2nd National Conference on Recent Development in English Language Teaching, Literature, and Translation

Book of Abstracts

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2ⁿᵈ National Conference on Recent Developments in English Language Teaching, Literature, and Translation

First published in Shiraz, Iran by Zand Institute of Higher Education
ISBN:

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Acknowledgments

On behalf of all the editors, I would like to acknowledge the contributions made by those involved in this project, more specifically the authors, reviewers, and staff members, who took part in holding the "2nd National Conference on Recent Developments in English Language Teaching, Literature and Translation." Without their support and help, this project could not have come into fruition.

2nd National Conference on Recent Developments in English Language Teaching, Literature, and Translation

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Note by the Head of the Conference

Seyyed Ebrahim Hosseini

"Words have been man's primary means of interaction. The emergence of language and verbal communication enabled human beings to exchange information, convey their messages, and broaden their horizons. In effect, language is the mightiest tool for sharing human knowledge, opinions, achievements, and aspirations.

Even though modern technology has dramatically affected the way people communicate nowadays, language and literature still thrive on transmitting cultural, artistic and scientific information effectively and efficiently. Furthermore, promoting languages opens doors to new perspectives in sciences, and brings about new opportunities for transferring knowledge to the future generations.

In line with its long-term goal of training professional human resources in different fields, Zand Institute of Higher Education aims at enhancing the scientific level of society as well as endorsing the rich Iranian culture. This institute has established itself as one of the most active academic foundations by taking part in various provincial, national and international scientific events, publishing papers in journals and conferences by its academicians and students, hosting fairs, literary and scientific circles and start-ups, and developing a skill-based curriculum. In addition, Zand Institute seeks to be a fourth-generation university and initiate entrepreneurial, enterprising and creative programs in order to contribute to addressing social challenges.

2nd National Conference on Recent Developments in English Language Teaching, Literature, and Translation

On behalf of the chairs, professors, lecturers and students at Zand Institute of Higher Education, I am delighted to welcome all the academicians and researchers to the "First National Conference on Recent Developments in English Language Teaching, Literature and Translation." I hope the present opportunity is a successful step toward sharing and discussing the latest developments and findings in the different areas of English language and literature."

Seyyed Ebrahim Hosseini
the Head of the Conference

Message from the Chairs of the Scientific Committee

Shiva Sadighi received her PhD in TEFL from Islamic Azad University, Shiraz Branch. She also received her BA in English Language and Literature and her MA in TEFL from Shiraz State University as a distinguished graduate. She has been teaching several major courses to BA and MA students at Zand Institute of Higher Education since 2009 and has supervised a number of theses. Presently, as an assistant professor at this institute, she holds such positions as the Head of the English Language Department, the Vice-Chancellor of Research Affairs, and the advisor to the English Scientific Society. Furthermore, she has published several books for university students and a few peer-reviewed scientific articles in the field of TEFL in local and international journals, and has presented scientific articles in international and local conferences. Her research areas of interest include teaching methodology, language assessment and testing, curriculum development, sociolinguistics, and psycholinguistics.

Nasser Rashidi, professor of TEFL, received his PhD in this major in 2002 from Shiraz University, where he is presently a faculty member. He also earned his BA and MA in TEFL from the same university, in 1991 and 1995 respectively. His research areas of interest include language teaching and discourse analysis. Moreover, he has written several books and articles on topics in the areas mentioned. He has supervised several MA theses and PhD dissertations at Shiraz University.

2nd National Conference on Recent Developments in English Language Teaching, Literature, and Translation

The Almighty God: The Source of Inspiration, Support, Motivation, and Hope

"Before our brief introduction, we will refer you to the general goals of such conferences. National and international conferences are held to provide new perspectives to the academia of today and tomorrow by presenting constructive and creative platforms to negotiate past and present issues to enlighten our minds and views. Gratefulness goes to Him who provided us this unique opportunity to witness such a great and challenging event to come to a realization.

Second, we would like to welcome all dear audiences who showed willingness and interest to participate in this conference, "Recent Developments in English Teaching, Literature, and Translation," sponsored by Zand Institute of Higher Education and Shiraz University. This conference was held in collaboration with Shiraz University and other universities across the nation whose authorities directly or indirectly supported this national event.

Likewise, we would appreciate the five plenary speakers, Dr. Farahzad, Dr. Shokouhi, Dr. Shairi, Dr. Afrashi and Dr. Pakatchi who willingly and kindly accepted our request. Next appreciations will go to the Chancellor of the institute, Dr. Seyyed Ebrahim Hosseini, the Research Affairs Vice Chancellor, Dr. Shiva Sadighi, the Executive Committee Chair, Mr. Firoozsani, and English Department faculty members and instructors who put lots of effort to run this conference and provide a platform for our faculty members and PhD and MA students across the country to share their research experiences and results of their projects in those three domains and some related issues. Gratitude also deserves the institute's personnel and the students who took responsibility to prepare all the logistic and academic facilities to pave the way for all the stakeholders to enjoy the present happening."

Shiva Sadighi
Nasser Rashidi
the Scientific Chairs

Conference Welcome Speech
by
the Deputy Chair of the Executive Committee

Shiva Sadighi received her PhD in TEFL from Islamic Azad University, Shiraz Branch. She also received her BA in English Language and Literature and her MA in TEFL from Shiraz State University as a distinguished graduate. She has been teaching several major courses to BA and MA students at Zand Institute of Higher Education since 2009 and has supervised a number of theses. Presently, as an assistant professor at this institute, she holds such positions as the Head of the English Language Department, the Vice-Chancellor of Research Affairs, and the advisor to the English Scientific Society. Furthermore, she has published several books for university students and a few peer-reviewed scientific articles in the field of TEFL in local and international journals, and has presented scientific articles in international and local conferences. Her research areas of interest include teaching methodology, language assessment and testing, curriculum development, sociolinguistics, and psycholinguistics.

On behalf of the organizers, as the Vice-Chancellor of Research Affairs at Zand Institute of Higher Education as well as the Chair of the Scientific Committee, I am honored to welcome all the attendees and those who accompany us virtually to the "Second National Conference on Recent Developments in English Language Teaching, Literature and Translation." This conference is aimed at sharing and discussing the latest developments and findings in the different areas of English language and literature, and we are delighted to have brought together prominent academicians and enthusiastic researchers from across the nation at this event.

Zand Institute of Higher Education as the greatest institute of higher education in the south of Iran has had the honor of holding the "First National Conference on Recent Developments in English Language Teaching, Literature and Translation" which encouraged us to arrange the second conference in order to have brought appeal and attract the academic support of other organizations and national and international universities. In this event we are honored to attract non-financial support of two international universities as well as more than 14 national organizations and universities.

Following the success of the first conference, with regard to the potentials and capabilities of the Department of English Language at Zand Institute of Higher Education as well as the cooperation and collaboration of the Department of Foreign Languages and Linguistics at Shiraz University, we decided to host this event with the heartwarming help and effort from university deans, professors and executive committee.

Having gained experience from the previous conference, we are delighted to host you with the purpose of creating an atmosphere of interaction and cooperation among academicians.

It goes without saying that the contribution of all participants as well as researchers by sending their scientific innovations and findings in the form of specialized articles is considered an honor for this institute, and we sincerely express our gratitude towards them all.

With the valuable efforts of the authorities and the unrelenting commitment of the Office of Research Affairs at Zand Institute, we managed to get the endorsement of CIVILICA and Islamic World Science Citation Center (ISC) for indexing the accepted papers. As a matter of fact, this event is the third national conference hosted by Zand Institute of Higher Education to be indexed by ISC. We are also grateful for the cooperation and collaboration offered by Shiraz University especially Professor Naser Rashidi for accepting our invitation and taking part in this national conference as the Scientific committee Chair.

During the submission period, more than 400 works were submitted, which were read by 60 elite reviewers. Out of this number, 269 works were accepted for either paper or poster presentations. About 60 percent of the members on the Scientific Committee of this conference are prominent professors and lecturers from universities inside and outside Iran in the fields of English Literature, TEFL, Linguistics, and Translation Studies. Assigning the submitted works to reviewers calibrated by their fields of specialty, ensuring confidentiality in the process of reading and evaluating the works, accepting full papers, and publishing conference proceedings as well as conference book of abstracts are but a few of the activities we have accomplished throughout the past 18 months.

Moreover, four specialized workshops titled

"Digital Material Development for Language Instruction with Online Animakers" and "Interactive Content Authoring with Articulate Storyline"

By Professor Nami

Review of Research on Emotion Regulation in EFL Education in Chaotic Era of COVID-19 Pandemic

By professor Haratyan

An Introduction to Inferential Statistics with a Focus on Factor Analysis and Multiple Regression

By Professor Razmjoo

were held virtually and by the contribution of participants from different universities all over the country.

Furthermore, we are honored to have Professor Farahzaad, Professor Shokoohi, Professor Shairi, Professor Pakatchi and Professor Afrashi as our keynote speakers who will be sharing their expert opinions on "Concept of Equialence in Translation Studies: Past and Present", "Intercultural Approach to Lingual Communication Strategies: Typology of Addressing Patterns as Indicator", and "A Critical Discourse Approach to Critical Thinking", and "Value and trans-value: anthroposemiotic process of the production of meaning"…….. respectively.

With various arrangements and efforts, this event was held with the help of national and international organizations and universities. Our international academic supporters include University of Indonesia and Inonu University of Turkey and our national academic supporters include Islamic World Science Citation Center (ISC), CIVILICA, Teaching English Language and Literature Society of Iran (TELLSI), Ferdowsi University of Mashhad, Shahid Chamran

University of Ahvaz, Jahrom University, Linguistics Society of Iran, Asia TEFL, Fars Language Center, Moallem Research Center and Tehran Semiotics Group.

I wish all of you health and success, and invite you to participate in the presentation sessions so as to benefit from the latest developments in the realms of English language teaching, literature and translation.

Shiva Sadighi
the Deputy Chair of the Executive Committee

Keynote Speakers and Their Bio-Data

فرزانه فرحزاد استاد تمام مطالعات ترجمه در دانشگاه علامه طباطبایی ، مولف و پژوهشگر مطالعات ترجمه و مترجم آثار دانشگاهی است. او کتابهای درسی و غیر درسی و مقاله های بسیاری در حوزه مطالعات ترجمه به زبان های فارسی و انگلیسی در نشریه های دانشگاهی داخلی و بین المللی دارد. از جمله کتابهای او مطالعات ترجمه از دیدگاه ادبیات و زبانشناسی، فرهنگ جامع مطالعات ترجمه و تدوین اشتراکی کتاب *Women Translators: Different Voices and New Horizons* است که چاپ انتشارات راتلج است. دو مجموعه کتاب دانشگاهی این رشته نیز زیر نظر او ترجمه و تألیف شده. دکتر فرحزاد هم چنین مدلهایی برای سنجش کیفیت ترجمه، نقد ترجمه و بینامتنیت در ترجمه طراحی کرده است.

Concept of Equivalence in Translation Studies: Past and Present

"Translation studies has devoted a huge amount of time and effort to exploring, defining and redefining the concept of equivalence in translation, which seems to hold the tie between STs and TTs, allowing the latter to be called the translation of the former. With the change of paradigms, the concept of equivalence gradually extended beyond structuralist determinism to poststructuralist interpretations which question the probability of sameness in translation, and later to the role of translation in cartography, urban spaces, historiography, memory, ... The present paper traces the development of the concept of equivalence in translation studies from the 1950s to the 2020s, when translation studies enter a new era of cross-disciplinarity. It starts with the mathematical perceptions of the concept as a consequence of machine translation researches in mid-20ᵗʰ century linguistic paradigm, follows its development in the 1980s cultural turn paradigm which redefines it as a social and ideological phenomenon, and further investigates whether or not, in addition to the above, a new definition of the ST-TT is shaping in the emerging paradigm of cross-disciplinarity."

Hamid Reza Shairi is a specialist in semiotics and text sciences. He is a University Professor in the French Department at Tarbiat Modares University in Iran. In collaboration with the University of Limoges and its scientific representative Jacques Fontanille, the University of Isfahan and the Scac, he founded a Summer University (1998-2000), where seminars and workshops in text didactics and Semiotics of discourse were taught by French (J. Fontanille, Denis Bertrand, Michel Arrivé, JF Jeandillou) and Iranian professors for three consecutive years.

Hamid Reza Shairi was also one of the founders of the Semiotics Team at the Academy of Arts in Tehran (2002-2008). He is part of the founding committee of the Association of French teachers in Tehran. He is one of the founders of the Semiotic Circle of Tehran (2009) which he currently directs. He is a representative of his country within the International and World Association of Semiotics as well as within the French Semiotic Association.

He is also the Editor-in-Chief of two scientific journals: Linguistic Related Research and Narrative Studies at the Faculty of Human Sciences of Tarbiat Modares University.

Hamid Reza Shairi is the director of several French plays which have been performed in theaters in Tehran.

He is also the author of numerous articles and several semiotic works written in Persian (The prerequisites of New Semiotics, Samt, 2002; Semiotic analysis of discourse, samt, 2007; Pour une semiotique du sensible, Editions Elmi va Farhangui, 2009; Visual semiotics, Editions Sokhan, 2012; Semiotics of literature, University of Tarbiat Modares, 2016).

Hamid Reza Shairi has been twice medalist by the High Research Council of his University: first time elected as best director of the French Department and a second time elected as best professor-researcher, by the High Scientific Council of Tarbiat Modares University.

He was also awarded a medal by the Farabi International Festival for the Scientific Review, of which he is editor-in-chief. He was also named Chevalier in December 2014 in the order of academic palms of the French Republic.
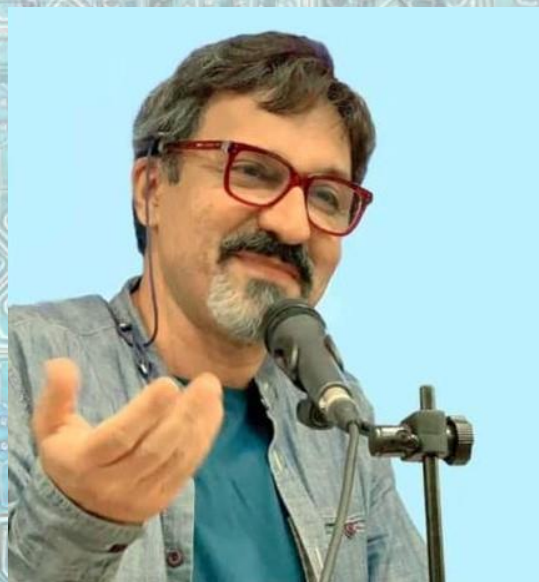
ارزش و تراارزش: فرآیند نشانه‌انسان‌شناختی تولیدِمعنا

نشانه‌معناشناسی مکتب پاریس ارزش را بر اساس سه مقولۀ مهم تقابل، مبادله و اخلاق درون روایت‌ها و نظام‌های گفتمانی شناسایی نمود. از میان این سه مقوله مهمترین کارکرد روایی ارزش بر مبنای تصاحب و مالکیت آن بر اساس تقابل و قدرت، یا مبادلۀ آن بر اساس تعامل و عملیات مجاب‌سازی تعریف شد. اما تحول نظریۀ حوزۀ معنا و عبور از نظام کنشی تعیینی مبتنی بر روابط علی و معلولی به سوی نظام‌های گفتمانی عاطفی، شوشی، ادراکی و تنشی سبب شکل‌گیری تعریف جدیدی از ارزش‌های روایی و گفتمانی گردید. در این راستا، ارزش به فرآیندی سیال تغییر یافت که در آن هیچ ارزشی مستقل از ارزش‌های دیگر معنای واقعی خود را کسب نمی‌کند. بنابراین، هر ارزشی وابسته به ارزش‌های قبل و یا بعد از خود و یا ارزش‌های موجود است و به این ترتیب ما درون شبکه‌ای از ارزش‌ها قرار می‌گیریم که می‌توانند با یکدیگر هم‌پوشانی داشته باشند. عبور از ارزش‌هایی روایی با تعریف کلاسیک به ارزش‌هایی با سیالیت ما را به سوی ارزش‌هایی جمعی سوق می‌دهد که قابلیت اشتراک‌گذاری دارند. همین ارزش‌های سیال راه را برای انتقال از یک نظام ارزشی به نظام ارزشی دیگر باز می‌کنند و سبب تغییر سبک زندگی کنش‌گران اجتماعی می‌شوند. چگونه و بر اساس چه معیارهایی ارزش‌ها امکان انتقال به یکدیگر و تولید نظامی تراارزشی دارند ؟ چه عواملی باعث شکل‌گیری کنش‌گری جمعی با ویژگی ترارزشی می‌گردند؟ و چگونه ترارزش‌ها مسیر روایت‌ها را دگرگون می‌کنند؟ این جستار با تکیه بر تحلیل ارزش‌هایی دینامیک و قابل انتقال درون روایت و گفتمان‌ها نشان خواهد داد چگونه هر ارزشی با قابلیت نفوذ به درون ارزشی دیگر در نهایت منجر به ایجاد ارزش‌هایی هم‌پیکر و هم‌تنیده می‌گردد.
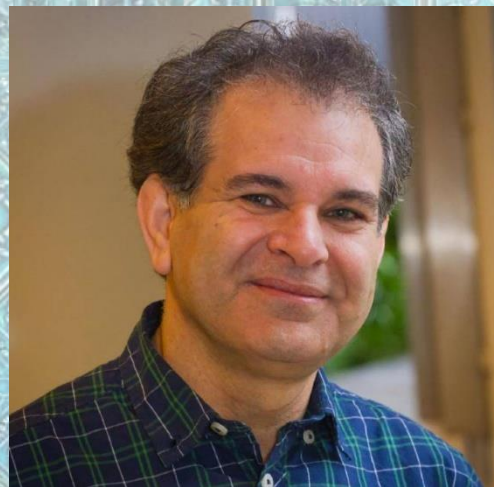
واژگان کلیدی: نشانه‌معناشناسی روایی، نظام کنشی، ارزش، تراارزش، کنش‌گر جمعی، سبک زندگی

Hossein Shokouhi completed his PhD in Linguistics at La Trobe University, Australia, in 1996. He has co-authored two books on discourse analysis and psycho-neurolinguistic concepts, and currently publishing another book with Routledge which is to come out in 2022/2023. He has published 44 journal articles and book chapters in various journals – *Lingua*, *Discourse Studies*, *Australian Journal of Linguistics*, *Australian Review of Applied Linguistics*, *Pragmatics*, *Thinking Skills and Creativity*, *Poznan Studies in Contemporary Linguistics*, *Iranian Journal of Applied Linguistics*, *The former Journal of Teaching Language Skills* (Shiraz University), among others, and with various publishers, including Routledge, Springer, Palgrave Macmillan, etc.; has supervised and taken 11 PhD and 42 Master's students to completion; has taught numerous subjects in Linguistics, Applied Linguistics and TESOL at Shahid Chamran University of Ahvaz, Iran, La Trobe University, Deakin University and the University of Melbourne, Australia. He has been a visiting scholar at Potsdam University, Germany, Deusto University, Spain, and La Trobe University, Australia. He was awarded several Distinguished Teaching and Research Excellence from Iran and Australia. He has been an invited keynote speaker several times – Swinburne University of Technology, Australia, Universitas Negeri Padang, Indonesia, Iranian Ministry of Higher Education, Rustaq College of Education, Oman, Shahid Chamran University of Ahvaz, and Shiraz University. He has been acknowledged for contribution to the linguistic textbook: Fromkin, V., Rodman, R., Hyams, N., Amberber, M., Cox, F., and Thornton, R. *An introduction to language: Australian and New Zealand* edition (editions 8 – 10, 2015, 2018 and 2021). His current research interests are: Critical Thinking, Critical Discourse Analysis, Sociolinguistics, Language and Culture in Education.

A Critical Discourse Approach to Critical Thinking

Thinking critically is one of the 21st Century most essential requirements in education. In most institutions worldwide, the emphasis on language skills is still on understanding how to read and write without interrogating what is embedded in texts. This type of discourse is uncritical which advocates an understanding of language skills basically as meaning-making cognitive transaction that fulfills the externally defined standards. Albeit the need for such mastery of language, the role of language is to reflect the world. It is timely to shift this paradigm into how language should be used to represent and construe the world. The focus should be on whose interests are served by reading the text, how we can make a more equitable world by transforming the way we read, think, interpret, and write (Luke, 2012). Much less attention has been given to how critical discourse and pedagogy should operate within existing power structures and dynamics – i.e., political, social, religious – at the various interconnected organizational levels – i.e., national, institutional, and global (Mullet, 2018). Critical discourse analysis offers analytical approaches to describe and interpret the different discourse (re)constructions critically and authenticate social inequities. It investigates ideologies and power dynamics through approaches such as dialectical-relational approach (Fairclough, 2015), socio-cognitive approach (van Dijk, 2007), feminist approach (Lazar, 2007), etc., entrenched in spoken and written discourses. Regardless of whether the choices in discourse construction are (un)conscious, the premise of critical discourse is that language is purposeful. Students should aim to read the word in relation to power, identity, access to knowledge, skills, and resources (Janks, 2011) so that they develop an awareness of agency to transform it through some of the prevalent approaches in classroom discourse research, such as ethnomethodology, ethnography of communication, and conversation analysis.

In this discussion, I argue for a hybrid process of deconstruction by using a close linguistic-semiotic analysis of texts to uncover the discursive constitutions of worlds. While critique is central to critical discourse, a critical-rational approach to texts, according to Misson and Morgan (2006), is not sufficient; the emphasis should rather be on combining critique and aesthetics. The aesthetics that I highlight here is inherent in language, which for my discussion in this presentation is Persian that could be utilized in classroom discourse in the form of translanguaging. A classroom should not necessarily be a uniform context where learning is organised based on teacher-fronted method. Unlike many traditional approaches of second language environment where the emphasis is only on the target language, critical discourse advocates any approach that facilitates engagement, a seemly example being translanguaging (García, 2009; Wei & Hua, 2013). In this hybrid approach, teachers should also be trained to facilitate critical thinking. As critical thinking is heavily bound to culture, as suggested in a series of papers by Shokouhi (2016), Shokouhi & Latifi (2019), Liyanage, Walker & Shokouhi (2021) and Shokouhi & Zaini (2022), I believe that translanguaing can help bridge the gap between first and second language to a great extent to bring criticality to fruition (Desvalini, 2016)

Azita Afrashi is associate professor of linguistics and dean of the faculty of Encyclopedia Research at the Institute for Humanities and Cultural Studies. She is dean of the Linguistic Society of Iran. She gained her PhD from Allameh Tabataba-i University and specialized in cognitive semantics and semiotics. Her research domain is conceptual metaphor and systemic polysemy.

ابعاد اصطلاح‌شناختی نظریه استعاره مفهومی

یکی از شناخته‌شده‌ترین الگوهای نظری در زبان‌شناسی شناختی استعاره مفهومی است. استعاره مفهومی با انتشار کتاب *استعاره‌هایی که با آنها زندگی می‌کنیم* (لیکاف و جانسون ۱۹۸۰) معرفی شد و از ۱۹۸۰ تا کنون این الگوی نظری، به لحاظ روش‌شناختی متحول شده است، به بیان دیگر با فاصله گرفتن از روش‌های گردآوری داده‌های شمّی که ویژه زبان‌شناسی زایشی بود و زبان‌شناسی شناختی از بطن آن پدید آمد، به سوی بهره‌گیری از روش‌های پیکره‌ای سوق یافت و از بُعدی دیگر با اهمیت یافتن جنبه‌های اجتماعی- فرهنگی شناخت، نسبت به جنبه‌های روان‌شناختی و فردی، روش‌های گردآوری داده‌ها در مطالعات زبان‌شناسی اجتماعی مورد توجه قرار گرفت. استعاره مفهومی فراتر از زبان روزمره، در هنر، تحلیل متون دینی، رسانه، تبلیغات سینما و جز آن به کار گرفته شد و فراتر از معناشناسی در حوزه‌هایی مانند سبک‌شناسی، تحلیل گفتمان، نقد ترجمه، مطالعات مربوط به رشد شناختی و زبانی کودک و آسیب‌های مغزی و شناختی مورد توجه قرار گرفت؛ همچنین استعاره‌های مفهومی نه تنها در قالب پیکره‌ها بلکه در مقایسه‌های بین زبانی مورد تحلیل قرار گرفتند. این ابعاد متفاوت تحلیل و بررسی که در بالا به برخی از آنها اشاره شد چالش‌هایی را در نظریه استعاره نمایاند. یکی از ابعاد این چالش‌ها به حوزه اصطلاح‌شناسی باز می‌گردد. یکی از مولفه‌های نظریه‌پردازی، کاربرد دقیق اصطلاحات علمی در حوزه آن نظریه است. اگرچه نظریه استعاره به لحاظ انسجام درونی و اصطلاح شناختی از کارآیی قابل ملاحظه‌ای برخوردار است که جنبه‌های بسط و گسترش آن چنانکه در بالا به آن اشاره شد شواهدی

بر این موضوع است ولی براساس آنچه در پژوهش حاضر به آن اشاره می‌گردد این نظریه به لحاظ پیوندهای اصطلاح‌شناختی بیرونی یعنی در ارتباط با برخی حوزه‌های مطالعه مرتبط ولی متفاوت نسبت به آن، دارای برخی ابهامات و همپوشانی‌ها و مرزهای متداخل است. در پژوهش حاضر برای نخستین بار همپوشانی‌ها و ابهامات اصطلاح‌شناختی این نظریه با حس‌آمیزی، استعاره‌های فیزیولوژیک در حوزه عواطف، چندمعنایی مجازی فعل‌های حسی و چندمعنایی فعل‌های حسی در حوزه‌های انتزاعی با استناد به نمونه‌های زبان فارسی مورد بررسی قرار می‌گیرد.

List of Reviewers

Name	Affiliation
Sadighi, F.	Zand Institute of Higher Education
Sadighi, Sh.	Zand Institute of Higher Education
Porgive, F.	Shiraz University
Yamini, M.	Zand Institute of Higher Education
Amirzadeh, B.	Zand Institute of Higher Education
Mortahan, M.	Zand Institute of Higher Education
Nemati, A.	Jahrom Azad University
Bavali, M.	Shiraz Azad University
Rashidi, N.	Shiraz University
Eal, M.	Zand Institute of Higher Education
Rezvani, R.	Yasuj University
Alimorad, Z.	Shiraz University
Ghasemnejad, A.	Zand Institute of Higher Education
Khalilian, Z(V).	Zand Institute of Higher Education
Rahmani, Sh.	Zanjan Graduate Universiry of Basic Science
Behjat, F.	Shiraz Azad University
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Workshops

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Lecturer	Title	Time
Seyyed Ayatollah Razmjoo	An Introduction to Inferential Statistics with a Focus on Factor Analysis and Multiple Regression	8:00
Fatemeh Nami	Digital Material Development for Language Instruction with Online Animakers	10:00
Fatemeh Nami	Interactive Content Authoring with Articulate Storyline	12:00
Farzaneh Haratian	Review of Research on Emotion Regulation in EFL Education in Chaotic of COVID-19 Pandemic	14:00

2nd National Conference on Recent Developments in English Language Teaching, Literature, and Translation

Paper & Poster Abstracts

Categories:

TEACHING

TRANSLATION

LINGUSTICS

LITERATURE

Part One:

TEACHING

Remaking of a Myth: A Study of Sarah Kane's Phaedra's Love as a Portrayal of British Royal Family

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Abstract

Sarah Kane as a notable figure in the in-yer-face theatre movement shares a lot of similarities with the new wave of British drama of the 1990s depicting extreme themes and issues, obscene language, nudity, violence, and taboo subject matter in her plays. What follows is an attempt to study Kane's play, Phaedra's Love, by understanding the context of this work and grounding the play in the culture and social concerns of the 1990s when the British royal family was in a state of turmoil and crisis. Set in today's Britain, the play is a radical updating of Seneca's Phaedra play. So, we will contextualize the play about a key topic to argue how the play reflects many of the issues revolving around the British royal family such as Princess Diana's life and character, marriage to Prince Charles and her death, monarchical power and status, and capitalist economy and consumer culture in the 1990s. This study demonstrates how the play is a vivid reflection of the British royal family's state of turmoil and crisis in the 1990s with an emphasis on the image of Princess Diana and Prince Charles as well as a representation of a consumer-driven economy in the 1990s.

Keywords: Sarah Kane, in-yer-face theatre, *Phaedra's Love*

Investigation the Abjection in Edogawa Ranpo's 'The Caterpillar'

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Abstract

Abjection is referred to a particular type of feeling which psychoanalytically signifies itself in a number of disciplines. In this regard, this paper aims to investigate the concept of abjection in Edogawa Ranpo's short story entitled 'The Caterpillar'. Elaborated by Julia Kristeva, the French psychoanalyst, who was inspired by Lacan, abjection is the uncanny experiences or feelings which originally begin from the early age of a child when he/she can distinguish between the 'I' and the 'the other'. This knowledge of self means shattering the sense of repression and judgment which tears down the ego. The horror of witnessing such an incident, as Kristeva suggested, is profoundly sickening and the repulsion challenges the individual's whole existence. The darkness of the human being can be undeniably disturbing and overwhelming for the human's consciousness. Ranpo, the Japanese writer who has inspired the Japanese mystery literature of mystery, created collections of stories and novels which are symbolically significant in terms of understanding the identity, self and others. The paper concentrates on the character of Sonoga, an army official whose disabilities resulting from the war are excruciatingly shocking and lead him to self-destruction. The abject reveals itself to be the character, himself.

Keywords: Abjection, horror, repulsion, self-destruction, reality

A Comparative Ecofeminist Reading of Margaret Atwood's *Surfacing* and Forūğ Farrokzād's "I Pity the Garden"

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Abstract

It took a rather long time for ecocriticism to emerge as a concerted interdisciplinary approach in literary studies, and later on in humanities. Glotfelty (1996), a distinguished pioneer of ecocriticism, defined it to mainly concern the study of the asymmetrical relationship between nature and human beings. An Ecocriticism question human's violation of the environment. As the study of a similar relationship between man and woman has been a pivotal concern in feminism, ecocriticism and feminism found a common ground for a merger. Ecofeminism investigates the woman-nature relationship towards which its various proponents take different stances. The violation of nature by human beings is on a par with the suppression of women in patriarchy partly because they are both determined by what Karen J. Warren (2000) calls the "logic of domination". The logic of domination is the most prominent feature in an oppressive conceptual framework that sanctions and justifies the subordination of women as well as nature. This paper aims at comparatively investigate the interrelatedness of sexism and naturism in Margaret Atwood's Surfacing (1972) as well as Forūğ Farrokzād's "I Pity the Garden" through an ecofeminist perspective to illustrate their simultaneous literary, social and political involvement with femininity and nature. Both female poets relate the inferiority of women to the subordination of nature as the binary logic that perpetuates patriarchy which also establishes and reinforces anthropocentrism and inevitably leads to the subordination of nature. It will be contended that the liberation attempts of Atwood's protagonist and Farrokzād's persona prove to be successful as they accomplish to subvert patriarchy.

Keywords: Ecofeminism, Margaret Atwood, Forūğ Farrokzād, Logic of domination, *Surfacing*

The Mannequin as an Active Agent: Decentered Subjectivity in Ian McEwan's Short Story "Dead as They Come"

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Abstract

While *Dead as They Come*, written by Ian McEwan, has been analyzed in different ways, the agency of the nonhuman, that is, the Mannequin, hasn't received any critical attention. The purpose lying at the heart of this study is to examine the short story through the perspective of a nonhuman, the Mannequin portrayed in the short story, thus elucidating the vitality, subjectivity, and agency of an object rather than the subject of the short story, to wit, the protagonist. To that end, the foregoing research will have recourse to the theoretical framework of Object-Oriented Ontology (OOO), established by such philosophers as Graham Harman, Timothy Morton, Ian Bogost, Jane Bennett, Levis Bryant, etc. In shifting the focus on the none-and-more-than-human, thus decentering the subject, OOO avers that objects are endowed with the agency, reality, and world of their own, independent of the subjects. In this study, it's concluded that Mannequin, in this short story, acts as an active agent rather than a passive one, manipulating and exercising a great deal of influence over the protagonist of the short story, that is the subject, hence deconstructing the traditional subject/object binary opposition that has not only denied agency to the objects, regarding them as passive entities at the service of humans but has also created a big gap that has prohibited a symbiotic interaction between the realms of the subject and object.

Keywords: OOO, agency, nonhuman, mannequin, decentered subject, Ian McEwan

Examining Female Beat Authors' Memoirs through the Lens of Communitarian Authenticity: Constructive Dialogues with Horizons of Significance

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Abstract

Authenticity was one of the most important issues in Beat generation literature in the late 1950s and the early 1960s, which emerged as a literary movement challenging the monotonous world dominated by work and financial issues (Russell. 2002). While this literary movement was pioneered by men, the meaningful presence of female Beat authors was undeniable. Sounding their authentic voices in their memoirs, the marginalized female writers of this cohort revolted against the traditional patriarchal system dominating not only the culture of American life but also the Beat generation, although their contribution was neglected for a considerable time. In this regard, chosen memoirs of the two eminent Beat writers, Diane di Prima and Hettie Jones, were analyzed in the light of Taylor's (1992) communitarian perspective on authenticity, which addressed authenticity as part of one's own identity shaped through dialogues with others as well as the observation of values and horizons of significance. From a communitarian perspective, not only is the authenticity the attainment of our own interests, but also it comes from a social and ethical understanding. The findings showed that the two authors' memoirs addressed other women throughout history as horizons of significance, although they were different in narrating their stories. While Hettie Jones integrated her life events into her own narratives, Di Prima highlighted the Beat qualities to express her authentic self as a strong, independent, and fearless woman who tried to take a stance in the male dominant society.

Keywords: beat generation, female beat authors, communitarian authenticity

Hawthorne's *The Scarlet Letter*: A Color with Different Perceptions

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Abstract

The Scarlet Letter tells the tale of people who loved, sinned, changed, survived, and died. In America's Puritan society of the 17th century, Nathaniel Hawthorne portrays the life of Hester Prynne who is condemned to wear the scarlet letter, the letter "A" which stands for the first letter of adultery, and a circle of related individuals. All of the characters are somehow related to this figure, whether it is their happiness, sadness, shame, rage moments of epiphany, or development. As we go on through the novel, the scarlet letter goes beyond a simple figure and becomes a character itself. Like other characters, it changes over and over and finds a multilayered nature and concept. Everything about the figure has been chosen wisely by Hawthorne, but what is significant is the very color. Comparatively, and by examining some classic paintings, I could find the same colors with the same meaning which stand as a significant emphasis on the inter-textual nature of both textual and visual arts. I chose some classic paintings, which have the same colors each of which presents different notions while having the concepts that the scarlet letter has within. This comparative study investigates the significant analogy between the scarlet figure of the book and the classic paintings: "Coronation of the Virgin" by Enguerrand Charonton, "The Bolt" and "Young Girl Reading" by Jean-Honoré Fragonard, and "The Execution of Lady Jane Grey" by Paul Delaroche.

Keywords: color symbolism, color, puritan, Nathaniel Hawthorne, painting

The Manifestation of Constructed Toxic Masculinity and Its Exemplified, Authentic Representation in the TV Show *Euphoria*

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Abstract

Almost everyone has their own preconceived notions about the definition of masculinity and what it takes to be a man. Heartless, tough, unrealistically brave and the hero of every figurative and literal story, men are raised with a prolonged set of rules of how to be. Thus, for a deeper delve into understanding the concept of constructed manhood, this paper will mainly focus on comprehending and analysing observable toxic masculinity traits of the fictional character "Nate Jacobs"— an 18-year-old antagonist teenage boy from the TV series "Euphoria" who is struggling and has an off-balanced and yet resonating behavior — and that how this toxicity is illustrated in 21st C. American cultural productions. Additionally, rather than mere close reading of a character, inspecting Nate's behavior, his reactions towards different events, his surroundings and his childhood trauma will also be done through an eclectic choice of frameworks. For a better apprehension regarding the character's reason to abide and behave according to the society's expectations, the work of Grayson Perry "The Descent of Man" alongside other secondary sources are applied to the process of close reading the exemplified character as magnifying filters. This paper will hopefully be a simple guideline for anyone who is curious to see how toxic masculinity begins to be, function and is dealt with by the American society and men who are at odds with it themselves.

Keywords: Euphoria, toxic masculinity, TV series, close reading, manhood studies

A Review of *The Little Prince* in Terms of Immigration Literature

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Abstract

For many years, we have known a branch in contemporary literature called "immigration literature", as if "migration" itself is a phenomenon related to the contemporary world. Since literature is essentially a category arising from internal suffering, migration also carries with it a kind of sorrow. Migration is a matter of ontology and crossing the original land and facing new problems. In migration, human experiences occur from a new angle. All immigrants have experienced diaspora and displacement, but not all displaced are immigrants. Migration is a much broader category(wings,2010). We are going to examine the Little Prince novel as a symbolic work in terms of immigration literature, based on research, and also the evidence in The Little Prince novel. Little Prince as an immigrant who wanted to leave his planet to improve his mental situation, forgot about his mistress, and earned New experiences. Throughout the story, we often see the little prince alone and anxious, as if he is not used to the new conditions of his life and constantly compares this planet with his own.

Keywords: immigration, literature, Little Prince, diaspora, immigrant

Modernism and Depersonalization in T. S. Eliot's "The Love Song of J. Alfred Prufrock"

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Abstract

Modernism was a reaction against the utilitarian and moral values held in the nineteenth century that sough common good in the society. With art being utilitarian, there was no sense of individuality for writers and their works, so modern writers began to focus on individual experience to show the inner life of artists and people and reflect an accurate picture of the society in which they were living. T. S. Eliot introduced the concept of depersonalization in his essay "Tradition and Individual Talent," setting the poet and their poems as two separate things with the poet remaining completely impersonal throughout the poem. This depersonalization theory shows itself in contrast to the modernism rejection of the nineteenth century moralism and utilitarian view towards art. As modernism seeks individuality and individual experience, the concept of depersonalization rejects the expression of the author's personality. This research sets to analyze Eliot's poem "Love Song of J. Alfred Prufrock" to see how the poet managed to keep the modernist value showing individual experience and yet remain faithful to the concept of depersonalization. The research concludes that by creating allusive and ironical imageries in the poem, Eliot managed to share experiences that were quite palpable to modern people and sever his own personality from the poems.

Keywords: Modernism, depersonalization, T. S. Eliot, Love Song of J. Alfred Prufrock

مسئولیت پذیریِ زیست محیطی ، دیگریِ زیست محیطی و کنشِ اجتماعی: بررسیِ باختینی-زیست محیطی از رمان ماجرای عجیب سگی در شب اثر مارک هادون

دانیال نوائیان[1] ، غریب رضا غلامحسین زاده[2]

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چکیده

نظریه‌ها و مفاهیم می‌خوابیل باختین در ساحت‌های مختلف علوم انسانی با عنوان یک پایه‌ی نظری، رویکرد انتقادی و افق تفسیری در تحلیل متون ادبی و آشکار کردن لایه‌های معنایی این متون و تولیدات فرهنگی کاربرد داشته است تا جایی که امروزه توانسته‌اند فضایی کرونوتوپی (زمان-مکان) محسوب شوند و هتروگلاسیای مخصوص به خود را بسازند. صاحت دیگری از این نظام دانش و علم آرشیتکتونیک هست که کمتر مورد توجه قرار گرفته و بخاطر قبض و بسط‌های دیگر مفاهیم این ساحت تقریباً در محاق قرار گرفته که اگر بطور مؤثر مورد مداقه قرار گیرند می‌توانند در تبیین وجودی و معرفتی بسیاری از مسائل و بحران‌های جوامع انسانی مورد استفاده قرار گیرند. این حیث از نظام دانش باختین فلسفه اخلاق باختین است که بطور جنینی در تمامی ابعاد نظریه‌ها و مفاهیم باختینی ریشه دوانده است. پژوهش حاضر با تأکید بر فلسفه اخلاق و مفاهیم این حوضه از باختین در صدد است تا با ایجاد دیالوگ (مکالمه) با حوضه‌ی نقد زیست بوم پیوند وثیقی ایجاد کند (Eco-dialogic)و به تبیین ابعاد مختلف رمان ماجرای عجیب سگی در شب نظیر جامعه‌ی معاصر، رفتار شخصیت‌ها و مضمون اصلی این رمان بپردازد. پژوهش حاضر با تأکید بر مفاهیم فلسفه باختین و امنتزاجشان با نقد زیست بوم سعی دارد چنین مفاهیمی نظیر دیگریِ اکولوژیک، پایان ناپذیری، دیالوگ اکولوژیک، مسئولیت‌پذیری و پاسخگویی را در این رمان پیدا کند به تفسیر و تبیین نقش عناصر طبیعی، حیوانات و رفتار قهرمان داستان در رمان مارک هادون بپردازد

واژه‌های کلیدی: باختین، دیالوگ-زیست بوم، دیگریِ زیست بوم، پاسخگویی، ماجرای عجیب سگی در شب

Masculine Trauma in Katherine Mansfield's "The Fly"

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Abstract

This research applies Sigmund Freud's psychoanalytic theory of trauma to Katherine Mansfield's The Fly. It discusses the ways in which the protagonist of the story called 'the Boss' attempts to deal with his traumatic memories. Freud in his *Studies on Hysteria* characterizes individual trauma as: when a person is unable to react to a traumatic or affective memory in a way that successfully "discharges" those effects, therefore; they feel powerless in the situation. It is this feeling of powerlessness that leads to trauma. This relationship between trauma and a lack of power manifests in the boss, which can be seen in his attempts to exert his hegemonic masculinity through the dominance and ownership at any given point of time. The idea of ownership is established throughout the story. The Boss wants to be able feel traumatized at will or to have ownership on his own trauma, so trauma becomes part of the commodity economy in this particular narrative. It is concluded that although normally we associate trauma with loss and inability, trauma becomes the loss that has equitation of ownership.

Keywords: Trauma, The Boss, Masculinity, Repression, Freud

Wrenched by Two Styles:
A Lacanian Reading of Trauma in Derek Walcott's "A Far Cry from Africa" and "Codicil"

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Abstract

Derek Walcott is one of the leading figures in Postcolonial literature, the dominant themes of whose poetry include identity politics and the lost history of the Caribbean and Africa. The traumatic experience of the postcolonial subject and its psychosocial aftermath are linked in his works to the colonizer's and the colonized languages, among other elements, in such a way that after (de)colonization a new language or discourse offers a new subjectivity for the latter group. The present study deals with this problem in two of his oft-anthologized poems, namely "A Far Cry from Africa'' and "Codicil," from a Lacanian psychoanalytic perspective, which explores the effects of the Symbolic Order on the subject's psyche. The basic argument of this qualitative library research, thus, is that the duality of the postcolonial subject's former identity and the new one leads to a trauma of double consciousness. In these poems, the speakers try to retrieve their lost identities as they are caught in the new Symbolic Order. According to the findings of the study, just as a fragmented infant enters into the Symbolic Order and acquires language after the Imaginary Order, just so the colonized subject loses their former subjectivity and becomes psychically split as soon as he is placed under the colonizer's authority and enters into the latter's discourse as the new Symbolic Order.

Keywords: Lacanian psychoanalysis, trauma, the symbolic order, "A Far Cry from Africa"

A Tiny Place to Live, a Tiny Place to Die:
An Ecofeminist Reading of Ahmad Shamlu's "Ayda in the Mirror"

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Abstract

Ecofeminism is a recent critical approach in literary studies that aims to reclaim the dignity of women and nature by demonstrating the negative effects of patriarchal ideologies in anthropocentric societies marginalizing women and nature. Ecofeminists find the solution of this problem in identifying and changing the socio-cultural constructs and stereotypes that lead to oppression. Both women and nature play a crucial part in Ahmad Shamlu's poems, and on a closer inspection one might observe the same thematic concept in his poetry, namely the association of the feminine with nature and the othering of both. Considering this aspect of his poetry and adopting ecofeminism as its critical approach, this study as a qualitative library research conducted in the form of content analysis, and it examines ecofeminist themes in one of his poems "Ayda in the Mirror." Based on the binary oppositions culture/nature and man/woman, the positions of the feminine figure (Ayda) and nature are discussed. According to the findings of the study, Ayda is considered to be a part of nature and even superior to it. The speaker finds himself inferior to her, while he needs her for his own rebirth, that is, a form of life that would be far removed from the subjectivity imposed upon him by the dominant cultural hegemony. However, in the last analysis, as the present paper argues, in order to escape culture, in addition to the dominant cultural stereotypes about women and nature as symbols of beauty and fertility, the speaker has to have recourse to the same cultural institutions, most prominently poetry.

Keywords: ecofeminism, othering, culture, nature, femininity, "Ayda in the Mirror"

John Milton's *Comus*: Symposium Revisited

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Abstract

Plato, one of the most significant of all philosophers of ancient Greece, has exerted an astoundingly powerful effect on Western culture and literature. In particular, English Renaissance writers and poets are greatly indebted to his doctrine of love, as presented and discussed in his *Symposium*. John Milton, the last and one of the most distinguished figures of Renaissance is no way out of Plato's sphere of leaden influence: everywhere in his works, there are echoes and traces of Plato. This article attempts to briefly survey the concept of Platonic love and then seeks to examine young Milton's comprehension of this doctrine and his practice of applying it to one of his early dramatic works, *Comus, A Masque*. Ultimately, the article can best be summarized by stating that Milton's play manifests what he has already learned about chastity, love, and beauty from the Dialogues of Plato.

Keywords: Plato, Platonic Love, *Symposium*, Milton, *Comus*

John Steinbeck's "The Chrysanthemums": The Portrait of a Female as Fenced in Her Self-Made Fence

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Abstract

John Steinbeck's classic short story "The Chrysanthemums," despite its very simple plot, conveys profoundly a world of meaning. The dominant interest in critical evaluation of this short story has tended to see Elisa Allen, the protagonist, as a woman oppressed in a male-dominated society. The object of this paper is to question the long-accepted view of Elisa as a wholly sympathetic character through a symbolic Freudian interpretation of the story which will lead to some sort of psychoanalysis of the protagonist, Elisa, and Steinbeck himself, when writing the story. Actually, this paper, by means of Freudian psychoanalysis, seeks to come to the conclusion that the prevailing interpretation of the story fails to square with its figurative design and structure in which the female protagonist appears to be less a woman imprisoned by men than one who keeps herself within a fence of sexual defensiveness. In fact, "The Chrysanthemums" can then be read as Steinbeck's response to feminism.

Keywords: Steinbeck, "The Chrysanthemums", Freud, Psychoanalysis, Feminism

A Psycho-semiotic Analysis of Pride in Jane Austen's Literary Adaptation of *Pride and Prejudice*

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Abstract

This paper analyzes the way signs and symbols represent pride, a primarily social phenomenon felt in response to accomplishments with soc-ial or moral significance, as one of the main personality features in psychology in Jane Austen's "Pride and Prejudice" adaptation of 1995. It has been suggested that pride is divided into two emotions: hubristic pride, which leads to arrogance and smugness, and genuine or true pride, which encourages confidence and fulfillment. Some selected pictures taken from the adaptation are analyzed using a Psychosemiotic approach, which is the study of processes and symbols regarding a psychological concept. It can be a conduct, activity, or process that involves psychological signals communicating intentional or unintentional meaning. Pride is examined through the use of Kress and van Leeuwen's multimodality introduced in their book titled as "Reading Images: The Grammar of Visual Design." Each image is analyzed in three stages of representational, interactive, and compositional with subcategories of narrative or conceptual for representational images; contact, distance, and point of view for interactive meaning, and information value, framing, salience, and modality are considered for compositional images. Consequently, this paper reveals the items and elements of a scene as the representors of a concept, in which case pride is demonstrated as a personality trait.

Keywords: Psychosemiotic analysis, pride, Jane Austen, literary adaptation, Pride and Prejudice

The Mythical Jason Reemerges in Shakespeare's Othello

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Abstract

One of the questions for the literary scholars has been the fact that whether the mythological stories possess unique patterns of their own or they have repeated patterns in the history and psychology of man. The purpose of the present study was to find parallel incidents between the mythological story of Jason and Medea and Shakespeare's Othello. Therefore, employing an ideological approach to Althusser's (1918-1990) definition of the individual and the subject, the researchers employed a comparative method to analyze Othello. The findings ultimately revealed the same structural pattern of the mythical Jason and Medea was repeated in Othello. Likewise, Othello was proven to be a victim of the dominant ideology who was sacrificed for he was apolis _the Greek word for the citizen of other countries. In other words, he was considered the 'Other'. Similarly, Jason and Medea were both alien to the Corinthians. By the same token, the dominant ideology of the time undermined individuals, especially the aliens and the non-natives, and this happened in both the mythological story of Jason and Medea as well as Shakespeare's Othello. Finally, it can be implied that it sounds plausible if Othello and Jason are led to total failure and self-destruction by themselves at the end.

Keywords: Jason, Medea, Othello, Althusser, ideology, other

Competitiveness as Aggression: A Lacanian Reading of *The Queen's Gambit*

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Abstract

Competitiveness is what drives the individuals to thrive. It has always been marked as one of the characteristics of successful people in the meta-modern world. However, it is labelled as a flawed design, woven with extreme emotions, which eventually leads to the destruction of self-worth. Competitiveness is also, in most of the cases, associated with aggression in occasions. As aggression takes different forms and is presented with different faces, the concept is categorised in ways that includes behavioural patterns which may appear as normal in societies. The present article aims to shed light on the relation between competitiveness and aggression in Walter Tevis's Queen's Gambit by the aid of Lacanian psychoanalytic theory of aggression and its relation to competitiveness. The novel presents a suitable ground for this study as it is a bildungsroman focusing on the life of the protagonist, Elizabeth Harmon who is newly orphaned. As she is placed in an orphanage, she develops her drug addiction and later alcoholism, yet she becomes a chess champion and prodigy. By the end of this research, the concept of competitiveness has been labelled as passive aggressive, cold-blooded aggression which has germinated due to the lack of fulfilled desires in the protagonist along with jouissance acting as a substitute and catalysis of her active aggressive-destructive actions.

Keywords: aggression, Lacan, competitiveness, Queen's Gambit, Walter Tevis

Psychosis Analysis in Edgar Allan Poe's "The Tell-Tale Heart"

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Abstract

One of the most well-known short stories among young adults everywhere is Edgar Allan Poe's "The Tell-Tale Heart," which has a significant influence on readers' lives. This short narrative serves as a fantastic example to demonstrate Schizophrenia, one of the mental illnesses that has impacted many individuals throughout the world. The province begins where the unnamed individual or the narrator of his narrative perceives himself being a person in peril. He fears getting murdered by an elderly person. The speaker claims that initially, thoughts without a clear beginning or cause enter his consciousness. His head is filled with endless, chained ideas. The settling of thoughts causes the speaker to trust the thoughts, pay attention to their voices, and act upon what the thoughts command. The speaker then goes into detail about his ideas. His inner voice warns him that the elderly man in the adjacent room is a nasty, dangerous person who is ready to murder him. Most of his thoughts are persuaded by the old man's persistent surveillance and messaging that the old man is a frightful, dangerous, and homicidal person who is waiting for an opportunity to kill him. The further the tale progresses, the more the speaker's paranoid and schizophrenic ideas take control of him to the extent that they dominate him.

Keywords: The Tell Tale Heart, Edgar Allen Poe, analysis, psychosis, schizophrenia

Revenge and Its Consequences in *Hamlet*

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Abstract

Hamlet (1602) is one of the most beautiful and well-known works of the great English writer William Shakespeare (1564 – 1616). This article examines and analyzes the effects and consequences of revenge on Hamlet's character and destiny. Revenge, which is the most important element in shaping the structure and events of this play, creates unpleasant events (doubt, madness, death, etc.) in Hamlet's life. As a result, Hamlet, who seeks revenge through his actions throughout the play, brings death and destruction to himself and those around him.

Keywords: Hamlet, revenge, madness, hesitation, emptiness, death

The Psycho-Semiotic Analysis of the Psychological Concept of Self-Esteem in Selected Scenes from the Film Belfast

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Abstract

Self-esteem is related to personal beliefs about skills, abilities, and social relationships, and it means a general evaluation of one's competence in a positive and negative direction, which is necessary for self -recognition which includes the external and internal world of a person, the individual awareness and experience. Here in this paper, selected images from the film are analyzed via symbols to investigate how the psychological concept of "self-esteem" is conveyed through Kress and van Leeuwen's image reading approach in Kenneth Branagh's film Belfast, which was screened during the Covid-19 pandemic. This research examines the signs using representational, interactive, and combined meanings based on Kress and Van Leeuwen's approach including the technical codes of the film and the body language of the participants, how these signs are transmitted as a visual stimulus, and the determinant of self-esteem in covid time. The visual signs through the qualitative and analytical grammar approach of Kress and Van Leeuwen (such as color, shapes, lighting, location of facilities and equipment, characters, body movements and behaviors, gestures, and facial expressions) display the psychologically related concept of self-esteem. The results of this research can be beneficial to the researchers interested in the area of Psycho semiotics.

Keywords: self-esteem, signs, semiotic, Kress and Van Leeuwen, covid-19

Eugene the Iceman: Undermining the Myth of Fertility and the Modernization of the Traditional Through the Infusion of Novelistic Discourse in O'Neill's *The Iceman Cometh*

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Abstract

This article seeks to analyse Eugene O'Neill's The Iceman Cometh as an illustrator of the hopeless hope for a better tomorrow; whether textually or dramatically and as a modern work of drama, O'Neil's magnum opus projects his will to undermine and topple down the traditional assembly of thought and perspectives in order to approach modernization. Utilizing archetypal instances and the Bakhtinian indicators of dialogism, such as polyphony and carnivalesque, the article at hand addresses in The Iceman Cometh, O'Neil's deflation of the archetypal fertility myths through the reciprocal, dialectical relation of the infusion of novelistic discourse and the meta-theatricality of the play, both of which significant in the construction of a cosmopolitan, modern piece of drama. The archetype of peace, of resurrection, has no power in O'Neill's myth, where the ego-less men exist though their empty "pipe-dreams," a self-constructed form of truth in a polyphonic world of several, fragmentary yet autonomous, modernized images.

Keywords: modernization, the traditional myth of fertility, novelistic discourse, meta-theatricality

Female Identity and Narrative Techniques in *Everything I Never Told You*

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Abstract

Celeste Ng is a Chinese American novelist who has written several novels mostly dealing with the situation of Chinese immigrants in the United States. Everything I Never Told You is her debut novel, which was published in 2014 and won some prizes. While most studies of this novel focus on the ethnic discrimination of Chinese immigrants in America as represented in this work, this paper focuses on female identity to narratological techniques. It tries to show how notions such as narrative situations and focalization help to portray female identity in the novel. For this purpose, narrative situations and focalization are explained, and their roles in the representation of female identity in the novel are discussed. The role of Ng's choices of narrators and focalization in observing women is very significant as these choices allow her to consider the lives of the female characters from different angles, especially as regards their behavior in terms of family relations, education, and careers, which are important in shaping women's identity. In particular, this paper analyzes the way these narrative techniques help reveal the identity of the main female character, Marilyn, in the novel.

Keywords: narrative situation, focalization, female identity, feminist narratology, discrimination

The Pharmakonic Nature of Democracy in Ibsen's *an Enemy of the People*

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Abstract

The paradoxical nature of democracy makes it in essence a subject of philosophical inquiry in terms of socio-political justice. In so far as democracy in itself is mostly the rule of the many than the rule of law, democracy's concern with justice is naturally pharmakonic than dialectic, meaning that democracy cannot be either good or bad but mutually good and bad. Such rendering of democracy is at work when intellectuals of a society, who mostly constitutes the minority, encounter the majority's tyranny when socio-political issues of higher importance are seemingly at odds with the ideology of the majority. An Enemy of the People (1882) is Ibsen's rage at social disease and corruption in a democratic society which is ruled not by reason and intellect but collusion through democracy. Ibsen hereby investigates the pharmakonic sense of democracy, which in a Derridean sense is simultaneously righteous and scandalous, as well as the possibility of any moral ideals in the face of the artifactualities and socio-political logos in which common citizens believe. In this light, approaching Ibsen's play through Derrida, this paper argues that Dr. Stockman's aporetic decision in revealing the pollution of the Baths and the corruption of the officials, due to his brother's impure hospitality, is ultimately changed through différance into a messianic hope of reformation and justice, meanwhile dethroning the mob's democracy for that of the intellectual aristocrats.

Keywords: deconstruction, democracy, Derrida, Ibsen, pharmakon

Márquez' Practical Guide for Handling Existential Crises in *Strange Pilgrims*

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Abstract

Existential crisis befalls the human kind on becoming conscious of ultimate freedom in an apparently absurd universe, in terms of philosophy, and on thinking about one's position and situation as a conscious being within society, in terms of sociology. In order not to submit to the apparent absurdity of the world and not to remain doubtful of one's status in society, Existentialism offers humankind a set of principles to tolerate one's life in the universe and live one's moments in the best possible way within society. Gabriel Garcia Márquez' Strange Pilgrims is a collection of twelve stories in which Márquez has presented us with the lives of people struggling with their existence as such, people who are trying to make sense of their lives before the existential crises happening to them on personal and social levels. Regarding both the range of these people's experiences and existential crises within the stories and Márquez' broad view of humankind's condition in the universe, the present paper tries to investigate the problem of existence these people are dealing with including anxiety, depression, choicelessness, inauthenticity, absurdity and death in light of Márquez' practical guidelines for managing them. In this sense, Márquez' existentialism, not apparently indebted to any school of existentialism, is presented to be running at the core of life without any farfetched theories to hold unto.

Keywords: existentialism, existential crisis, identity crisis, Márquez, Strange Pilgrims

The Depiction of Thetic Break in The *Buried Child* by Sam Shepard

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Abstract

Thetic break as a threshold between two realms includes the semiotic and the symbolic, and it is marked by the break between signifier and signified. Kristeva believes that the thetic break is a precondition for entering into symbolic chora and the possibilities of the first enunciation. It is at this level that the subject realizes that his subjectivity faces boundaries and limitations with others. As a result, in this paper, the researcher intends to study how thetic break takes place in the main characters of The Buried Child written by Sam Shepherd. The play is set on a farm in Illinois and portrays an estranged family with an uncertain past It depicts the process of thetic break metaphorically. During the thetic break, the children have an independent subjectivity in which the father fails to full the image of the metamorphosized mother or imaginary father since he has been a pathetic figure throughout his life. Finally, this paper reveals how this process happens in the family.

Keywords: thetic break, the semiotics, the symbolic stage, The Buried Child, Sam Shepherd

Bakhtin and McCarthy in Dialogue *Blood Meridian*: A Generic Polyphony

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Abstract

The genre of Cormac McCarthy's Blood Meridian has been the subject of debate for decades. Scholars render it western, frontier romance, historical fiction, and epic, albeit the attributions are taken for granted since there is no transparent study regarding its genre. According to the adventurous soul of its protagonist, the kid flees from his hometown; he seeks violence throughout the narrative only to discover himself fatally alone at the heart of the Mexican border. Bereft of ulterior motifs, the kid follows a scalp-hunter filibuster gang in search of indigenous Apaches; the kid encounters a semi-Miltonian devil, judge Holden, who aims to take control of the world by rape and murder. All the descriptions above explicate some of the characteristics of the genres pertaining to Blood Meridian. Nonetheless, the stakes with respect to Blood Meridian's genre classification are high since adopting a specific genre to it risks misleading interpretations, thus leaving the reader unassured of the book's significance. Reflecting on how Mikhail Bakhtin's seminal piece concerning epic and novel, and Georg Lukacs' essay on the novel forms, reconfigure the concept of genre and its development given the historical and political conditions of various epochs, this study aims at reevaluating the genre of Blood Meridian as a Bakhtinian novel in the process of ongoing development. The paper concludes that the Bakhtinian novel is the emblem of the all-embracing genres, and Blood Meridian qualifies Bakhtin's approach.

Keywords: *Blood Meridian*, Bakhtin, Lukacs, McCarthy, genre

Mate Preferences of a Popular Cockroach: A Biocultural Analysis of the Iranian Folktale *Khâle Suske*

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Abstract

In the past few decades, scientific findings of evolutionary biology and evolutionary psychology have presented an approximate model of human nature that considers the deep history of our species and its implications for modern man. Scholars in several disciplines in social sciences and humanities, including, but not limited to, anthropology, sociology, law, philosophy, history, arts, and literature, have begun to adopt this evolutionarily informed model of human nature in their studies. In literature, this evolutionary approach is commonly referred to as "literary Darwinism" or "evolutionary criticism", and as opposed to the solely cultural paradigms that have dominated academic literary studies over the last forty years, it offers a biocultural perspective for studying the imaginative works of literature. This paper first aims to review some of the existing scholarships in the field of literary Darwinism to provide scientifically grounded answers to such questions as "why do we tell stories?", "what functions do stories serve?", and "how do storytellers manage to engage our attention for prolonged periods?" Drawing on some of the mate preference findings of modern evolutionary psychology, it then attempts to provide a biocultural analysis of the popular Iranian folktale Khâle Suske to illuminate why this particular tale appeals to such a wide variety of audiences and has been successful in engaging the attention of a nation over several generations.

Keywords: literary darwinism, evolutionary criticism, evolutionary psychology, mate preferences, Khâle Suske

The Metaphor of Violence and Queer Relations in Sarah Kane's Play, *Cleansed*: A Butlerian Gender Discourse Analysis

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Abstract

The present study attempts to provide an analytic exploration of the concept and the traumatic impact of heterosexual violence on [gender] identity of [the] people as they are purported to be in their actions. The analysis is going to be applied to one of Sarah Kanes masterworks, Cleansed, wherein its people, including all, are supervised and condemned to the surveillance of patriarchal discourse that stabilizes itself through its enforcer of violence. The study takes benefit of Judith Butlers postmodern feminist perception of gender and sexual identity and queer theory to deal with the dichotomous opposition taking place between the validated structure of power on one side and the subversive desire for inauthentic unintelligible identities on the other. To this end, the research article follows this scheme: At first, the function of violence trauma within the context of heteronormative culture is viewed, and then some key concepts of Butlerian gender identity will be pinpointed. And before exploring the challenge between the privileged voices of power in Cleansed, represented by Tinker, and some deviant subjects like Carl, Rod, and Grace, Kanes position as an avant-garde postmodern playwright along with her In-Yer-Face theatre to shock [British] audience out of their complacency to the prevailed cruelty will be explored.

Keywords: gender, queer theory, subversive desire, heteronormative culture

Compensating for the Lost Object in Selected Animations: A Comparative Study

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Abstract

Films and animations may contain cultural and psychoanalytic references intentionally or unintentionally and reflect a certain worldview. They are suitable media to express social and psychological views that can influence both adults and children. Since there are fewer ideological world views in the mind of a child than in that of an adult, it is critical to investigate animations in a variety of ways to understand how they shape young minds. The paper offers a comprehensive and integrated psychosocial reading of four popular Hollywood animations: Moana, Luca, Coco, and Encanto. The way the mentioned animations conceal ideologies and psychoanalytic viewpoints will be discussed comparatively in this study. Psychologically, we utilize Lacan's theories concerning the symbolic outside world as a theoretical framework. In addition, Alan Palmer's approaches will be employed to provide social readings of these animations. All these four animations illustrate how society, desires, and different perspectives show that human beings are socially constructed. Throughout these animations, the protagonist who is the youngest member of their family demonstrates an individual's ability to stand in opposition to the established beliefs of their society and it represents how one will change the rules of a predefined symbolic system of signs and codes to define their new social and cultural rules and traditions. Consequently, these animations provide ground for the younger generations to think beyond their established ways of thinking by questioning the traditional ones.

Keywords: object a, the other, social mind, symbolic system, animation studies

Quantum Cognition and the Interpretation of Fantastic in Virginia Hamilton's *Sweet Whispers*, Brother Rush

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Abstract

Fantasy requires a probabilistic theory of reasoning to explore how it enables the observer to create mental images from uncertainty. This study proposes a quantum cognitive approach to fantasy used for disclosing mental models of the character in uncertainty. For the uncertain individual, there exists a multiplicity of mentally incompatible but equally valid and complete representations (mental pictures) of the world. Contextualizing Fantasy within the quantum cognitive principles, the novel Sweet whispers, Brother Rush (1982) by Virginia Hamilton has been taken into consideration. In this novel, the hesitation between psychological and supernatural explanations interrupts the predictive power of the real and affects the mental models or cognitive states of the young character of the novel as the observer. The process of representing fantasy through complementarity, one of the quantum cognitive principles, shows that fantasy is a mixed state with a familiar probabilistic combination of states which reflect incomplete knowledge. The Quantum principle of Superposition has been used to explain the way an introspective mental experiment is initiated by the observer but not completed. The decision made by the observer is not a deterministic process that converges to a single mental representation. Rather it can evolve forever. Through analysis, this article shows how quantum cognition can contribute to literary theory to explain the way fantasy can be cognitively illuminated. It also suggests that a representation of fantasy arises as to the result of creative interplay between the mind and the environment.

Keywords: Fantasy, Quantum cognition, Virginia Hamilton, Complementarity, Superposition

Linguistic Impoliteness as a Stylistic Characterization Device in Edward Albee's *Who's Afraid of Virginia Woolf*

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Abstract

The following paper investigates the linguistic impoliteness throughout the play *Who's Afraid of Virginia Woolf?* by Edward Albee to better understand its two central characters and their character types. Specifically, this study aims to answer the question "how can the linguistic impoliteness in the play be used to stylistically 'read,' 'interpret' and understand character types and motivations?" This process of characterization relies on the impoliteness theory and strategies offered by Jonathan Culpeper (2011) and his 'control system' for the reading of dramatic characters. By tracking impoliteness throughout the play, the study observes that the play's two central characters continually threaten each other's faces and disregard the norms. Their interpersonal behavior deviates enormously from the audience's general expectation of their character types. Meanwhile, the results hint at the pervasiveness of linguistic impoliteness, and how it's deeply rooted, even among the characters that are expected and perceived to embody civility and politeness.

Keywords: impoliteness, face, characterization, character type, *Who's Afraid of Virginia Woolf?*

Sexual Deviation of Young People: The Effect of Awareness and Sexual Control by Parents on Both Genders

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Abstract

This research was intended to investigate the awareness and lack of awareness of young people about sexual issues in the early 19th century. In the novel "The Duke and I", which is the first part of the Bridgertons book series written by Julia Quinn, Daphne is the fourth child and the eldest daughter of a family of ten people who is looking to find a suitable husband in the social season of the year and due to the lack of proper education regarding sexual relationships between husband and wife, in their honeymoon and early life, experiences a mixture of pleasure and confusion. On the contrary, Daphne's husband and even her unmarried brothers are fully aware of sexual relations and have even had sexual experiences. According to Sigmund Freud's theories, psychologist and psychotherapist in the late 19th century and early 20th century, both female and male children become curious about their gender and identity from early childhood, and their cognitive and developmental progress continues until puberty. And if one of these two sexes is stopped or punished or even abandoned during their self-discovery, they will have sexual and psychological problems in their youth. Therefore, he considers the root of sexual and psychological problems of young people to be the lack of proper parenting and education during their childhood.

Keywords: Bridgertons, Julia Quinn, Sigmund Freud, sexual relations

The Elements of Didactic Literature in John Bunyan's *The Pilgrim's Progress*

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Abstract

Didactic literature is the instructional literature in artistic form presenting philosophical, religious, moral, and scientific knowledge and idea in various imaginative literary genres. John Bunyan's "Pilgrim's Progress" is one of the most famous allegorical prose that instructs people both morality and religion. The aim of this research is to find and scan the elements of didactic literature according to Christen and Islam religions. This is survey research. "Pilgrim's Progress" is the most famous bestselling work of the seventeenth century. John Bunyan is a universal character because of "Pilgrim's Progress", and it is valuable for Christians. Hence, they honour John Bunyan in Lesser festival on thirtieth of August. This novel is a didactic fiction and a good example of dream vision. Bunyan's novel "Pilgrim's Progress" narrates a man who has a dream. In his dream, their city burns because of the God's wrath, yet a man guides him to solve this problem. He tries to find salvation in another place; therefore, he starts a journey and during his journey, he encounters some obstacles. He learns many things from events, characters, speeches, and finally he finishes his journey by overtaking his aim. This research scans the characters' names, allegorical places, and events.

Keywords: Elements of didactic literature, Pilgrim progress, Allegorical prose

Social Abjection in Edward Bond's *Bingo*: A Historicist Approach

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Abstract

Bingo is a historical play written by the contemporary British playwright Edward Bond. In Bingo, Bond depicts England at the initiation of capitalism in Shakespeare's time. However, Bond's main objective is to reflect the socio-political problems of his own society on the brink of Thatcherite era. The play stages the disenfranchised population of the capitalist England and the ways they become abject by the new-established capitalism. In Bingo, abjection and marginalization of the poor go hand in hand. The symbolic abject character in Bingo is an unnamed woman, a prostitute and tramp, who is hanged brutally. Therefore, in this article, Bingo is analysed by social abjection theory put forth in Imogen Tyler's Revolting Subjects. According to Tyler, the disenfranchised have always been considered as abject populations in Britain's capitalist society. They are behaved as non-citizens or stateless within the state and this trend has continued to our day. Thus, his article tries to analyze Bond's historicist approach in Bingo in order to study Bond's depiction of social abjection in British society during its history.

Keywords: social abjection, Bingo, Thatcher, neoliberalism, disenfranchised, capitalism

Translation or Transgression"? An Analysis of Caroline Croskery's Translation Approach to "The Date Palm"

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Abstract

For the first time, utilizing a critical perspective, this study attempted to determine how a translator's unconscious transgression from their claimed approach can turn a work of translation into a masterpiece. In fact, in this paper, we analysed culture-bound equivalences in the book "the Date Palm", which is the English translation of the Persian book "نخل" (Nakhl) written by Hooshang Moradi Kermani (1979) The book was translated by Caroline Croskery in 2017. Culture-bound items were gathered from the English book and were compared and contrasted with their Persian equivalents in order to reveal the tendency of the translator. The comparison is based on the findings of Vinay and Darbelnet (1958/1995) framework. Findings revealed that in contrast to Croskery's claim about her fixed source-oriented approach in translation, frequent shifts between source-oriented and target-oriented approaches were observed. Furthermore, it was found that the very shifts resulted in a strong translation This implies that one cannot judge a translation merely based on the approach claimed by its translator. In addition, it can be concluded that relying on only one approach (only target-oriented or source-oriented does not lead to a translation masterpiece like "the Date Palm"

Keywords: translation, culture-bound items, translation approach, consistency in translation

Strategies Employed in the Translation of Idioms from English Novels into Persian

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Abstract

Idioms are considered as one of the beauties of every language which spiritualizes and colorizes that language and they are closely connected to the culture of every society. The present study aimed at examining the repertoire of strategies employed by Iranian translators in the task of translating idioms in novels. To achieve this aim, the study focused on the novel "Great expectations" written by Charles Dickens. The researchers of this study selected two translations of this profusely translated masterpiece based on convenience sampling. The strategies proposed by Mona Baker (1992) were the selected framework for the analysis. The results of the descriptive statistics helped the researchers to answer two research questions in this study mostly related to the types of strategies used and their frequencies. According to the findings, the least frequently used strategy was "paraphrase," with a percentage of 4.28%, and the most frequently used one was "using an idiom of similar meaning but dissimilar form" with a percentage of 67.14 %. The translation by omission was not used at all in both translations. It seems that as the proficiency and the experience of translators increase, they tend to keep the use of strategies like omission and paraphrasing at a minimum. The findings of this study will help educators in providing a comprehensive map of strategies used by Iranian translators in their task of translation across different fields of study.

Keywords: idiom, translation strategy, translation task, Iranian translators, paraphrase, Mona Baker

ترجمه و رسانه؛ تفاوت‌های میان اخبار منتشر شده از یک رویداد به دو زبان فارسی و انگلیسی: از دیدگاه نظریه اسکوپوس

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چکیده

در مقاله پیش‌رو سعی شده‌است تا با استفاده از نظریه اسکوپوس به بررسی تفاوت‌های میان اخبار منتشر شده بین دو زبان مختلف پرداخته شود. منظور از اخبار منتشر شده در واقع یک رویداد واحد و مشخص است که در یک زبان (زبان مبدا) رخ داده و اکنون هدفِ بررسیِ ترجمه همان رویداد به زبان دیگر و نتیجتا یافتن اشتراکات و تفاوت‌های بین آنهاست. منظور از اشتراکات و تفاوت‌ها، مواردی‌ست که در بستر نظریه اسکوپوس سنجیده و ارزیابی می‌شوند و منظور ساختارهای زبانی و دستوری و غیره در سطح و چارچوب خود متن نیست. برای درک بهتر از هدف و تمرکز این پژوهش، در ادامه تصاویری از دو سایت خبری ایرانی و داخلی آورده شده‌است که هردوی آنها یک خبر مشخص را به دو زبان مختلف (فارسی (مبدا) – انگلیسی (مقصد)) پوشش می‌دهند. زیر نکات مربوط به مدنظر خط کشیده شده و سپس از بینشان نکات مشترک میان دو خبر و در نهایت تفاوت‌های‌شان بررسی و در جدولی کوچک گنجانده شده‌است. هدف اصلی این پژوهش، بیان تفاوتهای احتمالی موجود بین دو زبان مختلف در ترجمه خبر است که سعی شده به ساده‌ترین شیوه ممکن و با استفاده از قابل فهم‌ترین مثال موجود، اشاره و در نهایت جمع‌بندی شود تا شاید زمینه‌ساز پژوهش‌های جامع‌تر در همین راستا شده و موجب تکمیل مطالب گردآوری‌شده این مقاله در مطالعات و پژوهش‌های آتی گردد.

واژه‌های کلیدی: اسکوپوس، نظریه اسکوپوس، ترجمه خبر، ترجمه اخبار

The Application of House's Model of TQA on Yunesi's and Akhavan's Persian Translations of Dickens's *The Great Expectations*

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Abstract

The existence of weak translations is a strong reason to investigate the quality of Persian translations. The best way of analysing and comparing a literary original text with its translated texts is House's model of TQA. This study aims to show the quality of Yunesi's and Akhavan's Persian translations of Dickens's Great Expectations. Based on this study overt or covert translation and the implications of cultural filters were determined; also the most appropriate translated text according to House's model of TQA was found. The findings were clearly shown that Yunesi's translation was overt translation and more appropriate than Akhavan's translation which was covertly translated.

Keywords: TQA, Julian House, covert translation, overt translation

A Comparative Study of Allusion Strategies Used in Two Persian Translations of *Hamlet* Based on Leppihalme's Model

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Abstract

The significance of this study is closely rooted in the significance of figures of speech and figurative expressions in literary texts (Ahmadi, 2017). In the same vein, according to Ahmadi (2017), without using figurative language, languages become harsh because words are like the skeleton of the language, and figures of speech are like their soul; thus, translating them is considered a significant area. This study aimed at investigating allusion strategies used in two Persian translations of Hamlet based on Leppihalme's model. The design used was a corpus-based comparative descriptive approach. The corpus included Hamlet by William Shakespeare and two Persian translations of the play by Masud Farzad and Mir Shamsodin Adib Soltani. To analyze the gathered data, qualitative content analysis was employed. Furthermore, to see whether there is any significant difference between the strategies used in allusion translations of Hamlet, a Chi-square test was used. To ensure the validity of the data analysis results, the researcher asked a translation expert to check the analyzed data. To enhance the reliability of the results, the researcher re-analyzed the corpus after two weeks to see whether the obtained results are the same. The results showed that Adib Soltani used 'Using the name as such', 'Literal translation', and 'Replacing with a performed TL item' strategies in translating the allusions. Moreover, it was revealed that Farzad utilized 'Using the name as such', 'Omitting the name and the allusion altogether', 'Literal translation', and 'Replacing with a performed TL item' strategies in translations of allusions. Obviously, the 'Using the name as such' strategy was the most frequent strategy in the two translations. Furthermore, 'Literal translation', and 'Replacing with a performed TL item' strategies were the least frequent strategies in the two translations. In addition, the results showed that there was a significant difference between the strategies used in the two translations. The results of this piece of research are useful for translators and translation students to become aware of the strategies used in English to Persian translations of allusions.

Keywords: allusion, allusion strategies, figurative language, translation

The Translation Method of Phrasal Verb in philosophical books

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Abstract

Because not all idioms have exact parallels in the target language, translating idioms has always been a difficult decision-making process for translators. The corpus of the study is a philosophy book called Death and its Persian translation. This study aimed to explore the strategies which were applied for translating phrasal verbs in the corpus of the study from English to Persian and identify the most and least frequently used strategies. The research tries to serve its purpose by making use of several underlying strategies proposed by Mona Baker, namely similar meaning and form, dissimilar meaning and form, paraphrase and omission. Therefore, a total of 224 phrasal verbs were explored. The data were evaluated based on Baker's model to determine the most common strategies. The findings revealed that translation by using an idiom of similar meaning and form at 47.32% was the most frequently used strategy in the translation of phrasal verbs and translation by paraphrase at 5.35% was the least frequently used strategy.

Keywords: idioms, phrasal verbs, Baker, translation, strategies

The Translation Strategies of Proper Nouns in Novels

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Abstract

Proper nouns play an essential role, especially in literary texts, and in this regard, Nord (2003) argues that everything is different and the challenges are not so straightforward in fiction. Therefore, the translator must pay close attention to their translation. There is no unanimity among translating academics regarding the translatability or untranslatability of proper names making their translation a challenging issue for translators. To address the issue, this study aims to apply Fernandes's (2006) and Farahzad's (1995) model of translation techniques for proper nouns in English-to-Persian novels. The data for this study will be gathered from Emma, Persuasion, and Mansfield Park by Jane Austen and then will be examined in accordance with the translation procedures of proper names.

Keywords: novel, proper names, translation strategy

Idioms in Persian Translations of TEFL Students and Their attitudes toward translating Idiomatic Expressions

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Abstract

H Idioms are mostly fixed expressions whose meanings cannot be understood from the individual meaning of the words they constitute. Many idioms are culturally linked. Therefore, translating them is not an easy task. When idioms are used in literary texts such as stories, the difficulty in reproducing them can become even more severe. However, different methods are suggested for translating them. As such, Baker (2001) offered four strategies for this purpose namely "translation by idiom of similar meaning and form", "translation by idiom of similar meaning and dissimilar form", "translation by paraphrase", and "translation by omission". Since few studies have been conducted regarding this issue, the present study was to determine the most frequently used strategy in Persian rendering of English idioms in students' translations of specific literary texts and to investigate the problems encountered by TEFL students in translating English idioms into Persian or vice versa set up some solutions. To achieve this aim, this study followed two phases. In the first phase, six texts containing 103 idiomatic expressions were chosen, and 22 students of TEFL were asked to translate each text individually. After that, each translation was analysed and the idioms and their translations were extracted, classified, and inserted into the table. Then the applied strategies were identified and the frequency of each strategy was calculated. In the second phase, by employing a descriptive-analytic method a questionnaire was adopted and used as a data collection instrument. The results indicated that the most frequently used strategy is "translation by paraphrase", and the least frequently used one is "translation by omission". However, the strategy of "translation by idiom of similar meaning and form" is used less by the students which can be related to the fact that idioms are language-specific and culture-bound items. Consequently, the differences in the average of the consensus are in line with the variables that translating idioms is a problematic area for EFL students. Likewise, EFL students are confused in translating idioms from English to Persian and vice versa due to poor vocabulary and fixed idiomatic expressions.

Keywords: Translation, Idiom, Culture, Culture-specific items, Translation Strategy

Comparing Text Readability Through Machine Translation and Human Translation of Literary Texts by Automatic Readability Checker Software: The Case of *The Old Man and The Sea*

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Abstract

The comparison of human and machine ability for translating English literary texts into Persian and paying attention to the differences in the readability levels of items to be translated into Persian by machine and human translators were the main impetus to conduct this study. Accordingly, the present study aimed to examine the legibility of two versions of Persian translation of the book The Old Man and the Sea (1951) by Google translate and human translator (namely, Nazi Azima, 2006). The comparison was done by Flesch Kincaid Grad, with different sub-criteria for evaluation. The findings suggested that both machine and human translations are very different based on Flesch Kincaid Grade criteria so that human translation may even be more readable. Therefore, it can be concluded that this study can affect curriculum planning, especially in the field of translation. Another benefit of this research is that students could become familiar with their strengths and weaknesses in translation and hence it can be effective in evaluating translation students as would-be translators

Keywords: Google translate, Human translation, The Old Man and the Sea, Readability checker

The Persian Annotated Translation of the Short Story "Tina Reyes" Penned by Amparo Dávila

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Abstract

In this study, the text of Amparo Dávila's short story Tina Reyes was used for translation and annotation. The purpose of choosing and translating this literary text was to sway the Persian-speaking reader and bring attention to the societal abnormality of rape. According to Halliday's register classification, the field and the tenor of the text were literary narratives and formal, respectively. Based on Reiss' classification, the text type was determined to be hybrid as it has two functions. One is expressive as the text is a literary work and intends to express the sender's attitude, and the second is operative as it intends to elicit the desired response from the reader. Maximum domestication and minimum censoring were applied according to the translator's ideology for translation. The translation strategy and translation procedures were chosen using Skopos theory and Vinay and Darbelnet's classification. The translation strategy was chosen to be target text-oriented. Modulation, transposition, and exploitation were the most widely employed procedures in the translating process. It was concluded that if the translator keeps in mind the purpose and strategy of the translation until the end, the procedures are applied almost automatically and there is no need to make obsessive choices in finding equivalences. Schiavi's fingerprint theory was likewise validated at the end of the process.

Keywords: annotation, skopos, genre, strategy, register

The Impact of Main Strategies of Dubbing Songs Used in the Dubbed Version of the Movie *My Fair Lady* into Persian

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Abstract

The present study aimed at uncovering the main strategies used in the dubbed songs of "My Fair Lady", a musical, drama written by Alan Jay Lerner and George Bernard Shaw and directed by George Cukor in 1913. There were seven songs dubbed in Persian which were taken into account in line with their Persian translation to look into the main strategies applied in the translation of the songs based on the framework proposed by Newmark (1988). Findings showed that how an appropriate utilization of translation strategies (i.e. transference, literal/direct translation, cultural equivalent, deletion, and paraphrase) might lead to the audiences' better understanding and attracting them toward watching dubbed movies, which is directly in alignment with the advance in dubbing industry in a foreign context like Iran. Findings also suggest that translators can provide a well-organized translation of an audio-visual product with respect to the translation strategies, which paves the way for dubbing directors and actors in order to benefit from it to produce a masterpiece, resulting in the improvement of dubbing industry.

Keywords: dubbing industry, translation strategy, dubbing directors, dubbing actors

A Comparative Study of the Intersemiotic Translation of Book Covers in Post-Revolutionary Iran

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Abstract

This study aims to explore the inter-semiotic translation of book covers originally designed in English and translated into Persian in post-revolutionary Iran. It specifically tries to examine the extent to which the cover designs of the translations are congruent with their content, reflect the ideological divergence from English language cover, and mirror the sociocultural context of the source and the target societies. The study relied on Kress and Leeuwen's (2006) visual grammar to analyse the covers and Nikolajeva and Scott's (2000) model to determine the type of dynamics between the source and target covers. The book covers of Hillary Clinton's What Happened (2017) and Michelle Obama's Becoming (2018) and three different Persian translations of each (eight covers on the whole) were selected as the corpus. They contain the image of their authors as the central element. The results revealed that the designers' decisions in the analysed books were different. In Obama's memoire, there was an almost complete correspondence between the source and target book covers, the translated covers were faithful to the source and established a symmetrical relationship in rendering both the linguistic and visual elements of the source book. However, in Clinton's memoire none of them was realized, and the relationship appeared to be a contradictory one. They suggest that the translation of cover designs should depend on the taste of the translator and the publisher rather than the conditions and ideology of the society.

Keywords: book cover, ideology, inter-semiotic translation, visual grammar

مروری بر ارزیابی موانع و راهکارها در ترجمه ماشینی

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چکیده

ترجمه ماشینی ترجمه ای است که توسط کامپیوتر و اپلیکیشن ها انجام میشود و مبتنی بر ابتکار عمل و قدرت حل مسئله است. امروزه ترجمه ماشینی یک زیرشاخه علمی از زبانشناسی محاسباتی میباشد که عبارت است از ترجمه متنی از یک زبان به زبانی دیگر توسط هوش مصنوعی و با بکارگیری اصول ریاضی،آمار، منطق ،برنامه نویسی و پردازش داده.همچنین این تکنیکها کنترل بهتر تفاوتهای گونه شناسی در زبان، تشخیص عبارات و ترجمه اصطلاحات را به خوبی و درستی جدا کردن عبارات نامتعارف در متن، مقدور میسازند.هر چند با استفاده از این تکنیک ها ترجمه های پیچیده بیشتری قابل دستیابی هستند،اما هنوزمشکلات ترجمه ماشینی مانند: نیازبه درک معانی،دقیق نبودن دستور زبانها ، زایایی پدیده زبان ، نوع و پیچیدگی متون مورد نظر، غلط های املایی، نحوی و نگارشی درمتن، ابهام واژگانی با عناوین ابهام های مقوله ای، واژه های هم آوا – هم نویسه، واژه های هم نویسه چند معنایی و ابهام انتقالی وجوددارد. پژوهش ها نشان می دهد که پیشرفت ترجمۀ ماشینی نیازمند احاطه در زمینه های مختلف مانند داده پردازی،توصیف و ساخت مدلهای مناسب زبان برای کاربرد هوشمنـد،ساخت و استفاده از نرم افزارهای مربوط به این تکنیک و به کار گرفتن فناوری و متخصصان مرتبط می باشد. هدف از انجام این مقاله، بررسی دقیق موارد ذکرشده در بالا ومشکلاتی است که اینگونه ابهامها را درامر ترجمه ماشینی ایجاد مینمایند. همچنین تلاش شده پس از شناسایی علل اساسی کم کارامد بودن نظام های ترجمه ماشینی، راهکارهای ارتقا بهبود کیفیت ترجمه ماشینی ارایه گردد.

واژه‌های کلیدی: موانع ترجمه ماشینی، داده پردازی، معناشناسی، ماشین ترجمه، ترجمه آنلاین

Investigating the Translation of Idioms in *Animal Farm*

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Abstract

This paper aims to study the use of idioms in Animal Farm (1954) and their translation into the Persian language. The idioms found in the original text are classified based on the classification of idioms by Adam Makkai (1972). The idiom translation strategy is identified by comparing the idioms in the source text to the translation in the target text. The research identifies 430 idioms and classifies them into phrasal verb idioms (38.83%), tournure idioms (33.95%), irreversible binomials (10.93%), phrasal compound idioms (13.95%), and incorporating verb idioms (2.32%). There are four strategies to translate an idiom following Mona Baker (1992) and one strategy following Newmark (1991). The idiom translation strategy is classified into translating an idiom by using an idiom of similar meaning and form (5.92%), translating an idiom by using an idiom of similar meaning but a different form (12.7%), translating an idiom by using paraphrasing (70.38%), translating an idiom by using omission (0.38%), and literal translation strategy (10.62%).

Keywords: Animal Farm, Translation of idiom, Idiom, Translation strategy

مروری براهمیت همگام سازی دروس دوره کارشناسی با توجه به چالش های بازار کار ترجمه

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چکیده

از آنجایی که کیفیت علمی هر رشته و موفقیت دانشجو در دوره تحصیل و پس از دانش آموختگی و حتی ورود به بازار کار وابسته به نحوه تدوین و محتوای برنامه آموزشی است، لذا باتوجه به اهمیت برنامه درسی،مطالعات گوناگونی پیرامون نقد و بررسی برنامه درسی رشته ها و گرایش های مختلف زبان خارجی در ایران انجام شده است.هدف پژوهش حاضر نیز بررسی و ارزیابی سطح کیفی و نقاط ضعف احتمالی دروس رشته مترجمی زبان انگلیسی درمقطع کارشناسی و با تمرکز برنیازهای بازارکار در ایران و همچنین عرصه تجارت بین المللی،ازدیدگاه افرادی است که بصورت مستقیم یاغیر مستقیم بااین رویکرد در ارتباط می باشند.در این تحقیق باتحلیل نظرات اشخاص و مشاغل مختلف مرتبط همچنین با درنظر گرفتن برنامه درسی برخی ازدانشگاه های خارج از کشور،یک طرح کارآمد ومتناسب با بازارترجمه در ایران ارایه میشود.یافته های تحقیق حاکی ازضرورت اعمال تغییرات اساسی دراین دوره اموزشی،ازجمله افزایش کیفیت وکمیت دروس عملی ترجمه مرتبط بابازار کار،اضافه کردن دروس آموزش برنامه های نرم افزاری کمک مترجم،اصلاح دروس زبان خارجی و زبان شناسی کاربردی برای رفع کاستی های فعلی و افزایش کارایی آن می باشد،همچنین می توان به افزودن واحدهای درسی تخصصی ومتناسب با بازار روز خدمات زبانی،تقسیم رشته فعلی به دو رشته مجزای ترجمه نوشتاری و ترجمه گفتاری،و گرایش بندی رشته مجزای ترجمه نوشتاری اشاره کرد.امیداست یافته های این پژوهش بعنوان مبنایی برای اصلاح برنامه های درسی ،بهبود تجربه یادگیری دانشجویان،تخصیص منابع وارتقای صلاحیت ها و مهارت های آن ها همگام با نیازهای بازارکار خدمات زبانی مورد استفاده قرار گیرد.

واژه‌های کلیدی: همگام سازی، دروس دوره کارشناسی، چالش، بازار کار، ترجمه

"The Strategies Applied in English-to-Persian Dubbing of Animations Based on Shavit's (1981) Model: A Case Study of Hotel Transylvania 3, Animal Farm, The Adventures of Tom Sawyer, and Rango

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Abstract

Although different genres of literature require different tools to analyze and discover the meaning, few pieces of research have been conducted in this field and no course is taught in the university as a translation of different genres course in the world. Following Shavit's (1981) translation strategies, the present study aimed to investigate and compare the strategies used to translate four English animated movies and their Persian translations in the genre of children's literature. In doing so, based on the approval of the ministry of culture and Islamic guidance and the popularity of the animations, four animation movies namely Hotel Transylvania 3, Animal Farms, The Adventures of Tom Sawyer, and Rango, and their corresponding Persian translations were selected. The researcher has chosen the mentioned animations because of their successful and prominent dubbed versions and vast cultural differences between the source and target languages. Data collection consisted of various steps as follows: Watching the animations, selecting 60 minutes of each randomly, preparing transcripts, finding the culture-specific concepts categorized by Newmark (1988), focusing on the Persian translation of the items, and tracing strategies used by the translators based on Shavit's approach (1981) and lastly doing the statistical calculations to answer the research questions. After collecting the data, the frequencies of any of the Shavit's (1981) translation strategies applied for the translation of any animation were investigated. Then some statistical procedures such as descriptive statistics and the Chi-square test were applied. To avoid any loss and to increase the credibility of the research, the focused parts in Shavit's approach (1981), and thus to ensure reliability, the animation movies were watched and checked twice times by the researcher. To check the inter-coder validity of the data extracted, one expert, a Ph.D. holder in TEFL, was requested to comment on the initial content analysis conducted by the researcher. The results indicated that the translators of these four animations had benefited from Shavit's category of strategies. Moreover, it was shown that affiliation to existing models was the most frequent strategy, and the integrality of texts, stylistic norms, and evaluative adaptation strategies were the least frequent strategies. The findings of this study can be beneficial for other researchers and show the application of strategies in translation, particularly translation of animation.

Keywords: Animations, Children's Literature, Dubbing, Shavit's Translation Strategies (1981)

Translation Quality Assessment of Google Translate in Translating Audiovisual Based on House's (2015) Model: The Case of *Lucifer*

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Abstract

Translation machines were presented many years ago and have had a great advancement in the recent decades. Google Translate is one of the most widely-known translation machines which is now used frequently. The present study sought to assess the quality of Google Translate in rendering audio-visual texts. To do so, the first 5 episodes of Lucifer series were randomly selected as the corpus of the study. The original text translated by Google Translate was compared and contrasted with the human translation in order to find matches and mismatches. The House's (2015) TQA model was picked up as the analytical framework of the study since it has proven to be quite applicable in covering different genres of texts. The results of the study revealed that Google Translate was not of much help in rendering audio-visual texts as it failed to translate most of the sentences, clauses and even words properly. The analysis showed a considerable difference between the two translations by Google Translate and human translation. The mismatches were mostly in micro-level especially words and structures. In addition, it was found that Google Translate was able to translate simple and short sentences and structures accurately and thus cannot be relied on in rendering complex structures and words with ambiguity or several meanings. Generally speaking, Google Translate cannot replace human translation since it translates literally.

Keywords: translation quality assessment, House's (2015) model, google translate, audio-visual, Lucifer

بررسی کیفی تأثیر افزایش پیدایی مترجمان در شبکه‌های اجتماعی بر تبدیل سرمایه فرهنگی به سرمایه اقتصادی

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چکیده

امروزه نقش شبکه‌های اجتماعی در زندگی روزمره افراد بر کسی پوشیده نیست. اگر در گذشته مواردی مانند تحصیلات، عناوین، و... به عنوان سرمایه فرهنگی شناخته می‌شدند، در حال حاضر تعداد لایک‌ها و دنبال‌کنندگان نقش مشابهی را ایفا می‌کنند. تبدیل سرمایه فرهنگی به سرمایه اقتصادی از دیرباز بخش مهمی از دغدغه جامعه بوده است. مترجمان نیز مانند سایر اعضای جامعه از این قاعده مستثنی نیستند. با این‌حال، می‌توان از شبکه‌های اجتماعی به عنوان ویترینی برای نمایش سرمایه‌های فرهنگی و تبدیل آن به سرمایه اقتصادی استفاده کرد. در این مقاله سعی شده است تا با به چالش کشیدن مفهوم پیدایی مترجم که توسط ونوتی (۱۹۹۵) مطرح شد، و با استفاده از تعریف جدیدی که دژاردین (۲۰۱۷) از این مفهوم ارائه داده است، به نقش شبکه‌های اجتماعی در تبدیل سرمایه فرهنگی مترجمان به سرمایه اقتصادی پرداخته شود. در این راستا، با تمرکز بر اطلاعات به دست آمده از دو شبکه تخصصی لینکدین و پروز و نیز با کمک تحلیل داده‌های کیفی به دست آمده از مصاحبه با ده مترجم فعال در بازار خدمات زبانی در بافت ایران، این نتیجه حاصل شد که حضور مؤثر، و نه صرفاً فعال، در شبکه‌های اجتماعی مرتبط با حوزه فعالیت می‌تواند با افزایش میزان پیدایی مترجمان به جذب مشتریان بیشتر و در نتیجه افزایش سرمایه اقتصادی آن‌ها بیانجامد.

واژه‌های کلیدی: پیدایی، سرمایه فرهنگی، سرمایه اقتصادی، شبکه‌های اجتماعی، مترجم

The Relationship Between Translation Studies and Critical Discourse Analysis: An Interdisciplinary Approach

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Abstract

Being a cultural practice, translation has been investigated from various viewpoints in literature, but pursuing a critical approach towards translation and translator can reveal the ideologies behind. The present Critical Discourse based research attempts to review and explore the whole literature in this field of study in order to see what is the connection between Translation Studies and CDA. To this end, a descriptive explanatory analysis was applied to categorize the studies done previously based on the type of the translated text. The results showed that almost all the researches have emphasized on the linguistic aspects of the translation and confirmed that the ideological transfer of message would be possible using intentionally different grammatical and semantic structures as nominalization, passive voice, ideologically loaded vocabularies and some translation strategies including domestication and foreignization and the relevant shifts. Moreover, the extra-textual or better say extra-linguistic aspects of the translations have been more or less ignored. It was also deduced that more researches were carried out on political texts and interviews or news and their translations since they are supposed to be more ideologically loaded. The findings of this study have implications for discourse analysts, translators and curriculum designers in universities to give more attention to the sociolinguistic and cultural aspects of translation in broader sense.

Keywords: Translation Studies, Critical discourse analysis, ideology, linguistic and extralinguistic aspects

Manipulation of Visual Contents in Journalistic Translation: Unraveling News Translators' Ideology-Driven Attempts to Restructure Identity and Image

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Abstract

Investigating issues related to identity and imaging in translation studies has received considerable attention in recent years. As news translation is an umbrella field for both, news translators and editors can manipulate narratives through visual content to provide the audiences with a predefined identity of their opponent groups. However, as news agencies claim to be unbiased, the line between factual and fabricated news stories is usually blurred. Thus, this study attempts to explore the probable restructuring of narratives through visual content manipulation to provide audiences with a distinct identity and image. To this end, 200 Persian news stories, along with their English translation and visual contents, were selected. Persian news stories belonged to mainstream Iranian news agencies, while English-translated news stories were selected from western supported news websites. After data collection, relying on Baker's narrative theory (2006) and van Leeuwen's visual grammar, all translations with their source texts and visual contents have been analysed. After data analysis, the results confirmed the role of news translators in manipulating identity and image. More importantly, results showed that translators restructure narratives negatively to benefit their supportive group or agencies. Moreover, it has been revealed that almost all manipulations are mostly ideology-driven and related to political or power struggles.

Appraisal Theory and Translator's Intervention in the Audience's Perception of the COVID-19 Crisis in Iran

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Abstract

At the time of a crisis, news media are the primary source of information for people. When the crisis is global, the role of translators as members of news media is of paramount significance. In different countries, translators as communicators between languages can help people to understand and control the crisis. However, translators as representatives of an institution, organization, or media can influence people's perception of the crisis in line with ideological and political goals. In dealing with the Covid-19 crisis, news media also have played a significant role. Thus, Covid-19 news translation may also be influenced by translators' intervention. Therefore, the current study employs an appraisal framework adapted from Martin and White (2005) to explore the probable translators' intervention in audiences' perception of the Covid-19 crisis in Iran. To do so, 130 Persian news stories along with their English translation were selected. Persian news stories all were gathered from Iranian news agencies. While English news translations all belonged to western or western supported news media. After data analysis, it has been identified that ideological shifts occurred at the resources of attitudes. It has been also cleared that at the time of crisis translators' performance can be ideologically affected, and informing audiences can help to control the crisis more effectively.

Examination of English for Medical Textbooks Through the Lenses of Corpus Linguistics

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Abstract

In recent years, English for specific purposes (ESP) has become more important. In the meantime, English for medical purposes, which is one of the sub-branches of English for special purposes, is vital for medical students. This study will be conducted to evaluate textbooks taught in English classes in various medical programs. This study will focus on six textbooks widely used in medical colleges. The framework of the study is corpus linguistics. The authors aim to compile a corpus of English for medical programs (EMP) and a YouTube video corpus containing medical content. They will focus on the textbook corpus and compare it with the YouTube corpus and the already available corpus calling *the medical web corpus*. The highlighted questions in this study are: 1. What are the most common words in the YouTube corpus? 2. What are the most common words in the EMP corpus? 3. How consistent is the YouTube corpus with the Medical Web corpus? 4. Which words of YouTube corpus do not exist in EMP? And how important is it to get them involved? The findings of this study will provide useful insights to the community of instructors and even decision makers who are connected with teaching ESM in medical universities of Iran.

Keywords: EMP, You tube, Corpus Linguistics, Sketch Engine, Medical Web Corpus

The Relationship Between Prosody and Politeness: A Review Study

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Abstract

The present review article investigated the relationship between prosody and politeness and summarizes the results of some previous studies in this area. It presents Brown and Levinson's 'politeness' theory which is especially pertinent for understanding politeness in real frameworks. In the following sections, the researcher clarified the need of learning politeness with its prosodic expression, pitch, and its impact on politeness. This article also presents two ways of collecting speech samples. In conclusion, it argues about some research in this area pays special attention to prosodic values such as the F0 (pitch/fundamental frequency), pitch forms, length, and speech level and it also concludes that utterances with a rising intonation are politer than ones with a falling intonation. It also stated that a rising tone is usually favoured because it is prosodically "open". It means that it gives the listeners a fortune to respond.

Keywords: intonation, length, pitch, politeness, prosody

Looking Beyond Being a Hero: A Multimodal Discourse Analysis of Instagram Motivational Posts

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Abstract

An image and the combination of visual and textual information is a great way to exchange and send different ranges of messages. In the era of technology and global communication in which different people from different parts of the world can communicate and share their moment with each other through social media platforms (e.g., Instagram), some people use it for different activities and aims (e.g., motivational purposes). To convey their message effectively, they utilize several techniques to enhance their influence. The current study aimed at evaluating different Instagram Motivational Posts to observe how well they are designed to convey their message and influence (i.e., motivate) their target audience. This study will employ Kress and Van Leeuwen's model (2006) of visual grammar for multimodal texts as well as Halliday's (1985) transitivity system verbal analysis of multimodal resources applied to such posts. A total number of 150 Instagram Motivational posts will be extracted randomly and the observed instances will be categorized accordingly in a tabular format for the data analysis stage. The frequency and representational, interactive, and compositional modes and their sub-categories will be determined at the visual discourse level. Additionally, the frequency and interaction of the transitivity system's major types (i.e., material, mental, and relational) and the minor types (behavioural, verbal, and existential) will be set at the verbal discourse level.

Keywords: Multimodal Discourse Analysis, Multimodality, Transitive System's Processes, Visual Images Interpretive Strategies, Modes of Communication

The Role of Semiotics in Iranian TV Advertisement of Sanitary Products during the Covid-19 Pandemic; a Communicative Approach

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Abstract

Since there is a fast pace of changes in business, the elements and factors of competition are transformed in the business. The strategies that different businesses are using nowadays is finding a way to make their product or service presentation more symbolic with meaningful signs in which the consumer himself is also being engaged in the process of representation. With the outbreak of Covid-19 pandemic, the pressure of competition among businesses that offer sanitary products increased dramatically and the marketers utilized new advertising concepts through using meaningful engaging symbols and signs to their products and communicate with their potential customers. The aim of this study is to analyze how marketers in Iranian TV advertisements used these signs and symbols to increase their chance of persuasion by increasing the power of communication with their potential customers as the major aim of advertisement during the pandemic. There are different principles and theories of semiotics but for the aim of this study, which is a communicative approach, the theories of Ferdinand de Saussure and Charles pierce will be utilized as the major frameworks.

Keywords: semiotics, Iranian TV advertisement, sanitary products, Covid-19 pandemic

وجهیت: از نشانه‌شناسی آموزشی-تربیتی و رهیاری نشانه‌شناختی تا زبان‌شناسی آموزشی-تربیتی و رهیاری هستی‌شناختی/زبان‌شناختی

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چکیده

هدف از پژوهش حاضر این است تا با رویکردی ترارشته‌ای در دنیایی ترامدرن (واژه‌ای برگرفته از سیف، ۲۰۱۷)، و با اتخاذ روشی توصیفی-تحلیلی، وجهیت را، که به‌طور کل‌گرا و یکپارچه در ارتباط با حوزه‌هایی مانند هیجان و بدنمندی است، در اختیار گرفته و نقش زبان و کاربست آن را در بافت‌های آموزشی-تربیتی، پرورشی، نهادی و حرفه‌ای مطرح کند. البته، این نقش از رهگذر میانجی‌گری فرایند و رشتهٔ رهیاری، و با دیدگاهی به انسان به‌مثابه یک کل، می‌تواند به سبک و مهارت‌های زندگی روزمرهٔ افراد نیز مربوط شود و مضامینی نظیر رشد، یادگیری، تغییر، تحول و حل مسئله را پوشش دهد. وجهیت، در اینجا به‌طور خاص، به نظریهٔ وجوه بازمی‌گردد که از اصحاب وجه نشأت گرفته و به نشانه‌شناسی گفتمان فونتی (۲۰۰۳)، و همچنین، به نشانه‌شناسی آموزشی-تربیتی گسترش یافته است. مطالعهٔ پیش رو، در قلمرو نشانه‌شناسی گفتمان فونتی (۲۰۰۳)، به بررسی وجهیت در بافت گفتمانی-تعاملی رهیاری پرداخته، که این امر ما را، از سویی، به‌سمت قلمرو نشانه‌شناسی آموزشی-تربیتی، و از سویی دیگر، در جهت رهیاری نشانه‌شناختی سوق می‌دهد. به‌علاوه، این نوشته همین کاربست از وجهیت در بافت رهیاری را به قلمرو زبان‌شناسی آموزشی-تربیتی و رهیاری هستی‌شناختی/زبان‌شناختی نسبت خواهد داد. درنهایت، پیشنهاد پژوهش حاضر معرفی دستاوردهایی حاصل از فعالیت‌ها و پژوهش‌هایی در راستای مطالعهٔ پیش رو است که برخی از آن‌ها از این قرارند: خلق و معرفی الگوها، روش‌ها، گرایش‌ها و رشته‌های جدید دانشگاهی؛ خلق ظرفیت‌های انسانی؛ شبکه‌سازی در زمینهٔ دانش؛ کارآفرینی و اشتغال‌زایی در حوزه‌های بسیاری ازجمله نشانه‌شناسی، زبان‌شناسی، آموزش و تربیت، علوم تربیتی، و جز آن.

بررسی چگونگی کاربرد وجه فعل امری در غزلیات مولوی

هانیه امیری‌کیا

چکیده

در این پژوهش کوشش شده تا از میان انواع وجه فعل‌هایی که در غزلیات مولوی بکار رفته است، وجه فعل امری از نظر نحوه ی کاربرد فعل از بعد معنایی و همچنین میزان تأثیرگذاری این وجه فعل، در سخن واکاوی شود. روش تحقیق در این پژوهش، کتابخانه ای، آماری و توصیفی-تحلیلی است. دامنه ی پژوهش، پنجاه غزل از مولوی است که به ترتیب الفبایی، مطالعه و فیش برداری شده است. سپس، با گرفتن بسامد آماری به روشی علمی و دقیق، انواع وجه فعل و بطور خاص، وجه فعل امری، بررسی، توصیف و تحلیل شده است. نتایج نشان داد که از مجموع ۳۰۷ جمله ای که در ابیات پنجاه غزل مولوی وجود داشت، ۲۸۷ مورد (۹۳/۴۸ درصد) وجه فعل امری مثبت و ۲۰ مورد (۶/۵۲ درصد) وجه فعل امری منفی (نهی) بکار رفته بود. همچنین در بررسی معانی ثانویه ی جمله ها و افعال خبری، توجه مولانا به مفاخره، آسودگی و اظهار انبساط و شعف، استهزا، و ملامت، هشدار، اندوه و تأسف و در نهایت روشنگری و ارشاد بیش از سایر معانی بوده است، که می تواند نشانی از والا منشی و انبساط و انقباض احوال درونی و همچنین استغراق در مقام رضا باشد. اینگونه تصاویر متناقض درونی که به دلیل عرفان و غرق شدگی در وحدت وجود است، در سرتاسر غزلیات مولانا، همچون مثنوی کبیر، رخ می نماید.

واژه‌های کلیدی: جمله ، فعل، وجه فعل، وجه فعل امری

"And Now Hear about the Arrival of the Unwanted Guest to Our Country": Analysis of Ideological Functioning of Conceptual Metaphor in the Media

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Abstract

Metaphor, long considered to be serving a mainly aesthetic function in language, has by the turn of the millennium come to be seen as a window onto how human beings view the world they inhabit and function in. This paradigmatic shift has in the main occurred in the humanities and social sciences and is presently taking new directions. Some have even taken the current view of the function of metaphor a step further deeming it not only as reflecting the worldviews of individuals and institutions but also as constructing and possibly determining how those entities should approach a range of issues in their social life. In line with the new role assigned to the concept of metaphor, this investigation has set out to illuminate how metaphor could be discursively constitutive as well as constituted, especially in the media discourses around events. To this end, environmentalist data from the media coverage of the now rife phenomenon of aerosols in Iran, spanning a month of dust storms in 2022, was selected to see what metaphorical scenarios, if any, had been used in/by them and how they might discursively work to gloss over the agency of the individuals and institutions involved in the creation of the phenomenon. Three conceptual metaphors of HAZE IS A GUEST, IRAN IS A HOST, and HZAE IS AN ASSAILANT/ENEMY were found to be of particular relevance to the study. In the discussion, I have tried to illustrate how metaphor could be justificatory of the elite's actions and intentions.

Keywords: conceptual metaphor, ideology, environmentalist discourses, aerosols, media

A Guide to Implementing Virtual Education in the Context of EFL in Iran: A Literature Review

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Abstract

Due to the outbreak of the COVID_19 pandemic, a swift transition from face-to-face education to virtual distance education occurred, which was reacted differently by various educational centers, and this topic captured the attention of many researchers to conduct constructive and instructive studies in this vein. The present study attempted to throw light on this issue by reviewing a sample size of 30 research papers that addressed the implementation of virtual education during the COVID-19 pandemic in the context of EFL in Iran. The papers were sampled from different research methods of quantitative, qualitative, and mixed-method, and the theme and subthemes of each paper were categorized and analysed. The results of this study are in the form of recommendations gathered from the sampled papers to establish and implement virtual education effectively not only during the duration of the COVID-19 pandemic but also as a long-term method of modern education.

Key words*:* COVID-19 pandemic, virtual education, Face-to-Face education, Modern education, The EFL context of Iran

The Effect of Flipped Language Education on EFL Learners' Productive Vocabulary Knowledge: Voices from Iran

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Abstract

Despite the growth of the concept of online language learning, scant research attention has been dedicated to the effect of flipped education on language learning. A flipped classroom is a type of blended learning in which learners are providing with content at home and then they re-practice it at school. Besides, vocabulary is an inseparable component of language learning. Research studies have suggested that providing learners with meaningful and authentic input outside of the classroom exerts a significant influence on their productive vocabulary learning. Therefore, the present paper aimed to investigate the effect of flipped education on productive vocabulary knowledge of EFL language learners. The participants of the study were 130 upper-intermediate EFL learners in the context of Iran. The results of the study indicated that flipped education had positive effect on productive vocabulary learning of EFL language learners. Moreover, the results suggested that practicing vocabulary knowledge through flipped education could impact learners' grammar knowledge in a positive way. Finally, implications were discussed and suggestions for future research were offered.

Keywords: flipped education, EFL learners, productive vocabulary knowledge, grammar learning, productive vocabulary test

تحلیل انتقادی گفتمان قضائی شاکی، متهم، گواه و قاضی در دادگاه‌های ایران

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چکیده

تحلیل گفتمان انتقادی، شاخه‌ای برگرفته از زبان شناسی انتقادی است که با درنظر گرفتن عوامل بافتی و زبانی، روابط پنهان قدرت، سلطه، نابرابری اجتماعی و سوءاستفاده از قدرت را برملا می‌کند. محاکم قضایی از ارکان‌های تاثیرگذاری قلمداد می‌گردند که حضور اقشار گوناگون اجتماع در آن به چشم می‌خورد. بنابراین شناسایی نحوه بازنمایی افراد در این مجامع و بررسی تمایزات آن‌ها مهم می‌نماید. از آن‌جا که حضور مردان در محاکم قضایی پررنگ‌تر می‌نماید لذا هدف پژوهش حاضر بررسی نحوه بازنمایی‌ها در گفتمان‌های شاکی، متهم، گواه و قاضی در دادگاه‌های ایران است تا نشان دهد که نگرش هر یک به خود و محیط اطرافشان چگونه است، در بازنمایی‌های خود از چه شیوه‌ای بهره می‌جویند، مؤلفه‌های غالب در گفتمان‌های هر یک و میزان رازگونگی آن‌ها به چه میزان است؟ برای این منظور با استفاده از چارچوب جامعه شناختی- معنایی ون لیوون (۲۰۰۸)، جملات گفتمان مدار شخصیت‌های مرد درمکالمات ضبط شده در جلسات دادگاه تحلیل، و بسامد و درصد به کارگیری هر یک از مؤلفه‌ها و میزان ارجاعات صریح و پوشیده تعیین شد و رازگونگی محاسبه گردید، نتایج نشان داد که به‌کارگیری مؤلفه‌های «اظهار» بیشتر از «حذف» بوده و از آن میان نیز مؤلفه‌های «فعال سازی»، «فردی سازی» و «نام بری ضمیری» پرکاربردترند در نتیجه تمامی کارگزاران دارای تفکّری فعال هستند، و به فردیت خود بیش از گروهی که به آن تعلّق دارند توجّه می‌کنند، همچنین با قرار گرفتن در برابر قانون صراحت در اکثریّت گفتارها ساختار غالب می‌باشد.

واژه‌های کلیدی: تحلیل گفتمان انتقادی، الگوی ون لیوون، زبان‌شناسی حقوقی

Exploring the Effect of English Language Learning Apps on Iranian EFL Students' Motivation and Educational Achievement

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Abstract

The aim of this research was to investigate the educational effects of a pedagogical application called "GAJ" on the motivation and educational achievement of Iranian sixth-grade students. The participants were studying in both public and private schools. Their average age was 14.5. The research employed a quasi-experimental method using pre-test and post-test design. Researchers randomly selected 50 students. Half of them were assigned to the treatment group and the rest participated in the comparison group. For two months, the comparison group was taught English through traditional methods whereas the treatment group used an educational application. To gather the data, Bernard Warner's motivation questionnaire with the reliability coefficient of 0.73 was used. In addition, one of the researchers made English tests of educational achievement. To measure the reliability of educational achievement tests, Cronbach's Alpha was 0.75 for pre-test and 0.71 for post-test. The data was analyzed using analysis of covariance. Results indicated that the educational application had a positive effect on both the motivation and educational achievement of students in the English course.

Keywords: Educational Application, motivation, EFL, educational achievement

Identifying the Language Needs and Developing an ESP Coursebook for M.A Students of Exercise Physiology in Iran

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Abstract

This study was conducted to design an appropriate ESP coursebook for M.A students of Exercise Physiology in Iran based on their language learning needs. A total of 40 male and female students majoring in Exercise Physiology as well as 4 subject instructors who taught ESP at the Sports Science Departments of the universities took part in the study. The rationale behind selecting the field of Exercise Physiology was that there was no ESP coursebook for the M.A students of Exercise Physiology and ESP instructors had to utilize self-selected materials to adapt for their classes. The researcher employed a qualitative-quantitative research method encompassing two data gathering tools: a questionnaire and an interview. Two sets of needs analysis questionnaires were used in this study: The students' questionnaire and the ESP instructors' questionnaire. Before using the students' questionnaire and ESP instructors' questionnaire for data collection, the questionnaires were piloted and validated. The obtained results demonstrated that reading and writing, followed by speaking and listening were respectively recognized as the most important skills by the participants. Furthermore, the participants expressed dissatisfaction with the lack of translation, writing, and grammar exercises, interesting topics, and pictures in ESP materials used in the Sports Science Departments. Equally, ESP instructors in the field were dissatisfied with the MA students' language skills. As a result, the data obtained from the needs analysis phase were used to develop a coursebook for M.A students of Exercise Physiology.

Keywords: ESP, coursebook, needs analysis, exercise physiology students, ESP instructors

The Effect of Advancing EFL Learner 's Awareness on Discourse Strategies on Reading Comprehension Competency

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Abstract

Teaching reading comprehension and advancing EFL learners' comprehension competency have always been a great challenge for language teachers. Moreover, some reading resources do not address or deal with the discursive strategies that facilitate the reading comprehension. In this paper, it is suggested that advancing the ELF learner's discursive awareness on how different participants and events are construed and recontextualized in discourse will enable the learners to deepen their understanding of the passage. To this end, we adopted the socio-semantic discourse analysis framework developed by van Leeuwen (2008) to teach the construal of social actors and representation of various events in novels to EFL learners. We aimed to find out to what extent the increased knowledge on discursive strategies of actor and event representation will promote learners' reading comprehension. Findings suggest that learners acquire more detailed knowledge of the reading passages when they are provided with the knowledge of discursive strategies of actor and even knowledge. Our findings also suggested that through the knowledge of discursive strategies, learners acquire critical knowledge and advance their understanding of reading passages beyond their textual level and discuss the socio-political meanings underlying the discourse.

Keywords: teaching reading, socio-semantic discourse, analysis frame work, discursive awareness, suggestions for reading

The Effect of Virtual Education on Speaking Accuracy of Iranian EFL Learners with Different Personality Traits during COVID-19 Pandemic

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Abstract

This study aimed to investigate the effect of virtual education via SHAAD instructional platform on the speaking accuracy of Iranian high school English learners with different personality traits during the COVID-19 pandemic. The second purpose of the study was to explore the attitude of Iranian high school English learners with different personality traits toward Distance learning. For this purpose, 95 male and female high school EFL learners aging 15-18 years old from private language institutes in Ahvaz, Iran, took part in the study. A Quick Oxford Placement Test (OPT) was administered to see if all the students enjoyed almost the same level of proficiency. Then, in order to identify the personality traits among the participants, the Eysenck Personality Inventory (EPI) which measures two pervasive, independent dimensions of personality, namely; Extraversion-Introversion and Neuroticism-Stability was used. In order to check the effects of virtual instruction on participants' speaking accuracy, a speaking accuracy test was designed, which consisted of a task requiring the participants to talk about some topics in Vision (3). At the end of the study, the perceptions of Iranian high school learners were sought about the virtual education, including learning English via SHAAD in COVID 19 pandemic. To specify if there was a significant interaction between personality traits and speaking accuracy scores, a One-Way ANOVA was run. The results indicated that introversion, as a personality trait, was most positively affected by the virtual education in the COVID-19 pandemic in terms of learners' speaking accuracy.

Keywords: Pandemic, Virtual/distance education, SHAAD instructional platform, Technology-enhanced education, Personality traits

The Predictive Power of Critical Thinking and Autonomy on Listening Comprehension Ability: A Case of Iranian EFL learners

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Abstract

Many factors are claimed to have an effect on listening comprehension ability of EFL learners. Among these influential factors one can refer to autonomy and critical thinking. Accordingly, this study intended to scrutinize the difference in the predictive ability of autonomy and critical thinking on EFL learners' listening comprehension ability. Moreover, the study was an attempt to investigate the interrelationship among Iranian EFL learners' critical thinking, autonomy, and listening comprehension ability. The participants of the study were 82 EFL learners from three different language institutes in Shiraz, Iran which were selected through a convenience sampling procedure. The present study used a quantitative design. To conduct the study, the participants were asked to answer three questionnaires: the critical thinking Questionnaire, language autonomy questionnaire, and listening comprehension test. All in all, the findings demonstrated that there was a positive significant relationship between EFL learners' critical thinking and their autonomy. Furthermore, the results from Pearson product correlation coefficient revealed a positive correlation between EFL learners' autonomy and listening comprehension ability. Finally, ANOVA analysis indicated that critical thinking was a better predictor of learners' listening comprehension ability. Consequently, the findings can have several implications for EFL learners, teachers, and curriculum developers to take critical thinking and autonomy more into consideration to help learners improve their listening comprehension ability.

Keywords: Autonomy, Critical thinking, EFL learners, Listening comprehension

An Interrelationship among Iranian EFL Teachers' Professional Identity, Self-efficacy, and Self-esteem

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Abstract

The current study probed quantitatively the interrelationship among EFL teachers' professional identity, self-efficacy, and self-esteem. In addition to this, the study sought to investigate the predictive ability of self-efficacy and self-esteem on the EFL teachers' professional identity. To achieve this goal, 79 English teachers from various language universities and institutes in Shiraz were selected based on convenience sampling procedure. The participants were asked to fulfil three questionnaires; professional identity questionnaire, self-esteem questionnaire, and self-efficacy questionnaire. The relationship among teachers' professional identity, self-esteem, and self-efficacy was examined by utilizing Pearson Correlation Coefficient. Multiple Regression was applied to scrutinize the predictive ability of teachers' self-efficacy and self-esteem on the professional identity. Firstly, the findings revealed a positive significant correlation between teachers' professional identity and self-esteem. Moreover, a positive significant association between teachers' professional identity and their self-efficacy was observed. Finally, the results indicated that professional identity was significantly predicted by both self-efficacy and self-esteem. The findings of the current study accentuate the role of self-efficacy and self-esteem throughout the construction of language teachers' professional identity.

Keywords: EFL teachers, professional identity, self-efficacy, self-esteem

The Role of Task Complexity and Working Memory Capacity in Language Learning

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Abstract

This study reviewed studies on the impact of task complexity and how working memory was related to task performance and mediated the influence of complexity conditions on language performance. It would be logical to expect that individual differences in working memory might affect how we comprehend tasks. The limited resources of working memory are allocated to processing certain tasks as well as to temporarily storing the results of specified tasks. When a task has considerable storage and processing demands, we may be unable to perform both functions satisfactorily. In this study, first, the concept of task complexity and the two dominant hypotheses of Skehan's (1998) limited capacity and Robinson's cognition are presented. Next, the notion of working memory and Baddeley's (2003) model of working memory are discussed. Then a brief review of empirical studies is reported. The results showed there was no association between task complexity and L2 learning, counter to the prediction of the cognition hypothesis. Moreover, relationships between working memory capacity and various linguistic measures were only confirmed when the cognitive complexity of tasks was increased. Quantitative analyses showed that task modality played a larger role than task complexity in bringing about improved linguistic performance during task-based work.

Keywords: working memory, task complexity, cognition

A Review of Pre/Post COVID 19Assessment ofTeachers'BurnoutIn and Out of China

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Abstract

Teachers' burnout, a job-related syndrome of physical, emotional, and attitudinal exhaustion toward teaching and work-relates issues is of high significance as it can detrimentally affect the whole educational system. Teachers experiencing burnout may lose their energy, commitment, and enthusiasm to continue work. This paper reviewed the findings of 60 related scientific documents published either in Chinese or English languages to investigate the comparative amount of burnout and its other related psychological impacts on teachers in both pre and post COVID19 pandemic era inside and outside china context. The results of these number of scientific productions on assessment of teachers' burnout were discussed to depict a comparatively global picture of its conditions and changes. Finally, it provides a collection of suggested measures in enhancement and improvement of teachers' psychological health by a decline in burnout.

Key Words: COVID19, Teacher, Education, Burnout, China

Part Two:

TRANSLATION

Exploring the Association Between Iranian EFL Teachers' Self-Resilience and Psychological Distress: A Mixed-Methods Study

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Abstract

The present study sought to scrutinize the relationship between Iranian EFL teachers' self-resilience and psychological distress. Also, through semi-structured interviews, the study tried to explore the prominent causes of psychological distress among EFL teachers. To this end, a total of 102 EFL teachers (including 55 males and 47 females) from various language institutes in Shiraz were selected through a convenience sampling procedure method to participate in the current study. To measure self-resilience of EFL teachers the Connor-Davidson Resilience scale (2003) was utilized. In addition, the modified version of Kessler Psychological Distress Scale (K10, Kessler, 1996) was employed to gauge teachers' psychological distress. The findings from Pearson product-moment correlation exhibited a significant negative correlation between teachers' self-resiliency and their psychological distress. Moreover, the results from interviews revealed that job insecurity, underpayment, and heavy workload tended to be the most influential factors which lead to teachers' physiological distress in the educational context. The pedagogical implications of the study help EFL teachers foster their self-resilience and consequently diminish the effects of psychological distress in their teaching profession.

Keywords: EFL teachers, psychological distress, self-resilience

فناوری در کلاس های زبان انگلیسی
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چکیده

ویروس همه گیر کرونا بسیار سریع در سراسر جهان گسترش یافت و آسیب زیادی به انسان وارد کرد. این امر باعث ایجاد مسائل شدید بسیاری در زمینه های مختلف در سراسر جهان از جمله اقتصادی، مالی، آموزشی و غیره شده است. سیستم آموزشی از حضوری به آنلاین تغییر یافت. این یک چالش بزرگ بود. کشورهای مختلف راهبردها و روش‌های متفاوتی را برای آموزش دانش‌آموزان و فراگیران از طریق مواد متمایز و پلتفرم‌های آنلاین پیشنهاد کردند. برای مثال پیشنهاد شد از برنامه های آنلاین مانند Google Classroom، Google Meet، Skype، Zoom و بسیاری از ابزارهای فناورانه دیگر برای کمک به ادامه تحصیل زبان آموزان استفاده شود. یکی دیگر از پلتفرم ها ی بومی سازی شده ایرانی اسکای روم است که بسیار مورد استفاده قرار گرفت. مدارس در ایران استفاده از پلتفرم آنلاین که به دلایل و عوامل متعددی تحت تاثیر قرار گرفت، بسیار سخت بود. اگرچه بسیاری از معلمان مدارس مختلف در طول همه گیری از بسترهای آنلاین استفاده کردند، اسکای روم اصلی ترین پلت فرم آنلاین بود. معلمان آنلاین با چالش ها و مشکلات زیادی روبرو شدند و چیزهای جدید زیادی را تجربه کردند. آنها در کلاس های آنلاین به خصوص در بخش ارزیابی و ارزشیابی مشکلات زیادی داشتند. ارزیابی دانش آموزان در کلاس های آنلاین بسیار دشوار بود. این مطالعه در مورد تجربه معلمان با پلت فرم اسکای روم است تا بفهمد آیا معلمان از تدریس آنلاین در طول همه گیری آنلاین راضی بودند یا خیر. نتایج این مطالعه موردی اطلاعات ارزشمندی را به معلمان و محققین آینده ارائه می دهد زیرا مطالعات کمی در این زمینه وجود دارد.

واژه‌های کلیدی: آموزش آنلاین زبان آموزان، معلمان، اسکای روم، مشکلات و چالش ها

Technology-Enhanced Language Instruction: EFL Learners' Listening Comprehension and Vocabulary Development through CALL

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Abstract

Technology-enhanced instruction has attracted researchers' attention in language teaching and learning in recent decades. Accordingly, the present study is an attempt to investigate the effect of computer-assisted language learning (CALL) on EFL learners' vocabulary learning and listening comprehension. In doing so, through convenience sampling, 60 elementary EFL learners comprised the participants of the study who were learning English at Tehran Technical and Educational Institute in Nowshahr town and were divided into one experimental group (n = 30) and one control group (n = 30). Subjects in the experimental group were exposed to both listening activities and vocabulary tasks through PowerPoint Presentation slides (also known as PPT) for 10 sessions during 5 weeks. In order to look into the effect of CALL instruction on the improvement of the experimental group, quantitative methodology was employed; hence, by analysing the mean scores of the learners' pre-test and post-test, it was clearly revealed that CALL through PPT resulted in learners' significant improvement in listening comprehension as well as vocabulary learning. However, there was no statistically significant difference between learners' listening comprehension and vocabulary affected by CALL through PPT. Findings of the study contributed to the conscious use of technology-enhanced instruction through computer and mobile tools to provide an interactive learning atmosphere for learners, to make the input more comprehensible and to help them develop their language skills and sub-skills which seems to be beneficial for both learners and teachers as technology is becoming an inevitable facet of teaching and learning community.

Keywords: CALL, listening comprehension, PPT, technology, vocabulary

Learning English Language through Watching Movies and Series

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Abstract

Speaking such as native speakers is all English learners' desire. One of the most effective methods, or in my own opinion, the most effective method is watching movies and series. This is a method that takes time however it is so effective. Something such as digging earth and looking for a diamond. It is time-consuming but it is worth it. The present study aimed to help those who want to improve their English knowledge and how to speak like native speakers. The participants were 30 advanced English students who spoke like native speakers and learned that from movies and Series. They were chosen through purposive sampling from 4 institutes in Jam, Bushehr, Iran. Two data collection methods including interview and class observation were used to collect data. The data were analysed through content analysis. The findings showed that if you want to learn a language of a country and you are not in the area, watching the target language's movies and series is the best way to become a native speaker of that country. The findings can help us how to speak like a native speaker and it helps us to have a great accent, it also teaches us the target language's grammar and vocabulary very well.

Keywords: learn English language, movies and series, native speakers

The Relationship between Working Memory Capacity and Second Language Reading Comprehension: Does Learners' Age of Onset Make a Difference?

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Abstract

To contribute to a better understanding of the role of WM in the second language (L2) comprehension, the present study investigated the relationship between working memory capacity (WMC) and L2 reading comprehension composite scores. In addition, the relationship between working memory (WM) components (storage vs. processing) and L2 reading comprehension dimensions (literal vs. inferential comprehension) was explored. The impact of the participants' age of onset (AO) on their L2 reading comprehension composite scores as well as their literal and inferential comprehension was also scrutinized. Additionally, the relationship between the storage and processing components of WM was examined. A total of 103 participants from the state university of Bu-Ali Sina, Hamedan, Iran, selected through a purposive sampling procedure took part in the study. Data were collected through a language background questionnaire (LBQ), a reading span task (RST), and a reading comprehension measure consisting of implicit and explicit questions. Results of the correlation between WMC and L2 reading comprehension composite scores as well as the results obtained from the correlation between WMC components and L2 reading comprehension dimensions revealed that there was no significant correlation between WMC and L2 reading comprehension composite scores and no significant correlation between WMC components and L2 reading comprehension dimensions. In addition, no significant difference between early and late L2 learners' reading comprehension composite scores as well as their literal and inferential comprehension abilities was observed, which provides counterevidence for the predictions of the Critical Period Hypothesis. Results of the correlation between the storage and processing components of WMC, however, revealed that there was a significant negative correlation between the storage and processing components of WMC, and this negative correlation was even stronger for the lower-capacity participants, providing support for the time-based resource sharing (TBRS) model of WM (Barrouillet et al., 2004).

Keywords: WMC, L2 reading comprehension, literal reading, inferential reading, L2 age of onset

The Effective Role of Professional Vitality and Language Awareness on Burnout Level: A Case of Iranian EFL Teachers

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Abstract

Teachers' burnout as a psychological disease has attained great attention over the past few years. Also, research revealed that many factors affect burnout level of teachers. In the same vein, the present quantitative research study aimed at investigating the relationship between EFL teachers' professional vitality and burnout. In addition, the interplay between EFL teachers' language awareness and burnout was examined. Moreover, by utilizing multiple regressions, the study tried to probe the predictive ability of EFL teachers' professional vitality and language awareness on their burnout. The data were gathered through the application of three questionnaires including the language awareness test developed by Alderson, Clapham, and Steel (1996), a modified version of professional vitality; one of the subscale of Skovholt Practitioner Professional Resiliency and Self-Care Inventory (2010), and Maslach Burnout Inventory-Educators' Survey. The participants were 96 EFL teachers from various universities and language institutes in Shiraz, Iran. They were from both genders and various age groups. The results from Pearson Product Correlation demonstrated a significant negative relationship between EFL teachers' professional vitality and burnout. Furthermore, the results showed that participants' language awareness has a reverse relationship with their burnout. Finally, the findings revealed that professional vitality was a better predictor of teachers' burnout levels. Concerning the pedagogical implications, EFL teachers should enhance their professional vitality and language awareness as they can weaken the effects of burnout in the educational contexts.

Keywords: EFL teachers, professional vitality, language awareness, burnout

The Use of Analytic and Holistic Scales in the Evaluation of Iranian EFL Learners' Essay Writing

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Abstract

This study was carried out to investigate the use of analytic and holistic scoring scales in the evaluation of (male and female) Iranian EFL learners' essay writing. The participants in the current study were 66 available senior learners of English in two intact classes randomly assigned to the experimental treatments. The necessary data were gathered from the written tasks of the participants during seven sessions of their essay writing classes. The written tasks of one of the classes were evaluated analytically and those of the other class holistically. Then the data were analyzed quantitatively. Firstly, the contribution of the components of the analytic scoring – content, organization, language use, vocabulary and mechanics – to the composite writing score was examined in order to find out the strongest predictor of the total writing score. Next, it was investigated whether there was any difference between the two gender groups' writing performance mean scores and gain scores as a result of the application of analytic and holistic scoring. The results of a multiple regression analysis conducted for the scores on the final writing task (posttest) indicated that language use was the strongest predictor of the total writing score. Furthermore, the results of two-way ANOVAs – conducted based on the standardized pretest and posttest scores and the gain scores of the participants of the two groups – showed that there was no significant difference between the mean scores of males and females and their gain scores as a result of the application of analytic and holistic scoring.

Keywords: Assessment of writing, EFL essays, Scoring approaches, Analytic scales, Holistic scales

توانایی سطح برتر تفکر دانشجویان مقاطع تحصیلات تکمیلی گرایش آموزش زبان انگلیسی و ادبیات انگلیسی: آیا گرایش تحصیلی اهمیت دارد؟

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چکیده

با توجه به نقش مهمی که تفکر در پرورش ذهن ایفا می نماید، ضروری به نظر می‌رسد که پیش از پرورش آن، وضعیت آن در میان دانشجویان رشته‌های مختلف تحصیلی مورد بررسی قرار گیرد. بدین منظور، پژوهش حاضر با استفاده از چارچوب پرسش ترکیبی، به شناسایی وضعیت کنونی توانایی تفکر در بین دانشجویان ایرانی در دو گرایش آموزش زبان انگلیسی و ادبیات انگلیسی در مقاطع کارشناسی ارشد و دکترا پرداخته است. از آنجا که یکی از ابزارهای ارزیابی قدرت توانایی فرد در تولید پرسش‌های تفکر برانگیز است (لیپمن، ۲۰۰۳)، گروهی متشکل از ۵۱ دانشجو، از طریق نمونه گیری آسان، برای خواندن دو متن و طرح پرسش‌های انشایی انتخاب شدند. سپس با استفاده از نمونه‌گیری هدفمند، از بین ۵۱ شرکت کننده، ۱۵ نفر برای مصاحبه نیمه‌ساختاریافته برگزیده شدند. یافته‌ها نشان داد که دانشجویان ادبیات انگلیسی در کشف لایه‌های پنهان معنایی موفق‌تر از دانشجویان آموزش زبان انگلیسی عمل می‌کنند و توانایی بیشتری در تولید پرسش‌های تفکر برانگیز دارند. علاوه بر این، درصد پرسش‌های فرا معمولی (منتقدانه، خلاقانه، مراقبتی) تولید شده توسط دانشجویان ادبیات انگلیسی تقریباً دو برابر پرسش‌هایی بود که توسط دانشجویان گرایش آموزش زبان انگلیسی مطرح شده بود. به علاوه، در جستجوی دلایل تولید پرسش‌های تفکر برانگیز، گرایش تحصیلی، ماهیت درس (به عنوان مثال، نقد ادبی، فلسفه و پسامدرنیسم) و خواندن داستان از جمله عوامل تاثیرگذار به شمار می‌آمدند. امید است این پژوهش با معرفی چارچوب پرسش ترکیبی موانع موجود بر سر راه توانایی تفکر در سطح برتر را شناسایی نماید.

واژه‌های کلیدی: تفکر خلاق، تفکر منتقدانه، سطح برتر تفکر، انگلیسی به عنوان زبان خارجی، طرح پرسش

Experiential Learning: How It Can Have Effect on Iranian EFL Learners' Language Growth and Personal Development

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Abstract

The present study was carried out in a reading comprehension class to determine the effect of experiential learning on a group of Iranian EFL learners' language growth and personal development. A group of male and female sophomore learners of English (N=30) participated in the study, whose homogeneity was ensured at the beginning. The investigation was carried out during two phases. After receiving the treatment in the form of experiential learning in the first phase of the study, all of the participants were given a questionnaire, the content of which was about this type of learning. The purpose was to collect their comments about experiential learning and to see which types of experiential activities were more popular among the participants. In the second phase of the study, they were randomly divided into two groups who were exposed to different methods of teaching, content-based traditional method and experience-based method. Then they were given a reading test, the result of which indicated which method of teaching was more successful. The quantitative analysis of the data with regard to the questionnaires revealed that most of the students showed a positive feeling towards experiential learning. The findings of the study also indicated that those who received experience-based method of teaching significantly outperformed the other group.

Keywords: experiential learning, learning by doing, Iranian EFL learners, language growth, personal development

The Combined Effect of Unfocused Written Corrective Feedback and Languaging on Revised and New Texts with Focus on L2 Accuracy and Acquisition Among Iranian EFL Learners

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Abstract

This study investigated the effect of unfocused direct and indirect Written Corrective Feedback (WCF) and languaging on different grammar and non-grammar errors both in the revised texts and new pieces of writing. Following a pretest-posttest-delayed posttest design, 24 intermediate EFL learners were randomly assigned to two experiments and one control group. The experiment groups received their direct and indirect WCF treatments and all of the learners in three groups were engaged in languaging. The intervention program was conducted in five sessions and the data was collected through the administration of a pre, posttest, and delayed posttests. The data was coded and analyzed through Kruskal-Wallis, and Mann-Whitney U tests. The results revealed that while the experimental groups outperformed the control group in terms of revision task, the direct group developed more grammatical accuracy, compared to the indirect group. Besides, direct WCF appeared to be more influential in terms of reduction of grammatical errors in the long term. The findings suggest that the learners who received direct WCF and languaging were more competent in identification of the errors and retention of the correct forms both in the revised texts and the new pieces of writing. Overall, the present research offers insights into the possible effectiveness of unfocused direct WCF in terms of accuracy and acquisition when writing new texts.

Keywords: unfocused written corrective feedback, direct and indirect feedback, written languaging, error types, grammar accuracy and learning

Learners' and Teachers' Attitudes Toward Corrective Feedback

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Abstract:

The role of corrective feedback (CF) in the process of second language acquisition in general and writing in particular is a topic that is receiving a lot of research attention. Thus, this study explored female EFL teachers' and learners' attitudes toward patterns of CF. Thus, a set of questionnaires and a series of semi-structured interviews were run to measure learners' and teachers' attitudes toward CF. A total of 150 (50 learners in elementary level, 50 in intermediate level, and 50 in high-intermediate level Iranian EFL female learners) within the age range of 14-20 as well as 40 teachers in Iran Language Institute (ILI) in Urmia, Iran were considered as the participants. All the learners in all proficiency levels filled out a questionnaire adapted from Loewen et al. (2009) regarding their attitude toward CF. It includes 24 items designed on a 5-point Likert-scale. Moreover, a researcher-made questionnaire consisting of 14 items in Likert scale was conducted among the teachers. Furthermore, semi-structured interviews were run with both teachers and learners to complement the quantitative data at the end of the study. The results of teachers' and learners' attitudes questionnaires as well as semi-structured interviews indicated that both teachers and learners had a positive attitude toward CF. The findings of the study had a number of theoretical and practical implications for practitioners and teachers and shed light on enhancing writing quality of the learners across proficiency.

Key words: Corrective feedback, EFL learners, Attitudes

The Effectiveness of Kahoot Game-based Platform on Vocabulary Learning, Retention and Attitude of EFL Learners

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Abstract

Vocabulary as one of the critical sub-skills in an EFL settings, for instance Iran, requires to be improved and recalled since students need this important sub-skill for English performance. For vocabulary learning and retention, various teaching methods are presented. One teaching method playing a role in vocabulary performance is the use of game-based platforms. Due to the importance of game-based instruction and vocabulary improvement, the present study has been conducted to explore the impact of Kahoot game-based platform on vocabulary learning and retention of Iranian pre-intermediate level in Iran. Furthermore, the study aimed at exploring the attitudes of the learners in the treatment group. To this end, a sample of 60 EFL learners were selected from one of the private language institutes of Miyaneh based on convenient sampling. The two pre-intermediate level classes were divided randomly into control and treatment groups. The data collection tools were pretest in vocabulary, posttest in vocabulary, retention test, and an attitude scale. The results of independent samples t-tests showed the effective roles of Kahoot game-based platform in both vocabulary learning and retention of EFL learners in comparison with the control group. The results of the attitude scale approved the effectiveness of games on English learning in general and vocabulary learning in particular. This study has some implications for EFL learners and teachers in using educational games.

Keywords: attitude, Kahoot game-based platform, vocabulary learning, vocabulary retention

Eliciting Learners' vs. Instructors' Perspectives toward *Vision* Series: A Mixed-Methods Inquiry

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Abstract

Textbooks play a pivotal role in teaching and learning processes. Indeed, they influence the whole language learning and teaching processes. Regarding the significance of this issue, this exploration was set out to shed some illuminating light on senior high school students versus state sector in-service English teachers' viewpoints toward recently-developed English textbooks (i.e., Vision series) which are published based on Communicative Language Teaching (CLT) principles. To this end, 300 female students from three grades of various senior high schools and 50 female state sector in-service English teachers from different senior high schools in Salmas, Iran participated in this mixed-methods study. The data were collected through semi-structured interviews and questionnaires with 27 close-ended items consisting of five different sections. The outcomes of descriptive statistics and independent-samples t-tests demonstrated that both instructors and students believed that high school English textbooks were highly ineffective in enhancing students' motivation to learn English, boosting the students' accuracy in generating pragmatically correct utterances, developing the students' fluency in speaking English, ameliorating the students' language skills, and teaching communicative language as well as intercultural competence. Moreover, the results obtained from the interview protocols revealed that these textbooks failed to take the needs of the students into account. The present investigation recommends constructive changes in textbooks to make them more communicative and more consistent with the learners' needs and expectations. This study, therefore, might be beneficial to textbook designers and material developers while designing new editions of the textbooks.

Keywords: CLT, perspective, senior high school students, state sector in-service English teachers, textbook evaluation, vision series

Moving towards a Globalized Definition of Professional Ethics in Teaching: The Case of EFL University Instructors

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Abstract

Professionalism has always been an important facet of English language teaching from the very early days onwards. Different aspects of professionalism have been visited and revisited through time by different practitioners, teacher trainers etc. and professional ethics, as one of the core aspects of professionalism has recently been debated, discussed and investigated. However, there seems to be a lack of more localized investigations on how ethics is perceived in different teaching communities including EFL ones. Therefore, the current study would firstly provide a summary of global definitions of professional ethics and then move towards illustrating a local definition of ethics. This localized definition of ethics is provided through administering a semi-structured interview with 50 female and male EFL university instructors. Also, after doing the analysis, two experts in the field were asked to validate the accumulated results. The outcomes exhibited that Iranian EFL university instructors possess a very limited worldview and understanding of professional ethics when it comes to two of the components of professional ethics namely as 'commitment to organization and commitment to society'. As a result, measures for increasing teachers' professional ethics must be taken as one of the means of continuing professional development in Iran as an EFL context.

Keywords: professional ethics, ethics, university instructors, continuing professional development, EFL context

The Examination of the Driving Components in Online Learning amid the Widespread COVID-19 Pandemic and the States of Mind of Understudies Toward E-Education Between Iranian and Indonesian Learner

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Abstract

The coronavirus epidemic has brought approximately a alter in numerous perspectives of life, one of which is instruction, due to the oddity of this occasion and its awesome effect on instruction. It is vital to explore this issue. This thinks about pointed to examining the components influencing online instruction in two bunches of Iranian and Indonesian learners. the moment objective was to look at students' sees on online learning .to conduct the consider, an A30 item survey was displayed to each member, members of this consider comprised of two bunches of Iranian and Indonesian understudies and the number of each gather was around 80. figure examination and different strategies were carried out. Discoveries of figure examination showed that nine variables had a critical effect on online learning for both Indonesian and Iranian understudies. The powerful variable included :1. Instructor communicates with understudy exterior of lesson amid web movement.2. preferences of online learning through web activity3.composed communication amid online learning 4. Getting to the web is simple and communicating electronically is comfortable5.communication with instructors is vital.6. learning in all circumstances (lesson, domestic, and web) is the same.7. students have adequate aptitudes in utilizing computers.8. students are free in doing homework.9. understudies persuaded by the fabric amid web movement. The discoveries of this study can be of offer assistance to instructors, analysts within the field of instruction, and educating strategies in online learning.

Keywords: online learning, E-education, COVID 19, Iranian, Indonesian

An Analysis of the Generic Structure of Writing Task 2 Samples Written by Prospective Iranian IELTS Candidates

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Abstract

This study was conducted to investigate applying an analysis of the generic structure of the writing task2 samples written by prospective Iranian IELTS candidates using a qualitative and content analysis method. The participants of this study were 30 IELTS candidates at a private language learning institute in Bandar Abbas. The participants were chosen through the purposive sampling method. Based on the results of the present study the participant was successful in the introduction move and steps but in the Move of Body and conclusion, they had some problems in terms of Grammar and cohesion, and coherence in their writing. The results of this study confirm the importance of genre structure analysis and show the correlation between form and meaning. Genre analysis also helps to better understand how information is structured in a text. Analysing 30 essay texts from writing task 2 is just a small step in analysing different genres. This dissertation is useful for those who use professional literature for a variety of purposes, but genre analysis is very useful for EFL teachers in teaching writing skills and also for improving EFL learners' writing styles.

Keywords: genre, generic structure, IELTS 2 writing task

On the Relationship between Teacher-Student Interpersonal Relationship and EFL Learners' Motivation and Anxiety

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Abstract

Interpersonal relationships are considered as strong, deep, close associations or friendships between two or more people that may range in duration from brief to enduring and can have strong influence on affective factors particularly motivation and anxiety (Baker, Grant & Marlock, 2008). Among the interpersonal relationships in educational settings, the teacher [1] student relationship can have a great effect on students" anxiety, motivation and ultimately success. Hence current study was aimed at investigating the relationship between teacher [1] students' interpersonal relationship with learners" anxiety and motivation. To do so, 40 male and 58 female Iranian advanced students in Avatak Language institute were asked to participate in the study. For the first step in gathering the required data the questionnaire on teacher-student interaction was given to the participants of the study in each class. One the next session, all the participants in four classes were given the Foreign Language Classroom Anxiety Scale (FLCAS) adopted from Horwitz, Horwitz and Cope (1986). And as the last step of data collection procedure in current study, the researcher used Student Motivational State Questionnaire to collect data on students L2 learning motivation. later, all the data were examined and their relationship was investigated. Based on the results of the study it was revealed that there is a different type of relationship between EFL learners" perception of teacher-student interpersonal relationship and their motivation and anxiety in terms of dimensions of teacher-student interpersonal relationship. So that, an increase in dimensions of Leadership, Helping/friendly, Understanding, Student Freedom, will lead to an increase in the motivation level and a considerable decrease in learners" anxiety. In addition, as increase in Uncertain, Dissatisfied, Admonishing, and Strict dimensions causes a considerable decrease in the motivation level and increase in learners" anxiety level. The findings of the study can be used by the language instructors and teachers knowing that their positive interpersonal relation really matters and is highly effective enhancing their teaching practice making students motivated and less anxious who are ready and eager to learn. Furthermore, the results of the study can also help teacher trainers to instruct the teachers how to assess their relationship with students and find a positive balance in order to take advantage of reducing the effect of affective filters such as anxiety to improve the quality of their class.

Keywords: Anxiety, Interpersonal Relationship, Motivation, Teacher-Student Relationship

The Impact of the Potential Determinants on the Use of English Polysemantic Phrasal Verbs Among Iranian Trilingual Learners

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Abstract

This study explores the Iranian trilingual EFL learners' receptive and productive knowledge of the most frequent polysemantic phrasal verbs and the role of some potential factors in this knowledge. To this end, 103 participants took a test of vocabulary, a productive gap-fill test of phrasal verbs, a receptive phrasal verb test, and a questionnaire of exposure to English input. Moreover, 25 of the participants attended a semi-structured interview about their perceptions of the use of phrasal verbs. The results of the PV tests revealed that the participants knew about 67% of the target phrasal verbs receptively and about 40% of the same phrasal verb meaning productively. Exposure to English input, level of language proficiency, and entrenchment were found to be at play in the participants' both receptive and productive knowledge of polysemantic phrasal verbs. Semantic compositionality, however, was effective only on the participants' receptive knowledge of the target phrasal verb meaning senses, while raw and sense-based COCA frequency and entrenchment did not play a role in the EFL learners' productive and receptive phrasal verb knowledge. Moreover, no meaningful difference was found between the participants' gender and their productive and receptive knowledge of phrasal verbs. Finally, the responses to the interview revealed that most of the respondents are aware of the importance of learning and using phrasal verbs and the significant role of exposure in their knowledge of phrasal verbs.

Keywords: receptive knowledge, productive knowledge, semantic compositionality, proficiency level

English Text Book Evaluation: Iranian High School Teachers' Perspectives about *Vision 2*

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Abstract

The current study aimed at investigating Iranian high school teachers' perspectives on the book Vision 2, which is used as an English textbook for eleventh grad high school students. To reach the purposes, 150 Iranian high school teachers both male and female from different provinces were selected as a main sample size of the study through available sampling. In order to collect the data, a pre designed and developed textbook evaluation questionnaire by Litz (2000) was used as an instrument of the study. After collecting data, descriptive statistics were run to interpret the data. The findings revealed Iranian high school teachers' idea about the text book in terms of layout and design, practical considerations, skills, language type, activities, subject and content and overall consensus. Results also indicated that the textbook suffers from a number of shortcomings that require teachers' awareness and consideration. The finding of this study maybe beneficial for English language teacher, policy makers and EFL student.

Keywords: High school, Teacher Perspective, Textbook, Textbook evaluation, Vision 2

The Use of Mobile Applications to Assist Second Language Learning: The Case of Ling Q in Focus

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Abstract

The use of new coming technology namely mobile based technology has become an important part of the learning process inside and outside of the classroom. With the rapid enhancement of mobile technology and the emergence of mobile applications, EFL learners find particular chance to use different features of mobile applications to enhance their language skills. While there is a great desire to use mobile applications to support language learning, there is a lack of research about the efficacy of them in the literature. In fact, there are many language learning applications in app stores; as a result, selecting the appropriate one is not an easy task. Therefore, current research reviewed Ling Q application to introduce different features of the app for language learning. The findings for this app review revealed that Ling Q application is a well-designed application which can be used to enhance EFL learners' different language skills. The review also indicated that through integrating different language skills such as reading, speaking, writing and listening, this application would improve English language proficiency of the learners too. The findings of the current study may be beneficial for material developers, EFL learners, teachers, and those who are interested to use mobile applications as tools for learning and teaching of second languages.

Keywords: EFL learners; Ling Q; language learning; mobile applications; mobile learning

Part Three:

LINGUISTICS

The Effects of Telling Jokes on Word Perception in Iranian EFL Classrooms

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Abstract

What do you do to make your classroom funnier during teaching a foreign language? Everybody can answer this question according to his/her experiences and abilities, but if you want to be honest, many teachers, especially in our country, never think about this question. Classroom discourse as the different types of written and spoken communication that happen in the classroom, which is concerned in the current study should donate convenient sense to learners for improving language elements learning. To this goal, teachers tried to apply verbal humour like jokes in the classroom discourse while teaching new subjects to make the environment funnier, hence two pre-intermediate groups of 18 pupils were selected randomly among 54 students according to their scores on Oxford Placement Test 2 (Allan, 2004). Having taken a pre-test to assign vocabulary knowledge, the experimental group in which students tell jokes themselves in front of the classroom while the control group just listen to their teacher who tells jokes themselves. After treatment, a post-test, similar to the pre-test, was carried out and data was analysed via an Independent Sample t-test which indicated both groups progressed during the treatment but the experimental group which students were more active than the teacher outperformed the control group, therefore converting a classroom to an enjoyable environment especially applying funny stories can lead to a comfortable classroom discourse that learning a foreign language is fascinated for all learners.

Keywords: classroom discourse, telling joke, convenient sense, enjoyable environment

Cooperative Learning Towards Collaborative Learning: A Critical Review of Teamwork in Education

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Abstract

This article points to the importance of group life and the need for others in human life at first and then moves on to examine the need for teamwork in education. In the following, it reviews the characteristics of two kinds of common teaching methods in social sciences particularly second language learning that is related to active learning including cooperative language learning and collaborative language learning. Some recent literature reviews about these sub-types of active group learning and their implementation of them are surveyed in the current issue. This issue emphasizes teaching via cooperative learning, the teacher requests learners to participate in a predefined group by a team working to achieve educational aims based on selected structured syllabuses formerly, then points out the benefits of this kind of teaching method by introducing cooperative learning elements. For making learners engage in cooperative moods in education duties further, the instructors decided to make learners freer in liberated senses while working together, so learners feel more autonomous in collaborative learning and independent of teachers' guides. This article notes similarities and distinctions between cooperative and collaborative language learning and leads readers to recognize which kinds of them are suitable for their supposed educational goals. Since every second language learning approach has its constraints and shortcomings, so this study tries to inspect different aspects of teamwork learning methods through critical prospects for finding out the possibility of their demerits and limitations to instructors for providing appropriate methods have sufficient conversancy.

Keywords: teamwork, active learning, collaborative learning, cooperative learning

The Literature Review on Mobile-Assisted Language Learning Features

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Abstract:

Educational activities are continuously altered nowadays by the appearance of technology on this ground. The rising speed of technological progress and its impact on the construction and design of virtual devices that can be used for educational purposes has made human beings use this improvement to facilitate education duties. In the current study, the impact of digitalization on learning is discussed in the first step, then the computerizing devices which affect the learning are surveyed and after that mobile learning, creating portable devices for facilitating education, their advantages, and disadvantages, and becoming a central component of education by inventing, adding wireless technology in this equipment are scrutinized. Specifications such as individuality, convenience, interactivity, inexpensiveness, ubiquitous, and portability of m-learning cause this kind of learning to be specialized for foreign/second language learning around the world. Mobile–assisted language learning (MALL), as a kind of m-learning that is specified for language learning and its features, different styles, merits and demerits, and constraints by different previous scholars and their points about MALL are inspected in this study. By accelerating the speed of digital technology in electronic instruments and their designs, particularly mobile and portable ones, the educational applications on mobile cells are increased, too. Hence the teachers should acquaint themselves with effective educational applications and methods to instruct their students based on their proficiency levels since they can apply the updated digitized devices appropriately to never fall behind the daily and rapid progress.

Keywords: digitalization, mobile learning, MALL, mobile application

بررسی اصول آموزشی و محدودیتهای محیطی در دوره «مهارتهای مطالعه و یادگیری» دانشجویان ایرانی رشته آموزش زبان انگلیسی

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چکیده

در روند یادگیری زبان، یکی از مسائل مهم، دانش زبان‌آموزان درباره چگونگی یادگیری مهارت‌ها و راهبردهای اساسی است. به همین دلیل در مؤسسات آموزش عالی، دوره‌های آموزشی مانند "[1] مهارت‌های مطالعه و یادگیری" در برنامه‌های ملی و بین‌المللی گنجانده شده‌اند. با این وجود، کارآیی مؤثر این دوره از نقطه نظر کاربران نهایی آن نیاز به بررسی‌های مکرر دارد. این پژوهش به ارزیابی نقادانه اصول آموزشی و محدودیت‌های محیطی این درس می‌پردازد. شرکت‌کنندگان این پژوهش ۱۲۵ دانشجوی کارشناسی رشته آموزش زبان انگلیسی زن و مرد و شش مدرس، با تجربه تدریس این درس از سه دانشگاه در تهران هستند. اطلاعات مورد نیاز این پژوهش با استفاده از دو پرسشنامه تهیه شده توسط پژوهشگر برگرفته از نیشن و مک الیستر (۲۰۱۹)، جمع‌آوری شده است. نتایج تحلیل داده‌ها نشان می‌دهد که اکثر شرکت‌کنندگان به نسبت بینش مثبتی درباره اصول آموزشی مانند تمرکز بر مهارت‌های قابل تعمیم دهی و اولویت‌بندی مهارت‌ها دارند. در مورد مهارت‌های محیطی، به غیر از چند عامل از جمله تنوع موضوعات و علایق دانشجویان به موضوعات، در مجموع عوامل دیگر بازخوردهای مثبتی به همراه داشته‌اند. بررسی مصاحبه‌های معلمان و دانشجویان نیز، نتایج به دست آمده از تحلیل پرسشنامه‌ها را تأیید می‌کند. این پژوهش با در نظر گرفتن چالش‌ها و نقاط قدرت و ضعف این دوره آموزشی می‌تواند با ارائه راهکارهای عملی، دستاوردهای چشمگیری برای تهیه‌کنندگان و طراحان برنامه درسی، مدیران آموزشی، و معلمان به همراه داشته باشد.

واژه‌های کلیدی: ارزیابی دوره آموزشی، مهارتهای مطالعه، اصول آموزشی، محدودیتهای محیطی، دانشجویان رشته آموزش زبان انگلیسی

رابطه پردازنده مبتنی بر کارایی با بازسازی و تفکیک مطالب در ذهن

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چکیده

این مقاله مروری، مسائل دشوار را در قلب نقاط مبتنی بر پردازش در رویکردهای شناختی نسبت به یادگیری زبان دوم به عنوان مکانیسم یادگیری روشن می‌کند. سال‌ها، تئوری‌های پردازشگر راندمان بهره وری، تجدید ساختار و رده‌بندی به عنوان مسائل جداگانه مورد توجه قرار گرفته است، اما این مقاله در حال حاضر نگاه تازه‌ای به آن دارد. در نتیجه، شواهد مبنی بر این ارائه شده است که چطور این سه مفهوم به طور مستقیم با زبان نمایشی نظریه پردازان مرتبط هستند، اما می‌توان آن‌ها را در مورد ساختار شناختی یا اطلاعات پس زمینه به عنوان عامل تأثیر گذار مشترک در تمام نظریه‌های تحت تحقیق بررسی کرد. منظور از عامل تأثیرگذار مشترک این است که ارتباط بین داده‌های قدیمی و جدید، یادگیری را سرعت می‌بخشد.

واژه‌های کلیدی: پردازشگر راندمان بهره وری، تجدید ساختار و رده بندی

A Sample Analysis of Empirical Validity in the Articles Published in A Lifetime of Language Testing Journal

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Abstract

Sampling has long been a central concern in planning empirical research because of its significant impact on the accuracy and quality of the findings. Validation studies are particularly sample oriented because their findings are assumed to be context and sample dependent. An analysis of samples and sampling in such studies will be of interest and benefit to language testing researchers and professors to illustrate the representation of stakeholders in language testing research. This study is a systematic review on the sampling issues in all the empirical validity articles published in the lifespan of Language Testing Journal. The issues of concern were sampling frame, sampling method, and specific characteristics of samples including gender, age, and language. The study used a qualitative approach and all the articles were qualitatively annotated, coded and analyzed. The findings revealed that the researchers predominantly used simple random sampling. A majority of the articles failed to present the age and gender of the samples. Further, sample gender and age range were reported in 40% and 26% of the articles respectively. The published articles favored dominantly an anglophone orientation and context (22%). Sampling frame notoriously received no attention and was missing in the articles. The implications of the findings will help future researchers, and research and assessment course professors.

Keywords: sampling, empirical research, validation, systematic review, language testing

Cheating in Online Second Language Teaching During the COVID-19 Pandemic: A Scoping Review

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Abstract

Covid-19 has expedited the transition of education from traditional to virtual or online instruction. A concomitant of the sudden shift to online teaching was an array of formidable challenges. In particular, teachers encountered several problems in online assessment of students, among which, cheating and more importantly how to prevent it was most formidable. These problems evoked studies across the world to investigate the impact of Covid-19 pandemic on cheating in online exams. The present study is a scoping review systematically examining cheating in online second language teaching with a view of providing insights into impacts of cheating on the quality of online instruction, perspectives of teachers and students concerning cheating, coping strategies used by teachers, and suggesting further research areas and agendas. A total of thirty-five studies were found searching all the Scopus-indexed Applied Linguistics journals. Based on eligibility criteria, fifteen articles were pulled out for analysis. Findings indicate that online teaching and more particularly, online assessment exacerbated cheating around the world. Both teachers and students complained by large that online examinations would inherently encourage students' cheating. In-class assignments, more advanced online exam options (browser lockdown), use of oral tests, and using more online recording facilities were the main strategies used by teachers to minimise cheating. The paper discusses the implications for future virtual and blended second language instruction and assessment.

Keywords: Online assessment, Cheating, Scoping review, Online language teaching

Part four:

LITERATURE

The Effect of Resilience on EFL Learners' Engagement in Online Education

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Abstract

Learners' engagement is a variable denoting both learners' motivation and their active participation and encompasses two basic constructs of emotional engagement and cognitive engagement. With the widespread use of virtual learning following the COVID-19 pandemic, there were a multitude of studies investigating factors which would enhance learners' engagement in various educational settings. However, EFL learners' engagement in online education and factors affecting it has not received enough scientific attention. On the other hand, resilience has been found as a factor influencing learners' performance in online settings. This concept refers to individuals' ability to overcome educational difficulties and their persistence in spite of hardships. Nevertheless, despite its significant effect on decreasing individuals' stress and promoting their psychological well-being, there remains a notable paucity of evidence establishing its role in the second language context. Hence, this review study aims to investigate the contribution of EFL learners' resilience to their engagement in learning tasks and activities in an online context. It starts with a review of key concepts and models of resilience in education and proposes a number of enlightening suggestions for developing the learner's level of resilience through enacting various pedagogical interventions. In this way, a heightened level of student's engagement would help them achieve their desired level of English proficiency. Finally, the study provides a number of recommendations for future studies on learners' resilience and emotional and cognitive engagement in a second/foreign language context.

Keywords: EFL learning, online education, positive psychology, resilience, students' engagement

The Effect of Teachers' Use of L1 on Learners' Anxiety and Enjoyment in Emergency Online Language Classrooms

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Abstract

Emergency online teaching and learning due to the COVID-19 pandemic has called for new research. The stressful pandemic situation has doubled the importance of creating a low anxiety atmosphere and enhancing learners' enjoyment levels. As a result, this study aimed to investigate the level of language learners' emotions; that is, foreign language enjoyment (FLE) and foreign language classroom anxiety (FLCA) in online education. Participants were eighty-one English as a foreign language (EFL) learner in four intact classes. In two of these classes, the teacher used both their first language (L1) and English, while in the other two, he only used English as the medium of instruction. They then completed a questionnaire, which included two questionnaires, one designed by Horwitz, Horwitz, and Cope (1986) and the other one by Dewaele and MacIntyre (2014), that reveal FLCA and FLE levels, respectively. Higher levels of FLE compared to FLCA were reported by the participants. The results also pointed to a significant negative correlation between FLE and FLCA, implying that as enjoyment increases, anxiety level decreases. Furthermore, as learners in both groups reported similar levels of FLE and FLCA, it can be concluded that teachers' use of L1 did not affect FLE and FLCA levels in online education.

Keywords: foreign language classroom anxiety, foreign language enjoyment, positive psychology, first language use, emergency online language classrooms

Effects of Peer-Monitoring on EFL Undergraduate Students' Writing Activities

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Abstract

Writing is the process of communicating thoughts and ideas in a clear and readable way using symbols such as letters, punctuation, and spaces. So, Writing is a physical and mental activity (Nunan, 2003). It is significant to study writing not only as a product of an individual, but also as a cognitive, social, and cultural behaviour. The present research considered the significant effects of peer-monitoring in writing activities for undergraduate students of TEFL writing skills. In this research, we were supposed to investigate peer-monitoring effects on 173 male and female university students' writing activities whose ages ranged from 18 to 27, and they had a composing description writing paragraph as pre & post-test in the same conditions.

Keywords: Composing description, Feedback, Peer-monitoring

Challenges and Advantages of Flipped Learning in Virtual Classes from the Perspective of English Major Students

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Abstract

Flipped learning is a form of blended learning that has attracted the attention of individuals in the field of education in recent years. Flipped learning, which stems from the use of technology in education, has become more popular with Iranian teachers and educators during the COVID pandemic, as virtual education has brought in the use of technology more than before. This pedagogical approach entails the presentation of learning material prior to class time in form of written or audio-visual content. The purpose of this study was to investigate the attitudes of English major university students at different educational levels towards learning their course content through flipped learning during several semesters of virtual education. To this aim, 32 students of different English majors from three levels of BA, MA and PhD were interviewed. The interviews were examined by theme analysis method; thus, the advantages of flipped learning, as well as the challenges faced, were obtained from the students' point of view. The findings also showed that students at postgraduate levels were more receptive to flipped learning. Finally, the implications of the present study for the post-COVID era were discussed and suggestions were provided for further research.

Keywords: flipped learning, blended learning, advantages, challenges, university students

بررسی تأثیر تمرین همتایار بر توسعه مشارکت و درک مطلب دانشجویان ایرانی

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چکیده

پژوهش حاضر با هدف بررسی تأثیر تمرین همتایار بر توسعه مشارکت و درک مطلب دانشجویان ایرانی انجام شده است. با اجرای روش نمونه گیری ساده، ۵۰ دانشجو از دانشگاه گیلان در این پژوهش شرکت کردند. برای جمع‌آوری داده‌های مورد نیاز از دو ابزار پرسشنامه تمایل به شرکت در فعالیت‌های کلاسی و آزمون درک مطلب نگاشته شده توسط محقق، استفاده شد. شرکت کنندگان به طور تصادفی به دو گروه کنترل (۲۵ نفر) و گروه آزمایش (۲۵ نفر) تقسیم شدند. قبل از مرحله آموزشی، از کلیه شرکت کنندگان خواسته شد تا پرسشنامه و آزمون درک مطلب را به عنوان پیش آزمون این مطالعه تکمیل کنند. شرکت‌کنندگان گروه آزمایشی تمرین با همتایار را دریافت کردند که در آن قرار بود وظایف خواندن خود را از طریق کار همتا یارانه انجام دهند. از سوی دیگر، شرکت کنندگان گروه کنترل در معرض میانجیگری مربی خود قرار گرفتند. دوره آموزشی به مدت به مدت ۱۶ جلسه یک ساعته به طول انجامید. پس از پایان مرحله آموزشی، از کلیه شرکت کنندگان خواسته شد تا مجدداً پرسشنامه و آزمون خواندن را به عنوان پس آزمون برای این پژوهش تکمیل کنند. تجزیه و تحلیل داده‌های نتایج نشان داد که تمرین همتایار از نظر آماری تأثیر معنی داری بر توسعه مشارکت و درک مطلب در بین دانشجویان ایرانی دارد که در این مطالعه مورد بررسی قرار گرفتند. این مطالعه دارای برخی کاربردهای آموزشی برای مربیان و دانشجویان است.

واژه‌های کلیدی: درک مطلب علمی، انگلیسی برای اهداف علمی، مشارکت در یادگیری، میانجیگری، میانجیگری همتایان

بررسی رابطه بین آگاهی تدریس بازتابی و عملکرد آموزشی در بین معلمان زبان انگلیسی ضمن خدمت ایرانی: بررسی ارتباط بالقوه بین تئوری و عمل

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چکیده

تدریس بازتابی رویکردی تلقی می شود که از طریق آن معلمان به ارتقای حرفه خود مشغول می شوند و مفهوم اساسی تدریس را می شناسند. ادغام بازتاب در برنامه های آموزش معلمان، معلمان را قادر می سازد تا مهارت های حرفه ای خود را بهبود بخشند. این مطالعه به منظور بررسی رابطه بالقوه بین آگاهی تدریس بازتابی و عملکرد آموزشی در بین معلمان زبان انگلیسی ضمن خدمت ایرانی انجام شد. برای انجام این مطالعه ۱۰۰ نفر از معلمان ضمن خدمت زبان انگلیسی در استان گیلان مورد بررسی قرار گرفتند. در این مطالعه از دو ابزار پرسشنامه آگاهی بازتابی معلم محقق ساخته و چک لیست عملکرد معلم طراحی شده توسط محقق استفاده شد. از همه شرکت کنندگان خواسته شد تا پرسشنامه آگاهی بازتابی معلم را پر کنند. سپس، محققان، آنها را در کلاس های درس خود مشاهده کردند و عملکرد تدریسشان را از طریق چک لیست عملکرد معلم بررسی کردند. تمامی داده های جمع آوری شده رتبه بندی و ثبت شدند. در نهایت محققین داده ها را از طریق نرم افزار اس پی اس اس مورد تجزیه و تحلیل قرار دادند. تجزیه و تحلیل داده‌ها نشان داد که بین آگاهی تدریس بازتابی و کیفیت ارائه تدریس در بین معلمان زبان انگلیسی ضمن خدمت ایرانی. رابطه معناداری وجود دارد. به عبارت دیگر، ثابت شد که معلمانی که آگاهی بیشتری از تمرین بازتابی داشتند، بهتر از سایر معلمانی که آگاهی کمتری از تمرین بازتابی داشتند، عمل کردند. این مطالعه کاربردهای آموزشی برای معلمان زبان انگلیسی، مربیان معلم زبان انگلیسی و طراحان آموزش معلم زبان انگلیسی دارد.

واژه‌های کلیدی: معلمان زبان انگلیسی ضمن خدمت، بازتاب، آگاهی از تدریس بازتابی، تمرین بازتابی تدریس، عملکرد آموزشی.

اثربخشی یادگیری کامپیوتر محور بر بهبود مهارت گفتاری و استقلال زبان آموزان زبان انگلیسی: بکارگیری گروه های بحث

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چکیده

گروه‌های بحث آنلاین امروزه به طور گسترده برای تضمین نتایج یادگیری بهتر در سراسر جهان اجرا می‌شوند. گروه‌های بحث آنلاین به عنوان یک روش آموزشی در نظر گرفته می‌شود که فرصت‌های بیشتری را برای یادگیری زبان جدید، فراتر از محدودیت‌های زمانی و فیزیکی فراهم می کنند. علاوه بر این، خود مختاری یادگیرنده به عنوان یکی از عناصر مورد نیاز آموزش مبتنی بر اینترنت، کنترل فرآیند یادگیری را فراهم می‌کند که می‌تواند کیفیت آموزش را افزایش دهد. این مطالعه تأثیر استفاده از گروه‌های بحث آنلاین ناهمزمان را بر عملکرد شفاهی و خود مختاری زبان انگلیسی زبان‌آموزان ایرانی مورد بررسی قرار داد. زیرا به نظر می‌رسد که گروه‌های بحث آنلاین و خودمختاری هنوز آنطور که شایسته است در زمینه زبان‌آموزی ایران مورد توجه قرار نگرفته است. برای این منظور، ۶۰ زبان‌آموز زبان انگلیسی سطح متوسط از میان ۹۰ زبان‌آموز مؤسسه از طریق برگزاری آزمون تعیین سطح آکسفورد که بعداً به دو گروه تقسیم شدند، به طور تصادفی انتخاب شدند. گروه آزمایش به مدت ۲۰ جلسه تحت آموزش گروه‌های گفتگوی ناهمزمان به عنوان تمرینی برای مطالب مرتبط با دوره خود از طریق پیام‌رسان اسکایپ قرار گرفتند. در حالی که گروه کنترل، آموزش سنتی بصورت رو در رو دریافت کردند. داده‌ها قبل و بعد از دوره آموزشی، از طریق بکارگیری دو ابزار جمع‌آوری شد: بخشی از آزمون مقدماتی انگلیسی استاندارد برای آزمودن مهارت گفتاری شرکت‌کنندگان و پرسشنامه استقلال که توسط ژانگ و لی (۲۰۰۴) تهیه شد. تجزیه و تحلیل داده‌ها با استفاده از آزمون نمونه‌های مستقل نشان داد که اجرای گروه‌های بحث آنلاین نقش برجسته‌ای در بهبود مهارت گفتاری زبان‌آموزان و خود مختاری آن‌ها دارد. این نتایج مورد بحث قرار گرفته و مفاهیم عملی در استفاده از گروه‌های بحث آنلاین در کلاس‌های درس زبان ارائه شده است.

واژه‌های کلیدی: ابزارهای آنلاین ناهمزمان، خود مختاری، یادگیری کامپیوتر محور ، گروه های بحث، عملکرد شفاهی

Investigating the Effects of Different Explicit Syntactic Marker Types on Sentence Comprehension of EFL Learners: Do Age and Proficiency Level Matter?

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Abstract

This study was designed to highlight the potential effects of different types of Explicit Syntactic Markers (ESMs) on the sentence comprehension of EFL learners of different age-range and proficiency levels. Consequently, two hundred and forty beginners, intermediate, and advanced Iranian EFL learners were selected via purposive sampling procedure from an initial pool of six hundred and sixty learners (from three private language learning institutes) based on their performance on McMillan Placement Test (MPT) and subsequently, they were categorized into two age-groups of teenagers and adults. An online software application (Com-Chron) was utilized to provide learners with a set of ESM and non-ESM English sentences on the screen to measure the accurate comprehension and the elapsed time needed to perceive the presented sentences. Data analyses revealed that participants had a meaningfully better comprehension of ESM items (though they were longer sentences than non-ESM items). Furthermore, "proficiency level," unlike "age," was found to cause a statistically significant difference in comprehending ESM sentences. It was also concluded that different types of explicit syntactic markers imposed different degrees of comprehension difficulty both in terms of accuracy and the needed time for the participants' comprehension; sentences with "punctuation marks" and "conjunctions" were the easiest for the participants while those including "determiners" and "link breaks" were the most challenging. Regression analysis also implied that all the ESMs (except for "link breaks") can significantly contribute to English sentence comprehension and can be assumed as comprehension predictors to various degrees.

Keywords: English sentence comprehension, Explicit syntactic markers (ESMs), Comprehension difficulty, Comprehension time and accuracy

The Challenges of Conducting Mixed Methods Research in Second Language Education: PhD Candidates' Perspectives

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Abstract

Due to growing interest in conducting mixed methods research (MMR) in the fields of applied linguistics and second/foreign language (L2) education, Ph.D. candidates are often encouraged to conduct MMR in their dissertations. However, despite such an interest, it seems that MMR has not been acknowledged in these fields which indicates that there might be some barriers in the way of its use. So, the aim of the present study is to investigate the challenges of conducting MMR in the field of L2 education from the Ph.D. candidates' perspectives. The participants were nine Ph.D. candidates (five females and four males) majoring in Teaching English as a Foreign Language (TEFL). In order to gain a deeper insight into the perspectives of the participants', semi-structured interviews were used as the instrument for data collection. The interview data were transcribed and then analyzed using a paradigmatic approach typical of qualitative content analysis to find out about the challenges of conducting MMR in TEFL from the Ph.D. candidates' perspectives. Analyzing the data, some common themes emerged. More specifically, the findings showed that Ph.D. candidates considered lack of time and lack of sufficient knowledge as the main challenges of conducting MMR in TEFL. Considering the results of the present study, it is suggested that the policy makers in higher education should intervene and minimize the challenges of conducting MMR by changing research policies and equipping Ph.D. candidates with sufficient knowledge on how to conduct MMR.

Keywords: mixed methods research, Ph.D. candidates, challenges of conducting MMR, semi-structured interview

EFL Students' Perceptions of Their Teachers' Narratives: Are They Relevant or Irrelevant?

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Abstract

Second/foreign language teachers tell stories for various reasons in their classrooms, but not all classroom stories are necessarily relevant to students and their learning. The present study aimed to find out whether English-as-a-foreign-language (EFL) students perceive the narratives of their teachers as relevant or irrelevant to their learning. Participants were 32 upper-intermediate EFL students who were studying at a private English language teaching institute in Mashhad, Iran. They were asked to respond to an open-ended survey in which they were supposed to say whether their teachers' narratives were relevant or irrelevant and then report on the reasons why they found the narratives relevant or irrelevant. The students' responses were analyzed using a paradigmatic approach typical of qualitative content analysis to explore the students' perceptions of their teachers' narratives concerning their relevance. The findings showed that most of the EFL students found their teachers' narratives relevant when they discussed perseverance through personal struggles in learning English because they could make a relationship between those narratives and their current learning difficulties. On the other hand, the narratives which were related to the personal life of the teachers, including their relationship with their wives and children, were found irrelevant as they had nothing to do with the student's learning. The results of the present study suggest that it would be more helpful if EFL teachers think twice before they decide to share a narrative with their students as some special types of stories are more relevant to their student's learning.

Strategy Development of Speaking Assessment Literacy for Iranian EFL Teachers

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Abstract

The present study aimed at demystifying strategy development of speaking assessment literacy (SAL) of Iranian EFL teachers in the Iranian language institutes. The study employed a grounded theory framework and following a thorough literature review, the researchers interviewed 10 informed experts to elicit their L2 SLA strategies to be included in a SAL interview guide. Then, 38 EFL teachers in the Iranian language institutes were interviewed. The data collected through the semi-structured in-depth interviews were analysed through thematic analysis relying on open and axial coding which gave way to the development of a pattern showing the underlying constructs of strategies Iranian EFL teachers develop with respect to SAL as well as the challenges they meet in this respect. The results of data analysis revealed that the majority of Iranian EFL teachers 1) accept speaking assessment as a necessary part of being a speaking teacher, 2) employ a multiple-draft approach in assessing speaking, 3) provide students with a rubric or a list of criteria to assess speaking, 4) sometimes create their own assessment rubrics, 5) provide learners with correct forms of language errors, 6) use explicit and direct oral corrective feedback (OCF), and 7) use indirect OCF. The findings have implications in increasing L2 speaking literacy of teachers in the EFL context and training EFL teachers in terms of teaching and assessing L2 speaking.

Keywords: EFL teachers, strategy development, speaking assessment literacy

The Impact of Post-Reading Group Discussions in L1 and L2 on Farhangian University Students' L2 Reading Comprehension

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Abstract

The argument on the use of first language in the second/foreign language classes has long been popular in research on second language acquisition. This study was an attempt to examine the effects of post-reading group discussions in first and second languages on Semnan Farhangian university students' L2 reading comprehension. To do so, a group of 18 undergraduate female students who had enrolled in an ESP course were selected conveniently. They were randomly divided into three groups of six people. They read three English texts and made individual writings. The control group answered in writing without discussion; the second group discussed the texts in Persian before writing, and the third group discussed the texts in English before composing the written works. The results revealed that group two had longer discussions and used more words per text, provided more details and insights into each of the texts, and provided greater evidence of knowledge and use of successful comprehension strategies in comparison with the other two groups, proposing that L1 group discussion had a positive impact on the students' L2 reading comprehension. This study has implications for L2 reading instructors and EFL students.

Keywords: L2 reading comprehension, post reading activity, group discussion, first language, second language

English Language Teaching Faculty's Perceived Difficulties in Online Classes during the Covid-19 Pandemic
(A Case Study of Semnan Farhangian University)

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Abstract

Due to the Covid-19 pandemic, online teaching has become a necessity worldwide. This qualitative study adopted a grounded theory methodology to examine four ELT faculty' perceived difficulties in online classes during the Covid-19 Pandemic at Semnan Farhangian University using semi-structured interviews. The participants were selected using purposive sampling. Issues related to online students, faculty, and content development were the three main categories of findings. ELT Students' issues comprised their participation, readiness, motivation, accountability, internet access, and facilities in online classes. Faculty' issues involved technical competencies, confidence, time management, and teaching styles. Content development issues included faculty' roles in content development, and considerations for content development. To address these issues, higher education institutions should provide trainings for students, professional development for faculty, and technical support for content development. The study has some implications for the faculty, students, and higher education stakeholders.

Keywords: Faculty, Students, Content Development, Online Classes, Technical Support

Vocabulary Priorities in Nursing English Reading Texts

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Abstract

The present study tries to account for the contribution of the depth, breadth and semi-technical vocabulary knowledge to EAP reading comprehension of Iranian nursing students. The researcher further pursues the possible impact of the vocabulary facets on Iranian EAP learners' reading comprehension. To this end, the researchers asked 158 nursing undergraduates to participate in the study. Schmitt, Schmitt and Clapham's (2001) vocabulary level test, Read's (1993) word associate test, the researchers'-made semi-technical vocabulary knowledge test and EAP reading comprehension texts by Kayhani, Barekat, Akbari, and Torabi Godarzi (2013) were utilized to collect the required data. Besides the intercorrelation among the facets of vocabulary knowledge and Iranian EAP learners' reading comprehension, the depth and breadth of vocabulary knowledge were the significant predictors of the reading comprehension construct. In an ex-post facto design, the researcher also came to this point that the differences in the knowledge of vocabulary depth affected the Iranian students' EAP reading comprehension. Furthermore, it was confirmed that learners' reading comprehension was not tied to the semi-technical vocabulary knowledge.

Keywords: EAP Reading Comprehension, Semi-Technical Vocabulary Knowledge, Vocabulary Level, Vocabulary Breadth, Vocabulary Depth.

The contribution of Teachers' Classroom Management Style to Learners' Willingness to Communicate

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Abstract

On the contribution of the construct of teachers' classroom management style to learners' willingness to communicate, this study explores how the construct of teachers' classroom management style can predict learners' willingness to communicate. Furthermore, it is also sought teachers with what classroom management style (i.e., interventionist vs. non-interventionist) can have more tendencies in promoting learners' willingness to communicate. To this end, the researcher administered the Attitude and Beliefs on Classroom Control Inventory (Martin, Yin and Baldwin, 1999) and MacIntyre, Cle´ment, Do¨rnyei, and Noels's (2001) willingness to administer questionnaires to 30 teachers and 50 students. Having collected the required data through these questionnaires, the researcher came to this point that the construct of classroom management style could not significantly predict learners' willingness to communicate. However, findings revealed that teachers who used non-interventionist management style could more effectively encourage learners' willingness to communicate. From among the insights the findings of this study can offer, teachers can be encouraged to adopt a non-interventionist management style to promote learners' willingness to communicate more effectively.

Keywords: Management Style, Interventionist vs. Non-Interventionist Approach, Willingness to Communicate.

The Evaluation of Iranian ELT Textbook Based on the Vocabulary and Verb-Form Frequency Lists

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Abstract

The current study was set to investigate the extent to which the presentation of lexical items in Iranian ELT textbooks complies with the related frequency list available in the related literature. To this end, the researcher utilized West's (1953) general service list, Coxhead's (2000) academic word list and George's (1963) verb form frequency list. In a descriptive-analytic study, the researcher traced and compared the distribution of the lexical and structural items in Iranian ELT textbooks with the stated frequency lists. The findings of the study revealed that the presentation and distribution of lexical items in Iranian ELT textbooks comply with the West's (1953) general service list. However, possibly due to the nature of the corpus under the study, the lexical items in the Iranian ELT textbooks barely match the lexical items in Coxhead's (2000) academic word list. Furthermore, the result showed that the distribution and the order of the structural patterns in the investigated corpus are not consistent with George's (1963) verb form.

Keywords: EAP Reading Comprehension, Semi-Technical Vocabulary Knowledge, Vocabulary Level, Vocabulary Breadth, Vocabulary Depth.

Understanding the Impact and Challenges of COVID-19 Pandemic on Education System in Iran: A Review

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Abstract

Coronavirus has affected education systems around the world. Schools, colleges, and universities had been closed to control the spread of the coronavirus. School closure has brought difficulties for students, teachers, and parents. During the COVID-19 pandemic, faculty members and students had to leave their face-to-face (FTF) classes, and choose online teaching and virtual class infrastructures and move into emergency distance education (EDE) contexts. Due to this drastic change in the system of education, investigating the probable effects of EDE on the quality of education seems essential. In short, it has trapped every spectrum of our life. This study is an attempt to probe the effect of EDE on the language skills of Iranian EFL students. So, distance learning is a solution to continue the education system. In order to draw on the maximum variation due to sampling, the present study embarked on a qualitative descriptive research method, triangulating data through written open-ended questionnaires and semi-structured interviews to collect data from 170 EFL students from different Iranian EFL students. Thematic Analysis (TA)was used to transcribe, codify, and interpret students' responses. The findings of TA revealed that along with several advantages/disadvantages and challenges that Iranian EFL students experienced in EDE with regard to learning English language skills, EDE provided some opportunities and benefits for their learning. The analysis of students' responses also indicated that they deemed speaking skill as the most negatively influenced language skill and listening skill as the most positively affected skill. Furthermore, the findings represented that most of the students held teachers and administrators responsible for the problems and challenges they experienced in EDE contexts.

Keywords: COVID-19, Emergence Distance Education (EDE), English Language Skills, EFL Students

Focusing on the Comprehension Difficulty of Active and Different Types of Passive Sentences for Intermediate EFL Learners: A Comparative Study

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Abstract

Much of research on comprehension of passive sentences targets healthy adults, children acquiring their first language and people with aphasia. However, a topic that lacks evidence is comprehension challenges learners of foreign languages face in perceiving different types of passive structures. This study has compared the comprehension difficulty of active and different types of passives by Iranian EFL learners. The participants' task was to read a sentence (either active or passive) and choose a corresponding item in a multiple-choice test. The answers were analyzed in terms of elapsed time and success rates. The participants needed less time comprehending active sentences and had a higher success rate in comparison with the passive counterparts. The results also suggested that different passive verb types (i.e., regular, irregular, action, state, double-objects, negatives, and questions) imposed different degrees of comprehension challenge for EFL learners; passives with regular verbs were the least challenging subsequently, irregular verbs and action verbs, then questions and negative passives followed by the passives with the state verbs and finally passives with double-object verbs were the most demanding passive structures. This may be of insight for EFL instructors and material developers to possibly invest more time for the more challenging passive structures.

Keywords: Sentence comprehension, Active versus passive structures, Comprehension difficulty, EFL learners

An Investigation of the Relationship Between EFL Learners' Self-Actualization and Speaking Proficiency

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Abstract

The current study investigated the relationship between EFL learners' self-actualization and speaking proficiency. The participants of this study were 60 male and female EFL students from two English institutes in Semnan. The data were collected using the standard Nelson test to assess the homogeneity of the participants and also Personal Orientation Inventory (POI) questionnaire developed by Jones & Crandall (1986) was distributed to check the level of self-actualization of the students. In the end, an interview measured participants 'speaking proficiency. A Pearson correlation analysis was performed on SPSS to find any significant relationship between students' self-actualization and their speaking proficiency. The results of the Pearson correlation indicated a significant relationship between learners' speaking proficiency and self-actualization. A multivariate analysis of variances (MANOVA) was run to compare the male and female groups' means of speaking and self-actualization. It was found that there were not any significant differences between male and female subjects' means of speaking and self-actualization. According to the results of this study, higher self-actualized students get better results, and especially their speaking ability improves.

Keywords: self-actualization, EFL learners, speaking proficiency

Evaluation of New Junior High School English Text Book *(Prospect 1)* For Rural Learners: Teachers' Perspective

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Abstract
Textbooks have a chief standing as an essential element of language teaching. Textbook evaluation is an applied linguistic activity through which teachers, supervisors, administrators, and materials developers can make judgments about the effectiveness of the materials. The present paper aimed to evaluate the teachers' perspectives toward newly developed textbooks for grade seven Junior high school rural students. The participants- included 44 English teachers (25 males and 19 females) with 5 to 27 seven years of teaching experience from Kohgilooyeh –and – Boyer- Ahmad province- were asked to evaluate prospect 1 0n the basis of the provided checklist which was based on Likert scale and derived from previously used checklists. The results depicted that reading, writing, and supplementary materials are the aspects of the textbook that are in real need of more improvement and revision. And listening skill was viewed as the most satisfactory dimension of the evaluated textbook (prospect 1). The findings of the present study may contain some implications that could help material developers and writers, to edit, revise, and improve the textbook, and also it can help the teachers to better teach and evaluate their students' textbooks.

Keywords: Textbook, rural learners, evaluation, teachers' perspective, prospect 1

Critical Review of Culture Related Content in Iranian Junior High School Textbooks (Prospects 1,2,3): Teachers' Perspectives

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Abstract

Textbooks as the main teaching materials in foreign language learning (EFL) have a direct influence on the process of learning and teaching, so their evaluation is an educational necessity. As culture is an inseparable part of foreign language learning the aim of the present study is to evaluate culture-related content in newly developed junior high school textbooks (prospects 1,2,3) from teachers' perspective. To this aim the researchers interviewed 18 teachers (7 females and 11 males) who have been teaching prospects series for 2 to 8 years, using a semi–cultural interview. The study revealed that the prospect textbooks (prospects 1,2,3) contain some aspects of Iranian and some Islamic culture and the textbook developers concentrate mainly on their home culture and ignored the target culture totally which is inadequate in fostering intercultural communication. The findings of the present study can help textbook developers to consider this issue in their future reviews or rewriting of the textbooks.

Keywords: culture- text book- prospect- evaluation

The Effectiveness of Cloze Test Practices on the Writing Skills of Adult Iranian EFL Learners

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Abstract

The focus of this paper is to reveal the effects of close test practices and conventional method of writing instruction on the writing skill of Iranian EFL learners. It also attempts to clarify if there are any differences between the effect of cloze test practices on students' writing skill and scoring methods. To achieve the purposes of the research, 70 Iranian EFL learners at intermediate level of language proficiency who were native speakers of Persian were chosen as the study population. In the first step, English proficiency test was administered to select the participants. After administering the proficiency test, the learners were divided into two groups of control and experiment. All two groups of participants took a pre-test before the treatment. After the pre-test, students in two groups were exposed to instructional programs. Experimental group was instructed through the use of close test practices and the other one received treatment based on the conventional methods of writing instruction. In addition to these, in the experimental group the two scoring methods of close test known as "exact word" and "acceptable word" were used so as to examine the effects of scoring methods on the learners' writing achievement. After applying the treatment, two groups took writing post-test which consisted of the same topic that had been used in the pre-test. Finally, analyzing data and using Paired and Independent Samples *t* tests indicated that close test practices had significant effects on the writing skill of Iranian EFL learners, while conventional method of writing instruction did not have any significant effects on their writing skill. The last finding was that there was not a difference between scoring methods and the effect of cloze test practices on students' writing skill.

Keywords: writing skill, cloze test, EFL learners

An Interlanguage Pragmatics Study of Iranian EFL Learners' Realization of Condolence Speech Act: The Role of L2 Proficiency

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Abstract

Speech acts, as the make-up of pragmatic competence, are key concepts in the study of L2 pragmatic knowledge, and interlanguage pragmatics studies are often conducted within the framework of speech acts. Therefore, this study, as an interlanguage pragmatics study, was an attempt to put under scrutiny Iranian EFL learners' realization of the condolence speech act in English, and to examine how they differ from English native speakers in their realization patterns. This study was also interested in examining whether Iranian EFL learners' realization of the condolence speech act was correlated with their level of L2 proficiency. To this end, a Discourse Completion Test (DCT) was administered to 82 undergraduate Iranian EFL students first in English then in Persian. For baseline comparisons, the English DCT was also administered to 20 native speakers (NSs) of American English. The participants were divided into elementary, intermediate, and advanced levels based on their scores on the Oxford Quick Placement Test. The data were analyzed based on Elwood's (2004) coding scheme. Adopting a quantitative research design, the frequency and percentage of the condolence strategies used by each respondent group were calculated. Also, a chi-square test was run to compare the realization patterns among the three proficiency-level groups. The results indicated that English and Persian NSs and Iranian EFL learners adopted the same condolence strategies, yet they varied in the semantic formulas, content, or forms they utilized in their condolences. Additionally, proficiency level was found to be correlated with Iranian EFL learners' realization of the condolence speech act.

Keywords: Interlanguage pragmatics, Speech act realization, Condolence speech act, L2 proficiency level

English-major Students Storying Their Transition into E-learning: A Study of Affordances and Constraints

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Abstract

Online emergency distance education, precipitated due to the COVID-19 pandemic outbreak, has brought with it numerous far-reaching ramifications to and transformations in the lives of a wide range of stakeholders in education, not least among them university students. This investigation reports on how seven English-major undergraduates in a local Iranian university, with experiences of both face-to-face classrooms and online learning, came to perceive the transition they had already made from one mode of learning to another. The study additionally aimed at tapping into affordances and constraints of online education as lived by the participants. Data was collected through written researcher-made narrative templates and follow-up questions raised as a result of careful perusal of the data by the researchers. The findings yielded a picture of the vagaries of the pandemic in education as one informed, in the main, by all but a seamless transition to the new e-learning mode. Furthermore, the participants pointed to infra-structural insufficiency, shortage of institutional emotional support, and their deprivation from the panorama of rich experiences offered by campus life as the constraints of the new situation. In regard to the enablements provided, a push towards developing more digital literacy and some practical considerations, such as flexibility of course delivery and its cost-effective nature, were generally rendered as being operative in the new pedagogical experience. Implications for theory, practice, and policy are finally drawn.

Keywords: narrative inquiry, transition to e-learning, English-major students, Iran

فاکتور های تاثیرگذار بر انگیزه ی معلمان زبان انگلیسی به عنوان زبان خارجی: یک مطالعه ی فراترکیب

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چکیده

این مطالعه ی فرا ترکیب با هدف بررسی فاکتورهای تاثیرگذار بر انگیزه ی معلمان زبان انگلیسی به عنوان زبان خارجی انجام شده است. در این مطالعه بر اساس معیارهای تعیین شده برای بررسی مقاله ها، ۵۰ مقاله در زمینه ی انگیزه ی معلمان زبان خارجی به عنوان زبان دوم انتخاب شدند تا به عنوان داده های کار مورد بررسی قرار بگیرند. این داده ها از وب سایت ها، پایگاه های داده، موتور های جستجو و کتابخانه های دیجیتال جمع آوری شدند. با استفاده از نرم افزار ان ویو (Nvivo) و بر اساس روش نظریه ی زمینه ای و تحلیل محتوایی داده های پژوهش مورد آنالیز قرار گرفتند. نتیجه ی مطالعه نشان داد که فاکتور های مرتبط به اجتماع، مسائل مربوط به آموزشگاه ها و مدارس، فاکتور های مربوط به محیط فیزیکی و مسائل مربوط به کلاس درس و فاکتور های مربوط به توانایی ها و شخصیت خود معلمان از مهم ترین عوامل در مورد انگیزش معلمان زبان انگلیسی بودند که هر کدام شامل چندین زیر مجموعه می باشند. بنابراین، دولت مردان می توانند نگرش جامعه به زبان و فرهنگ انگلیسی را مثبت تر کنند. همانطور مدیران مدارس و آموزشگاه ها می توانند محیطی دوستانه برای همکاری معلمان زبان انگلیسی با یکدیگر فراهم آورند تا انگیزه ی معلمان را افزایش بدهند. سوپروایزرها ها نیز می توانند با حمایت از معلمان آن ها را در این امر یاری کنند تا بهتر بتوانند در کلاس های خود عمل کنند.

واژه‌های کلیدی: معلمان زبان انگلیسی به عنوان زبان خارجی، انگیزه ی زبان دوم، انگیزه ی معلمان زبان انگلیسی به عنوان زبان خارجی

Foreign Language Learners Dropping out of Language Classes: Honoring Dropouts' Voice

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Abstract

Many language learners in foreign language contexts leave their courses half-way before reaching advanced levels of proficiency. Despite a large body of research on dropping out of school or higher education programs, few have delved into this multifaceted phenomenon in language institutes and tutorial language courses. The current study, utilizing a qualitative approach, aimed at investigating EFL learners dropping out of face-to-face language classes in Iran. To this end, 20 participants were interviewed to explore their main reasons for abandoning classes in 44 dropout instances. Reflexive Thematic Analysis (Braun & Clarke, 2022) was used to analyse the interviewees' responses. Forty-nine major reasons were found which were classified into five themes of satisfying a need of higher priority, teacher-induced dissatisfaction, administrator-induced dissatisfaction, satisfied language-class-related need, and improvement-related dissatisfaction. Administrator-induced dissatisfaction, however, was specific to public classes in language institutes – not private ones. The session begins with a brief overview of the existing gap in the literature, the significance of EFL dropout studies, and the adopted methodology. The speaker will then present the major themes and subthemes of reasons, accompanied by a few tangible examples within each theme. Handouts, including an exhaustive list of reasons, subthemes, and themes, classified in a concise table, will be provided and the audience's opinion will be sought about the commonality of each of the major themes under their own teaching contexts. The session will conclude with implications of the findings for both researchers and practitioners, especially administrators of language institutes and language teachers.

Keywords: dropout, EFL, foreign language learners, reasons, reflexive thematic analysis

An Evaluation of Two ESP Course Books Using Revised Bloom's Taxonomy: The Case of English Books for Police Forces in Iran

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Abstract

English for Specific Purposes (ESP) is a learner-centered approach to teaching English which focuses on developing communicative competence in specific disciplines and professions. The English language is also considered a fundamental skill for police forces that guard land and sea borders or participate in international competitions of police forces. Although there have been needs analysis studies on the language needs of police forces in Iran, little research has been conducted on the existing teaching resources. This study reports an analysis of two ESP course books specially developed for police forces, i.e., *English for the Students of Special Police* and *English for the Students of Coast Guard*, in Amin Police University regarding cognitive load in language skills and subskills. Both intra- and inter-coder reliability tests were carried out to ensure the consistency of the obtained data. The overall results unveiled that both series focused on the development of LOTS learning objectives. These findings showed that *English for the Students of Special Police* totally leaded improvement on LOTS, while *English for the Students of Coast Guard* was pertinent to a few numbers of LOTS activities. These findings were discussed with those of the related literature. In conclusion, some suggestions are proposed for material developers to rectify the materials and carry out further investigations.

Keywords: English for specific purposes, English for police forces, material evaluation, revised Bloom's taxonomy.

English Language at the Work Place: An Investigation into the English Language Needs of Tejarat Bank Employees in Foreign Exchange Branches

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Abstract

The content for the ESP course has been mostly determined based on the intuitive judgements and personal preferences of syllabus designers and teachers, rather than a standard needs analysis. Considering the important role of the English language in conducting financial transactions and international interactions by foreign exchange branches of banks and the lack of proper local materials that cover the professional needs of bank employees, the present study was an attempt at assessing the current English language abilities of foreign exchange branches personnel as well as their target needs for career success through quantitative and qualitative methods. For this purpose, personnel of various units, i.e., the international deputy, headquarters', foreign exchange branches' managers and employees in Tejarat Bank were recruited based on available sampling to the researcher. The participants were 30 bank employees with different job positions, including current staff and retired personnel. They were asked to answer a 41-item close-ended questionnaire along with participating in one to two hours interview sessions. Additionally, the performance of the participants in the work environment was indirectly observed and investigated by the researcher. Based on the data analysis it was found that due to the recruitment of personnel with inadequate command of English in some branches, all language skills should be taught to the staff and line employees. It was concluded that the most important needs of subjects were reading, listening, speaking, and writing, respectively. The findings of the study have implications for renewing the current practices of ESP instructors in bank units. Pedagogical implications for foreign exchange employees and material designers were discussed in detail.

Keywords: English for Specific Purposes, English for Police Forces, Material Evaluation, Revised Bloom's Taxonomy

The Contributory Role of Eye Contact in Iranian Female Intermediate EFL Learners' Speaking Ability

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Abstract

One aspect of nonverbal communication is eye contact which can convey messages. Eye contact is a powerful tool for teachers and learners in language learning settings. This study examined the effect of eye contact on Iranian female intermediate EFL learners' speaking ability. To conduct the study, 61 learners were selected by employing the speaking section of PET as a pretest to ensure students were homogeneous and at the same level concerning their speaking skills. Then, they were randomly divided into two groups; the experimental group (31 students) and the control group (30 students). Pretest and posttest scores of participants' speaking ability were calculated before and after the treatment phase and then analysed. The data analysis through the independent sample t-test indicated a statistically significant difference in the speaking ability of the experimental group, who experienced speaking practice through eye contact but the control group received speaking instruction conventionally. The EG outperformed the CG. As a result, it could be concluded that eye contact significantly affected Iranian female intermediate EFL learners' speaking ability. The results of this study could help Iranian EFL teachers and learners pay more attention to the use of appropriate eye contact to facilitate speaking. It could also suggest syllabus designers and policymakers to emphasize such features in their TTC courses.

Exploring Professional Identity of English Language Versus Science Teachers at Iranian Junior High Schools

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Abstract

Professional identity is a multidimensional variable researched using quantitative and qualitative methods. However, very few studies have adopted a comparative perspective on the issue. Having this gap in mind, the researchers explored the representations of the Iranian high school teachers of English and science about building their professional identity and analysed their identities built during their education and work. This study adopted both quantitative and qualitative design as the method. It included a survey of the participants' professional identities and a comparison of the variables based on their majors. The qualitative phase was established on a biographical narrative method and relied on autobiographical interviews. The quantitative analysis results showed no significant difference between the English teachers and science teachers in terms of professional identity. The qualitative analysis confirmed that autobiographical narrative is appropriate to investigate teachers' professional identity and gave us a better understanding of individual and community identity through experiences and events that reflected the complexity of the teacher's professional being. It was concluded that a teacher's professional identity is dynamic, which pedagogically implied the significance of a teacher's academic background and training and its contribution to identity development.

Keywords: EFL Teachers, Junior High Schools, Professional Identity, Science Teachers

The Impact of Communicative-Based Activities on Introvert and Extrovert Students' Speaking Ability

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Abstract

The importance of personality factors and individual difference has caught the attention of researchers in Second Language Leaning for the last decades. This study aimed to explore the impact of communicative-based activities on the speaking performance of introvert and extrovert Iranian EFL learners. Speaking, in this study, is evaluated through measuring grammatical accuracy, fluency, and lexical resources. First, some 32 intermediate EFL learners were chosen by taking a Cambridge IELTS Test. They were all female students with the age range of 18 to 28. In order to collect data, Eysenck Personality Questionnaire was first administered to specify the personality types of students, and the students were divided into one introvert and one extrovert group. Then, an IELTS speaking pretest was held to determine the speaking level of the students. After that, twenty-one successive sessions of treatment started, where interruption activity, memory or story recording, and role playing were used for both introvert and extrovert students. Finally, a posttest identical to the pretest was held to check the possible effects of the treatment. Having analyzed the data through t-tests, the researchers found that the activities were almost equally beneficial for both introverts and extroverts, but they were not in favor of one group significantly. It was also shown that introvert and extrovert students were significantly different from each other in the lexical resources category, where the introverts were better than the extroverts.

Keywords: extrovert, introvert, interruption, memory/story recording, role playing

Exploring the Perception of High-School Students About Distance Learning in Covid-19 Pandemic

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Abstract

The COVID-19 pandemic has created the most significant disruption of education systems in human history, affecting many learners in more than 200 countries as well as Iran. Several international institutions and educational experts affirm that the learning process should continue distance education during the covid-19 epidemic period (Dayal and Tiko,2020). It is widely accepted that information technology advances and new learning science developments provide opportunities to create well-designed, learner-centered, interactive, affordable, efficient, and flexible e-learning environments (Khan, 2005). But in Iran, it happened where those who dealt with education did not have enough knowledge, and there was no helpful application for distance learning, so all educational spystems had continued their education in a very inflamed and troubled atmosphere where both learners and teachers were not satisfied. The purpose of this study is to reveal the problems students of high school students of grade 4 experienced during the COVID-19 pandemic. The present study is explanatory research. The research tries to absorb precise conclusions about problems arising for students due to the covid-19 pandemic. The researcher collected the data by applying a quantitative method. The data were collected using a questionnaire related to problems in the new learning method. The validity of the questionnaire was measured by asking the experts in the field. The reliability of items was checked with Cronbach's Alpha. The result was 0.849, which shows the high consistency of questionnaire items. To analyze the data, the SPSS program version 25 was applied. Descriptive statistics including frequency, percent, mean and standard deviation were used. The survey consisted of two domains: perception towards distance education and motivational problems that deal with underestimating the role of the teachers. A five-point Likert scale was used to assess participants' responses to the different domains. Their rationale for writing this research is that problems should be clarified, and education officials should think of practical solutions to solve these problems. The researcher selected the participants among the students of three local high schools in Shiraz, Iran. The population contained 60 students randomly to collect the data. The results indicated that most students agreed on the point that e-learn ing had adverse effects on their learning. This study's findings revealed that 86% of the population had the opinion that distance learning is not helpful for them. The research shows that most of the problems are related to technical problems such as the internet and connections, lack of a proper app, and also shows that teachers could not teach the lessons as they can, students can't participate in class except for one or two times, so it reduces their motivation to be present in a class all the time, and they just are at class without any desire to listen to lessons. This led to the weakening of the role of teachers, and students lost their motivation to learn and just passed the course. The result of this study can be helpful for teachers and authorities of the high-school educational systems.

Keywords: covid-19, distance education, high school students, technical problems

An Exploration of Iranian EFL Learners' Emotions and Their Underlying Reasons During the COVID-19 Pandemic: A Narrative Study

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Abstract

This narrative study aimed to probe Iranian English language learners' emotions towards online courses during the COVID-19 pandemic and elucidate their underlying reasons. The participants of the study included 20 undergraduate English learners with different years of learning experiences, who were chosen using maximum variation sampling. Data were collected using personal documents and semi-structured interviews, which were guided by meta-emotion interview questions adapted from Benesch (2013). The collected data were analyzed using inductive thematic analysis. The findings of the study indicated that the participants experienced both positive and negative emotions. The majority of the participants talked about the positive emotions of joy and happiness. Furthermore, the most frequent negative emotions involved anger, anxiety, boredom, and powerlessness. The analysis of the data revealed that the positive emotions were mainly experienced due to learning at home, physical ease, and availability of education and learning. Moreover, negative emotions were experienced because of several factors, such as technical problems of the online educational system, lack of trust between teachers and learners, lack of non-verbal communication, and procrastination regarding class tasks and activities.

Keywords: Learners' emotions; Negative Emotions; Positive Emotions; Narrative Inquiry

Online Community of Practice and Writing Motivation: Evidence from Masked Education

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Abstract

In today's communicative language teaching (CLT) approach, co-construction through communities of practice (CoPs) has led new demands for improving communication skills. This approach highlights the significance of continuous reciprocal effort between learners and teachers and motivates them in expanding communicative skills. The aim of this study is to create an online CoP during COVID-19 pandemic to assess its effectiveness in boosting intrinsic motivation in writing skill during student-centered online classes. 45 intermediate learners were recruited from two online classes at Melal language institute in Shiraz, Iran. Students were randomly assigned into control and treatment groups. Those in the treatment group were also assigned into two groups, each consisting of 15 participants. Employing a two-group pretest-posttest design, two motivation scales were utilized: the AMTB and Bruning et al.'s (2013) Liking Writing Scale. Prior to starting the study, the main parts and principles in writing a composition and the content and arrangement of ideas were introduced and all students participated in the pretests. Then, the teacher involved learners in co-constructing their writings and exposed them to different points of view. After sharing ideas in groups, all paragraphs were written with almost equal participation. At the end, the instructor reflected on the writings and all participants completed the posttests. The results of two ANCOVAs indicated that writing compositions through CoP was highly conducive to enhancing their motivation to write efficiently.

Keywords: writing skill, intrinsic motivation, community of practice, CLT

The Effect of Using Authentic Based Material on Developing Vocabulary Knowledge of Iranian Intermediate Extroverted and Introverted Learners

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Abstract

The present study was an attempt to investigate the effect of using authentic-based material on developing vocabulary knowledge of Iranian intermediate extroverted and introverted learners. In order to perform this study, 90 Iranian learners studying English as a foreign language who were conveniently sampled from Pooyan Language Institute in Semnan were selected. To choose a homogenous sample, the oxford quick placement test (OQPT) was administered to the whole sample. In the second step, the Eysenck personality questionnaire (EPQ) was administrated to the learners and they were divided into two introverted and extroverted groups. At first, a pre-test of vocabulary was given to both groups to see the performance of the learners in vocabulary knowledge. Then, treatment was commenced in 10 sessions. To perform this, the learners received the authentic passages extracted from the *Steps to Understandings; Intermediate Level (Hill, 1980)*. In the last session, the EFL learners were given a post-test of vocabulary. At last, the independent and the paired samples *t*-tests were utilized to analyze the data by using SPSS software. Obtained results showed that there was a statistically significant difference between extroverted and introverted EFL learners who received authentic-based materials in developing vocabulary knowledge.

Keywords: Authentic Material, Vocabulary Knowledge, Extroverted Learner, and Introverted Learner

The Effects of Peer-Monitoring on Writing Activities for Undergraduate

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Abstract

Writing is the process of using symbols, letters of the alphabet, punctuation, and spaces to communicate thoughts and ideas in a readable form and it is a medium of human communication that involves the representation of a language with symbols (Jabar Al-Atabi, 2020). So, Writing is a physical and mental activity (Nunan, 2003). It is significant to study writing not only as a product of an individual, but also as a cognitive, social, and cultural behavior. The present research considered the significant effects of peer-monitoring in writing activities for undergraduate students of TEFL writing skills. In this research, we were supposed to investigate peer-monitoring effects on 173 male and female university students' writing activities whose ages ranged from 18 to 27, and they had a composing description writing paragraph as pre & post-test in the same conditions. The purpose of this study was to recognize the extent to which peer-monitoring practices had novel impacts on learners' writing tasks in relationship to the identical research. The results are also useful for scholars and teachers who wish to present learners with various pedagogies that focus on writing skills and using different strategies for learners.

Keywords: writing activities, composing description, feedback, peer-monitoring

Le rôle de l'image dans les manuels de langue et son exploitation en classe virtuelle

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Résumé

Nous vivons dans une société où l'image est de plus en plus présente et l'enseignement par l'image ne pourrait pas ne pas se développer à nos jours. Ce support peut transmettre de nombreuses connaissances aux apprenants, à savoir des connaissances linguistiques, mais également socio-culturelles. D'ailleurs, c'est pour cette raison que depuis les années 1970, les manuels de langue proposent des ressources iconiques pour un public de tous niveaux langagiers. La présente étude cherche à découvrir la manière par laquelle les enseignants en Iran exploitent les images fixes des manuels de français à leur disposition. Pour ce faire, trente-trois séances de cours synchrones animés par cinq enseignants ont été observées. Un entretien auprès de huit enseignants a également été mené. L'analyse des données collectées, basées sur une grille d'observation et d'analyse des entretiens montrent des lacunes concernant la démarche de l'exploitation de l'image en classe virtuelle : les enseignants observés n'avaient pas une démarche bien définie dans leur programme consacré à l'exploitation des images du manuel enseigné. Le plus souvent même les consignes du guide pédagogique concernant les propositions vis-à-vis à l'exploitation de l'image, semblaient ignorer. C'est pourquoi en adoptant une recherche production, à partir de notre cadre théorique ainsi que de l'analyse des guides pédagogiques des manuels et les constats sur terrain, cet article propose un modèle de lecture de l'image afin d'exploiter pratiquement les images des manuels en classe virtuelle.

Mots-clés : classe de langue, classe virtuelle, enseignants iraniens, exploitation de l'image, image fixe, manuels de langue.

L'exploitation des corpus numériques au service de la didactique de l'écrit académique

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Résumé

L'entrée dans l'écrit académique est une tâche difficile à gérer pour les étudiants allophones ayant à rédiger notamment leur mémoire ou thèse en langue étrangère à la fin de leur cursus de master ou de doctorat. Malgré leur bon niveau linguistique (B2+), les étudiants non-natifs éprouvent des difficultés lors de la rédaction autonome d'un texte universitaire acceptable, c'est-à-dire conformes aux normes prescrites. Dans cette recherche, le présupposé est que le rôle de l'input langagier à l'exposition duquel se trouvent les apprenants de langue est indéniable et que l'enseignement de l'écrit académique par les documents authentiques favorise la qualité de l'input proposé aux étudiants non-natifs. Ainsi, ces derniers auront l'opportunité d'être confrontés à un input riche, ce qui maximiser la possibilité de produire un output plus normé. La présente étude a donc pour objectif de proposer une méthodologie de travail en classe de langue, basée sur les corpus numériques en tant que documents authentiques, afin d'enseigner la rédaction académique au niveau avancé dans le contexte universitaire pour une prise en main personnelle des étudiants de cet outil. Pour ce faire, cette communication s'appuie sur une approche onomasiologique (démarche partant du concept pour en étudier les expressions dans une langue donnée) en vue de présenter des séquences didactiques destinées aux étudiants iraniens de français. Les types de méthodes adoptées pour réaliser cette étude sont les suivants : « recherche application » (apport de la linguistique de corpus en didactique de l'écrit), « recherche description » (caractéristiques des corpus numériques exploitables en classe de langue) et « recherche production » (élaboration des séquences didactiques).

Mots-clés : écrit académique, corpus numérique, étudiant allophone, didactique de l'écrit.

عناصر فرهنگی و رویکرد برگردان فارسی و آلمانی آنها درمجموعهٔ پنج جلدی از جِف کینی

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چکیده

عناصر وابسته به فرهنگ از عناصر بسیار مهم در انواع ژانرهای ادبی از جمله ژانر داستانی به شمار می‌روند. در این میان ادبیات کودک و نوجوان از این قاعده مستثنی نیست. با استناد به آنتونینی و چیارو (۲۰۰۵)، ده حوزهٔ وابستهٔ به عناصر فرهنگی زبانی وجود دارند. در این مقاله، نوع ترجمهٔ این حوزه‌های فرهنگ با استناد به هفت راهکار ایویر (۱۹۸۷) برای ترجمهٔ عناصر فرهنگی در مجموعهٔ پنج‌جلدی برای مخاطب نوجوان به نام «خاطرات یک دست و پاچلفتی» و یا «خاطرات یک بی عرضه» و ترجمهٔ فارسی و آلمانی این پنج اثر بررسی می‌شود. بدین منظور بر اساس تقسیم بندی آنتونینی و چیارو، ابتدا معادلهای انگلیسی عناصر فرهنگی (مانند تحصیلات، مواد غذایی، گردش و سرگرمی و ....) در نسخهٔ انگلیسی کتاب‌ها یافت شد و سپس با معادل‌های فارسی و آلمانی نسخه‌های ترجمه شده مقایسه شد و نوع راهکار ترجمه‌ای برای عناصر نیز مشخص گردید. در انتها با نتایج حاصل شده تعیین شد که کدام زبان (فارسی و آلمانی) بیشتر از رویکرد بومی‌سازی و یا بیگانه‌سازی (ونوتی، ۱۹۹۵) استفاده کرده است. مطالعهٔ فوق از نوع کیفی-کمی است. نتایج این مطالعه نشان داد که راهکار «جایگزینی» بیشترین بسامد و راهکارهای «اضافه کردن» و «تعریف» کمترین بسامد را در این پنج اثر ترجمه شده دارا هستند. همچنین در ترجمهٔ فارسی رویکرد مترجمان بیشتر بیگانه‌سازی بوده است. این در حالیست که رویکرد مترجمان آلمانی بومی‌سازی بوده است.

واژه‌های کلیدی: ترجمهٔ عناصر فرهنگی، جایگزینی، بومی‌سازی، بیگانه‌سازی، مخاطب نوجوان

2ⁿᵈ National Conference on Recent Development in English Language Teaching, Literature, and Translation

As the leading non-profit institute of higher education in Fars Province, Zand Institute of Higher Education has always been eager to expand its horizons. The "First National Conference on Recent Developments in English Language Teaching, Literature and Translation", which was held in collaboration with Shiraz University, hosted prominent national and international scholars in the fields of TEFL, English Literature, Linguistics and Translation Studies. At this conference, topics such as recent translation methods, the importance of proper teaching and learning principles, and efficient ways of familiarizing students with English Literature were discussed. This national conference has been a huge step toward achieving our educational goals and it will definitely pave our way for hosting other scientific events in the future.