد که اولاً رابطه بین قدرت و جنسیت در نوبت‌گیری به‌صورت مستقیم است یا غیرمستقیم؟ و ثانیاً گفتگوهای مشارکین از لحاظ اندیشگانی و بینافردی دارای چه کیفیتی می‌باشد؟ نتایج حاصل نشان می‌دهد قدرت و جنسیت در نوبت‌گیری مکالمه ارتباط محسوسی با یکدیگر ندارند و شخصیت قدرتمند فارغ از جنسیت خاص، دارای نوبت بیشتری در مکالمه است و همچنین از الفاظ تندتر، قاطع‌تر و البته رکیک‌تر از سایر مشارکین در گفتمان استفاده می‌کند. در بررسی کیفیت فرانش‌های اندیشگانی و بینافردی نتیجه حاصل شد که زنان در مواجهه با هم‌جنس خود، در موقعیت حصول به قدرت، از الفاظ تند، رکیک و قاطع استفاده می‌کنند، اما در مواجهه با غیر هم‌جنس از اعمال قدرت می‌پرهیزند و این به سبب فرهنگ جامعه می‌باشد. اما مردان در موضع قدرت در مواجهه با هر دو جنسیت، رفتار تقریباً مشابهی دارند.

کلیدواژه‌ها: قدرت، جنسیت، سریال شهرزاد، فرانش‌های اندیشگانی و بینافردی



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چکیده

ایجاد آگاهی از محصولات مصرفی شرکتهای تجاری به جذب مصرف کنندگان و مشتریان آن محصولات کمک شایان توجهی می کند. یکی از راه های معرفی محصولات یک شرکت به مشتریان که می توان به صورت ویژه از آن نام برد قسمت «درباره ی ما» در سایتهای شرکتهای تجاری است که برای مصرف کنندگان قابل استفاده است. پژوهش حاضر قصد دارد تاثیر متن صفحه ی "درباره ی ما" در وبسایت های ده برند شناخته شده دنیا در زمینه های مختلف الکترونیک، پوشاک، آرایشی و کیف و کفش را مورد مطالعه قرار دهد. این پژوهش، بر پایه تحلیل گفتمان انتقادی و کاربست رویکرد نورمن فرکلاف به تجزیه و تحلیل متن و تصاویر این ده برند شناخته شده پرداخته است و این فرضیه را مورد آزمون قرار داده است که دلیل موفقیت صاحبان برندهای برتر دنیا تولید جاذبه های جدید و به دنبال آن نیازهای جدید است. پس از بررسی وبسایت ده برند برگزیده این نتیجه به دست آمد که برندهای شناخته شده با معرفی پیشنه حرفه ای خود به جهت اطمینان پروری در مشتری، رضایت مندی مشتریان، رتبه بندی خود در بازار جهانی و اشاره به مواردی همچون مدیریت با تجربه و کارآمد، خلاقیت، کیفیت بالا، مرغوب بودن کالا و توجه به نیازهای مردم سعی در ایجاد رغبت و انگیزه در مخاطبان دارند. هدف این برندها از معرفی خود در صفحه "درباره ما" در نهایت در دست گرفتن بازار برای بلند مدت است. از این رو، موفقیت شرکت در دنیای سرمایه داری نوین وابستگی عمیقی به تولید نیاز در بین سوژه های اجتماعی و بازنمایی آن، به عنوان ضرورت دارد. در همین ارتباط، کاربرد اجتماعی و البته خلاق زبان، و تاثیر بسزای آن در ایجاد هژمونی خاص در جامعه این امکان را در اختیار تولید کنندگان قرار می دهد تا با نهادینه کردن "نیاز" به عنوان یک ضرورت در گفتمان جامعه و پراکسیس های گفتمانی سوژه های اجتماعی، از یک سو به تغییرات عمیق در جامعه دست یابند و از سوی دیگر، به هدف تغییرات گفتمانی نائل شوند.

کلید واژه: تحلیل گفتمان، برند، تبلیغات، دنیای مجازی،

مقایسه عملکرد دوره های آموزش مترجم زبان انگلیسی در آموزشگاه های خصوصی و دانشگاه ها

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چکیده:

این مطالعه ضمن در نظر گرفتن اهمیت ترجمه صحیح و دقیق به ارزیابی عملکرد موسسات و دانشگاه ها در زمینه پرورش مترجم می پردازد. به این منظور با بررسی برنامه آموزشی و سرفصل دروس ارائه شده در دوره کارشناسی مترجمی زبان انگلیسی و موسسه علوم و فنون زبان کرمان به تحلیل عملکرد آنها می پردازیم. برای تحقیق در این زمینه چک لیست هایی در اختیار دانشجویان مترجمی زبان انگلیسی دانشگاه شهید باهنر کرمان و زبان آموزان موسسه فوق قرار داده شد. در این چک لیست ها میزان رضایت کلی و همچنین 11 معیار کلی مورد سوال قرار گرفتند. برای آنالیز اطلاعات از ویرایش 20 نرم افزار آماری SPSS و شاخص های آمار توصیفی مانند فراوانی و درصد و آزمون های آمار استنباطی (آزمون مجذور کای دو و ضریب همبستگی اسپرمن) و همچنین از آزمون من ویتنی و کروسکال والیس استفاده می شود. دانشجویان دانشگاه شهید باهنر کرمان از دروس ارائه شده، دسترسی به منابع، ارزیابی عملکرد دانشجویان (سیستم نمره دهی)، تمرینات خارج از کلاس، امکانات محل تحصیل، هزینه های تحصیل و نحوه برخورد اساتید و کارکنان رضایت بیشتری دارند. از دیگر سو، زبان آموزان آموزشگاه علوم و فنون زبان کرمان از به روز بودن منابع درسی، شیوه تدریس اساتید، پاسخگویی اساتید در ساعات غیر کلاس و اطلاع رسانی موسسه رضایت بالاتری را اعلام کرده اند.

کلمات کلیدی: عملکرد موسسات، رضایتمندی از عملکرد، تحلیل آماری، دانشگاه شهید باهنر، موسسه علوم و فنون زبان کرمان، آمار توصیفی، آمار استنباطی.

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